



Barley Sheaf Elementary School
(19-1510-030)
Grades Offered: KG-04
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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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 | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Ms. Karen Gabruk |
| Address | 80 BARLEY SHEAF ROAD FLEMINGTON, NJ 08822-9180 |
| Phone Number | 908-284-7584 |
| Email Address | kgabruk@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/67 |
| Facebook | https://www.Facebook.com/flemrarschools |
| Twitter | https://twitter.com/barleysheaffrsd |



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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 | 77 | 68 | 78 |
| 1 | 53 | 78 | 66 |
| 2 | 63 | 53 | 72 |
| 3 | 67 | 72 | 61 |
| 4 | 77 | 71 | 72 |
| Total | 337 | 342 | 349 |

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 | 43.9% | 42.4% | 45.6% |
| Male | 56.1% | 57.6% | 54.4% |
| Economically Disadvantaged Students | 4.2% | 7.9% | 6.9% |
| Students with Disabilities | 14.2% | 19.0% | 16.6% |
| English Learners | 0.0% | 0.9% | 0.3% |
| Homeless Students | 0.0% | 0.0% | 0.3% |
| Students in Foster Care | 0.0% | 0.9% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 86.6% | 83.9% | 82.5% |
| Hispanic | 3.6% | 4.4% | 6.3% |
| Black or African American | 1.2% | 1.8% | 0.9% |
| Asian | 7.4% | 7.0% | 7.4% |
| Native Hawaiian or Pacific Islander | 0.3% | 0.3% | 0.3% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.9% | 2.6% | 2.6% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 77 | 68 | 78 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 92.6% |
| Spanish | 2.3% |
| Polish | 2.0% |
| Other Languages | 3.2% |



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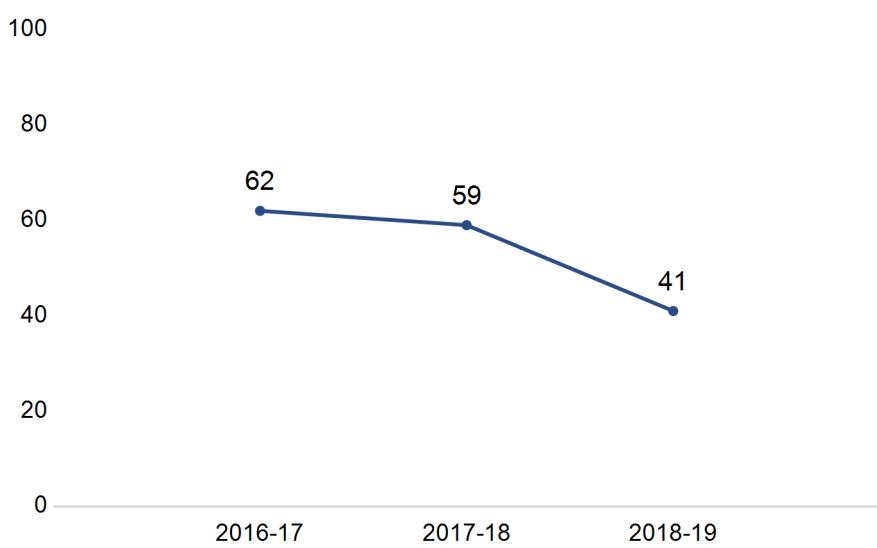
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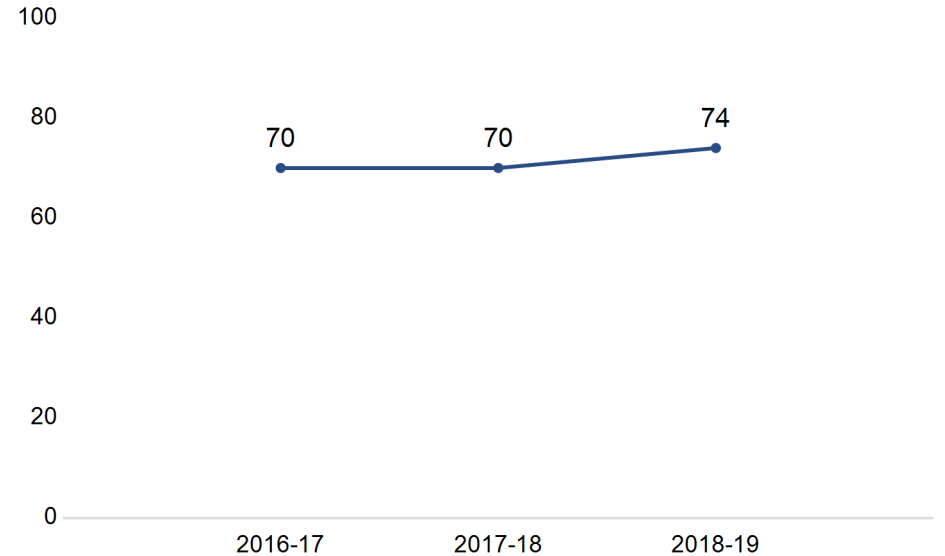
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|------------------|--------------|--------------|------------------|------------------|------------------|
| Median Student Growth Percentile | 62 | 59 | 41 | 70 | 70 | 74 |
| Met Standard (40-59.5)? | Exceeds Standard | Met Standard | Met Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide | 41 | 53 | 50 | Met Standard | 74 | 58 | 50 | Exceeds Standard |
| White | 39 | 52 | 50 | Not Met | 72 | 56 | 52 | Exceeds Standard |
| Hispanic | * | 51 | 49 | ** | * | 54.5 | 47 | ** |
| Black or African American | N | 59 | 45 | ** | N | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 59 | ** | * | 67 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 41 | 49 | ** | * | 47 | 52 | ** |
| Female | 52 | 54.5 | 53 | N | 69 | 55 | 50 | N |
| Male | 32 | 52 | 47 | N | 75 | 60 | 51 | N |
| Economically Disadvantaged Students | * | 52.5 | 48 | ** | * | 55 | 46 | ** |
| Students with Disabilities | 43 | 46 | 43 | ** | 70 | 52 | 45 | ** |
| English Learners | * | 53 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | * | 49 | N | N | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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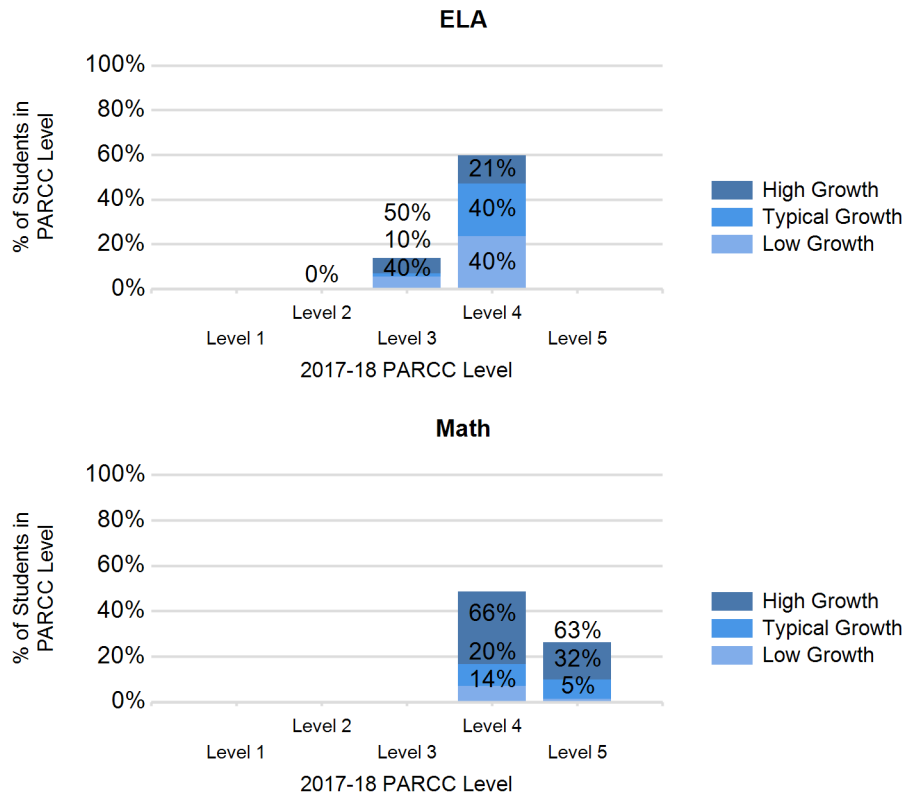
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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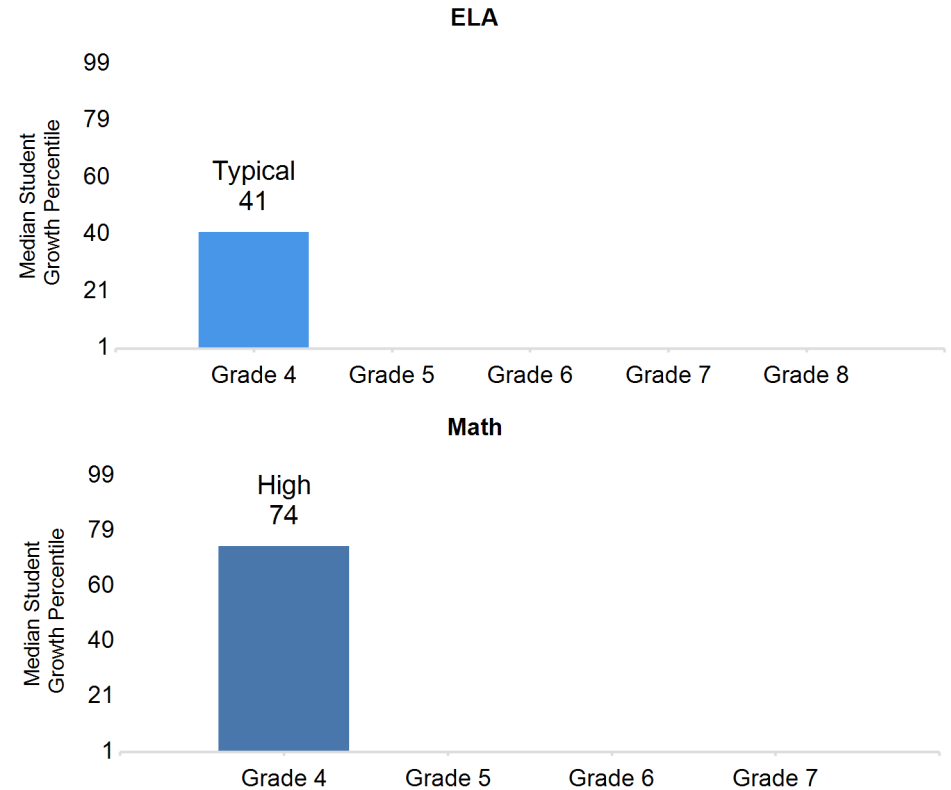
Student Growth by Performance Level

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



Student Growth by Grade

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





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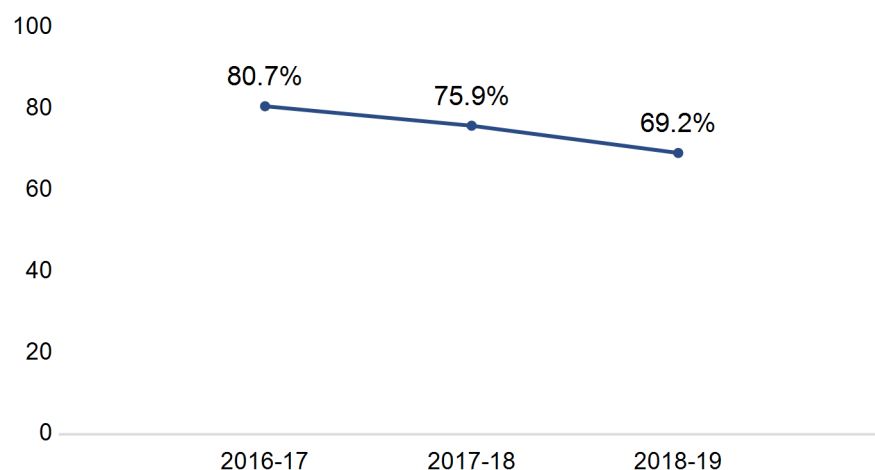
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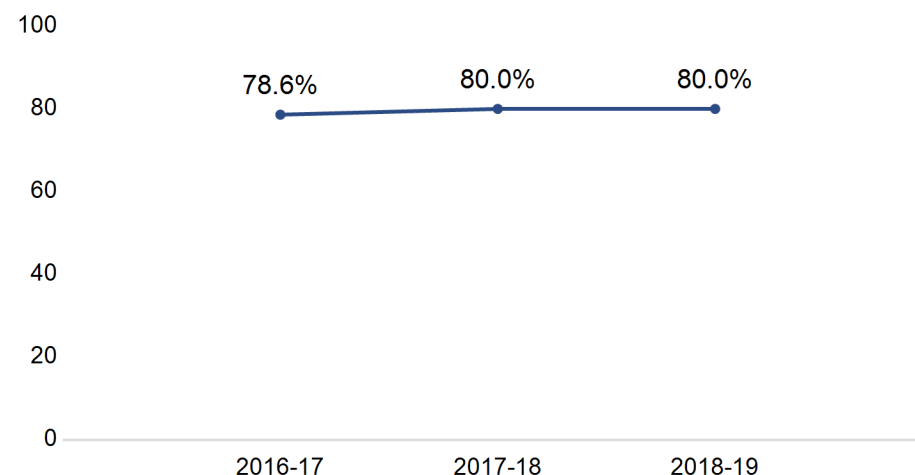
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 98.6% | 100.0% | 100.0% | 98.6% | 100.0% | 100.0% |
| Proficiency Rate for Federal Accountability | 80.7% | 75.9% | 69.2% | 78.6% | 80.0% | 80.0% |
| Annual Target | 75.5% | 75.8% | 76.0% | 80.0% | 80.0% | 80.0% |
| Met Annual Target? | Met Goal | Met Target | Not Met | Met Target† | Met Goal | Met Goal |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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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 | 130 | 100.0 | 69.2 | 69.2 | 57.9 | 69.2 | 76 | Not Met |
| White | 104 | 100.0 | 69.2 | 73.7 | 66.9 | 69.2 | 74.9 | Met Target† |
| Hispanic | * | * | * | 41.8 | 43.9 | * | ** | ** |
| Black or African American | N | N | N | 48.4 | 38.5 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 100.0 | 78.6 | * | 82.9 | 78.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 56 | 100.0 | 78.6 | 75.0 | 64.8 | 78.6 | | |
| Male | 74 | 100.0 | 62.2 | 64.0 | 51.3 | 62.2 | | |
| Economically Disadvantaged Students | 12 | 100.0 | 58.3 | 39.7 | 40.0 | 58.3 | ** | ** |
| Non-Economically Disadvantaged Students | 118 | 100.0 | 70.3 | 74.3 | 67.9 | 70.3 | | |
| Students with Disabilities | 36 | 100.0 | 33.3 | 30.4 | 22.7 | 33.3 | 53.6 | Not Met |
| Students without Disabilities | 94 | 100.0 | 83.0 | 78.6 | 65.1 | 83.0 | | |
| English Learners | * | * | * | 25.0 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 72.5 | 60.6 | * | | |
| Homeless Students | * | * | * | * | 29.1 | * | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | * | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



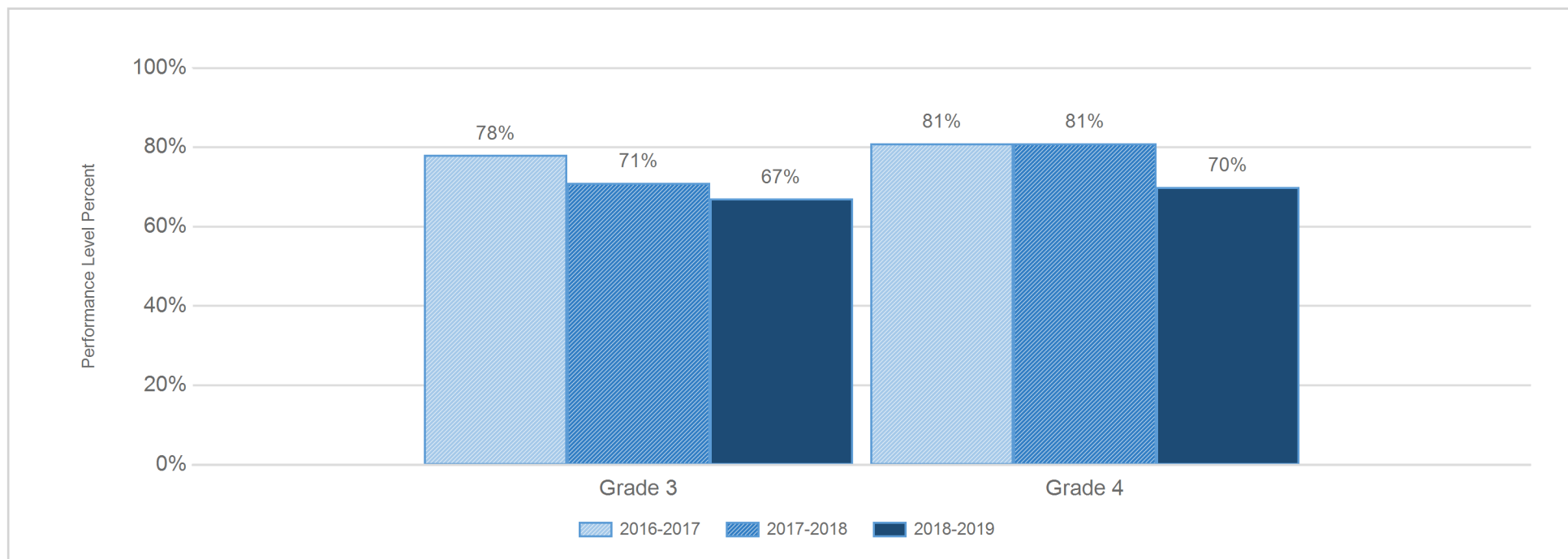
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 60 | 763 | 752 | 748 | 0% | * | 22% | * | * | 67% | 50% |
| White | 48 | 765 | 759 | 757 | 0% | * | 21% | * | * | 71% | 60% |
| Hispanic | * | * | 723 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 758 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | * | 756 | N | N | N | N | N | N | 58% |
| Female | 26 | 774 | 757 | 753 | 0% | * | * | * | * | 81% | 55% |
| Male | 34 | 755 | 748 | 743 | 0% | * | * | * | * | 56% | 46% |
| Economically Disadvantaged Students | * | * | 731 | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | 757 | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 17 | 754 | 742 | 719 | 0% | * | * | * | * | 41% | 24% |
| Students without Disabilities | 43 | 767 | 755 | 754 | 0% | * | * | * | * | 77% | 56% |
| English Learners | N | N | 713 | 713 | N | N | N | N | N | N | 17% |
| Non-English Learners | 60 | 763 | 754 | 751 | 0% | * | 22% | * | * | 67% | 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 | * | 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 | 73 | 763 | 762 | 755 | * | * | * | 49% | 21% | 70% | 57% |
| White | 56 | 762 | 766 | 763 | * | * | * | 46% | 21% | 68% | 67% |
| Hispanic | * | * | 735 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | N | N | * | 739 | N | N | N | N | N | N | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 775 | 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 | 32 | 767 | 768 | 760 | * | * | * | * | * | 75% | 62% |
| Male | 41 | 760 | 758 | 750 | * | * | * | * | * | 66% | 53% |
| Economically Disadvantaged Students | * | * | 737 | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | 767 | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 19 | 727 | 732 | 725 | * | * | * | * | * | 26% | 25% |
| Students without Disabilities | 54 | 775 | 771 | 761 | * | * | * | * | * | 85% | 64% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 73 | 763 | * | 758 | * | * | * | 49% | 21% | 70% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | * | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide | 130 | 100.0 | 80.0 | 69.0 | 44.5 | 80.0 | 80 | Met Goal |
| White | 104 | 100.0 | 81.7 | 73.5 | 54.1 | 81.7 | 80 | Met Goal |
| Hispanic | * | * | * | 36.4 | 28.8 | * | ** | ** |
| Black or African American | N | N | N | 51.6 | 23.0 | N | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 100.0 | 92.9 | * | 76.5 | 92.9 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 56 | 100.0 | 71.4 | 67.4 | 44.9 | 71.4 | | |
| Male | 74 | 100.0 | 86.5 | 70.4 | 44.2 | 86.5 | | |
| Economically Disadvantaged Students | 12 | 100.0 | 50.0 | 37.0 | 26.3 | 50.0 | ** | ** |
| Non-Economically Disadvantaged Students | 118 | 100.0 | 83.1 | 74.7 | 54.9 | 83.1 | | |
| Students with Disabilities | 36 | 100.0 | 50.0 | 32.3 | 17.4 | 50.0 | 63.2 | Met Target† |
| Students without Disabilities | 94 | 100.0 | 91.5 | 77.8 | 50.0 | 91.5 | | |
| English Learners | * | * | * | 31.6 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 72.0 | 46.5 | * | | |
| Homeless Students | * | * | * | * | 17.1 | * | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | * | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



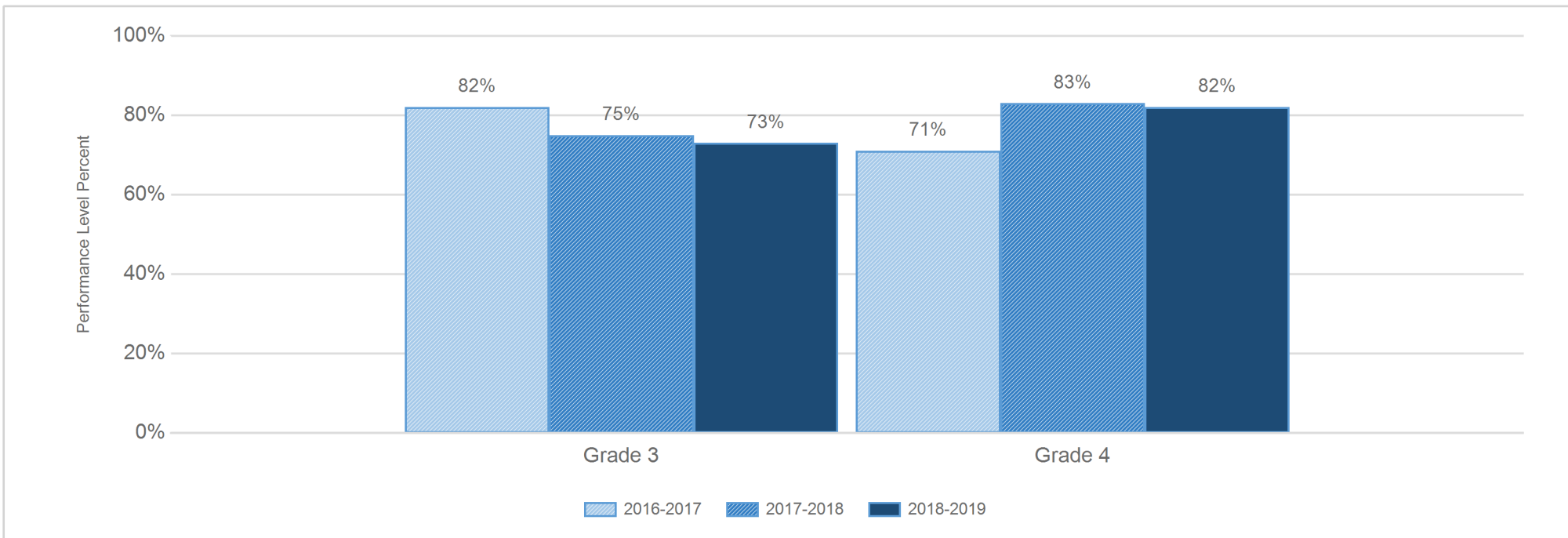
Barley Sheaf Elementary School
(19-1510-030)
Grades Offered: KG-04
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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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 | 60 | 768 | 766 | 752 | * | * | 20% | 50% | 23% | 73% | 55% |
| White | 48 | 773 | 772 | 760 | 0% | 0% | * | * | * | 81% | 66% |
| Hispanic | * | * | 732 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 777 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | * | 758 | N | N | N | N | N | N | 62% |
| Female | 26 | 764 | 764 | 751 | * | * | * | * | * | 65% | 54% |
| Male | 34 | 771 | 767 | 752 | * | * | * | * | * | 79% | 56% |
| Economically Disadvantaged Students | * | * | 742 | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | 772 | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 17 | 758 | 755 | 731 | * | * | * | * | * | 65% | 31% |
| Students without Disabilities | 43 | 772 | 769 | 756 | * | * | * | * | * | 77% | 60% |
| English Learners | N | N | 731 | 728 | N | N | N | N | N | N | 26% |
| Non-English Learners | 60 | 768 | 768 | 754 | * | * | 20% | 50% | 23% | 73% | 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 | * | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 73 | 772 | 771 | 749 | * | * | * | 63% | 19% | 82% | 51% |
| White | 56 | 771 | 775 | 757 | * | * | * | 64% | 18% | 82% | 62% |
| Hispanic | * | * | 738 | 737 | * | * | * | * | * | * | 36% |
| Black or African American | N | N | * | 731 | N | N | N | N | N | N | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 788 | 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 | 32 | 763 | 767 | 749 | * | * | * | * | * | 72% | 50% |
| Male | 41 | 779 | 774 | 749 | * | * | * | * | * | 90% | 52% |
| Economically Disadvantaged Students | * | * | 742 | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | 777 | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 19 | 735 | 740 | 726 | * | * | * | * | * | 37% | 25% |
| Students without Disabilities | 54 | 785 | 780 | 754 | * | * | * | * | * | 98% | 56% |
| English Learners | N | N | 743 | 722 | N | N | N | N | N | N | 18% |
| Non-English Learners | 73 | 772 | 772 | 751 | * | * | * | 63% | 19% | 82% | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | N | N |

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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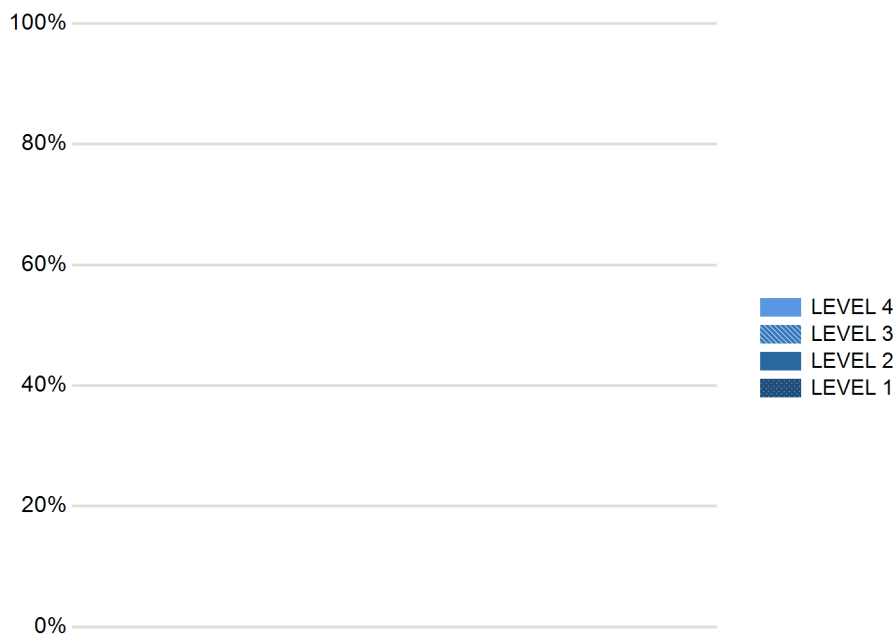
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
|---------------|-----------|-----------|-----------|-----------|



Barley Sheaf Elementary School

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Grades Offered: KG-04

2018-2019

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

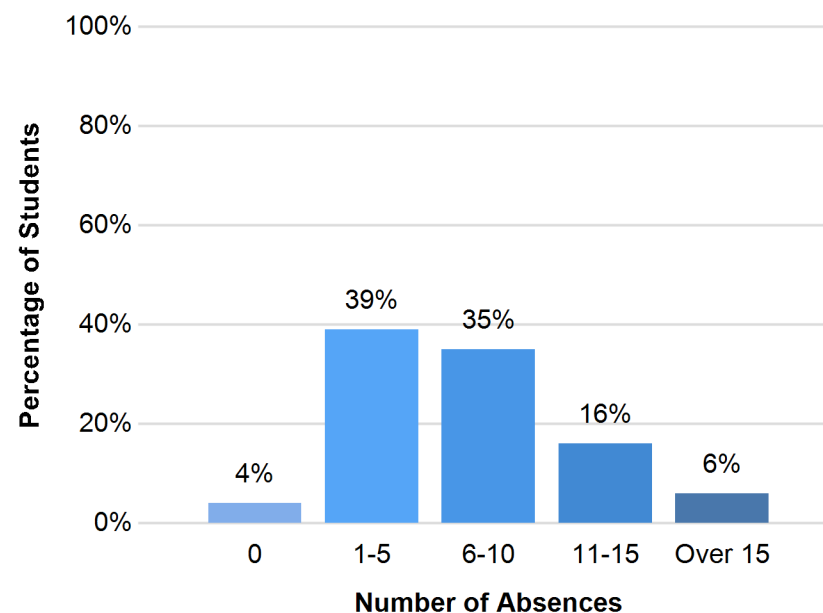
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 11 | 3.1 | 9.2 | Met |
| White | 6 | 2.1 | 9.2 | Met |
| Hispanic | 3 | 13.0 | 9.2 | Not Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 9.2 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 6 | 3.7 | | |
| Male | 5 | 2.6 | | |
| Economically Disadvantaged Students | 4 | 17.4 | 9.2 | Not Met |
| Students with Disabilities | 5 | 7.7 | 9.2 | Met |
| English Learners | * | * | ** | ** |
| Homeless Students | N | N | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | N | N | | |
| Migrant Students | N | N | | |

Days Absent

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





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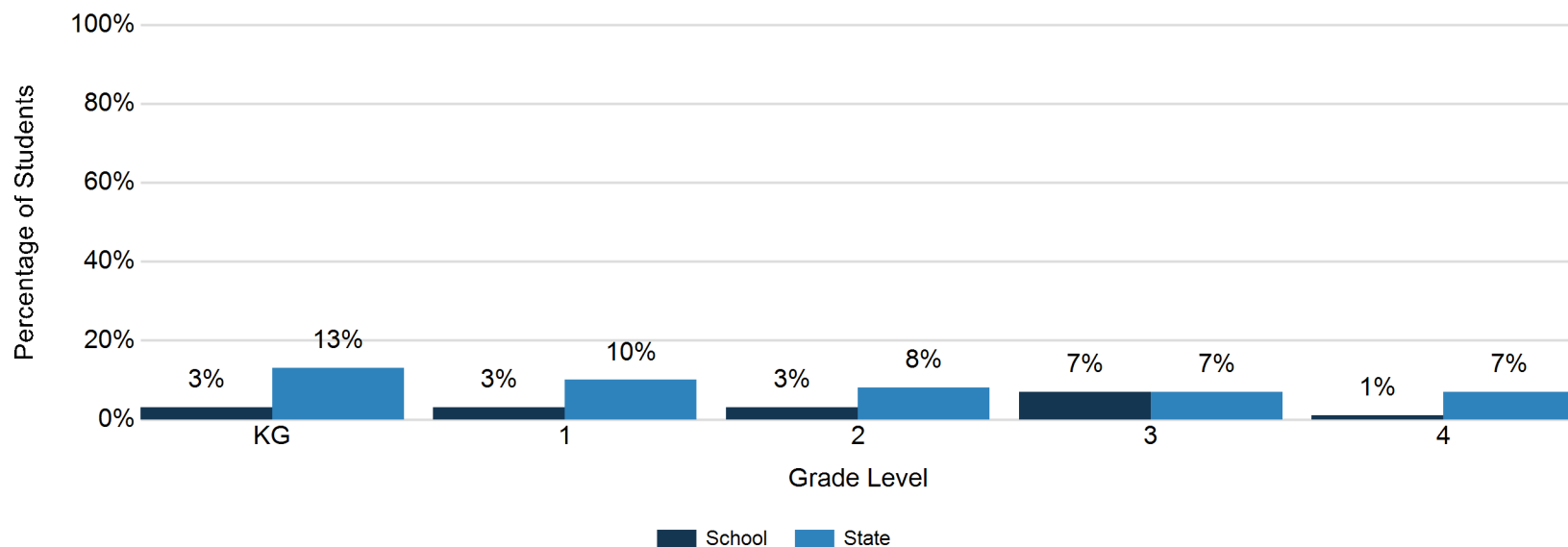
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Chronic Absenteeism by Grade

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 | 5 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.43 |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | 0 | 0.0% |
| Out-of-School Suspensions | * | * |
| 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 | 8:45 AM |
| Typical End Time | 3:30 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 45 Mins |
| Shared Time - Instructional Time | 5 Hrs. 45 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 39 | 118,214 |
| Average years experience in public schools | 12.3 | 12.1 |
| Average years experience in district | 9.6 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 69.2% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 9:1 | 9:1 |
| Students to Administrators | 175:1 | 142:1 |
| Teachers to Administrators | 20:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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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 | 45.6% | 100.0% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 54.4% | 0.0% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 82.5% | 97.4% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 6.3% | 2.6% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 0.9% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 7.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.3% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 2.6% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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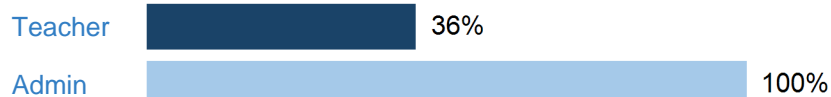
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 96.6% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Barley Sheaf Elementary School
(19-1510-030)
Grades Offered: KG-04
2018-2019

Report Key:

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

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

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

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

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

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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 80.7% | 75.9% | 69.2% |
| Math Proficiency | 78.6% | 80.0% | 80.0% |
| ELA Growth | 62 | 59 | 41 |
| Math Growth | 70 | 70 | 74 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | N |
| Chronic Absenteeism | 1.5% | 2.3% | 3.1% |

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



Barley Sheaf Elementary School
(19-1510-030)
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2018-2019

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

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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classroom use i-Pads.
- The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education programs.
- Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment classes.



Mission, Vision, Theme:

Barley Sheaf School is a community of learners that creates a positive, child-centered environment that fosters respect, responsibility, lifelong learning and success for all. Students, parents, and staff members work cooperatively toward this common mission. The Barley Sheaf motto of "Caring, Sharing and Learning Together" demonstrates our commitment to educating our students, our community, and ourselves.



Barley Sheaf Elementary School
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 2018-2019

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Courses, Curriculum, Instruction:

We provide high-quality instructional programs that meet each child's individual academic, social, and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration, and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



Barley Sheaf Elementary School

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2018-2019

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Before and After School Programs:

The PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. Some of the topics include math, science, art, sports, computers, writing, music and dance. In addition to clubs, service learning is also an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.



Staff and Professional Learning:

Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.



Barley Sheaf Elementary School

(19-1510-030)

Grades Offered: KG-04




2018-2019

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| | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Student Supports and Services:</p> | <p>Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p> |
|  <p>Student Health and Wellness:</p> | <p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient-dense, age-appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. PTOs provide resources and enrichment programs to students and also support service learning projects and school events. PTOs serve as a resource for parents to become involved and foster the connection between home and school. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as class schedules, assignments, grades and attendance.</p> |



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Facilities:

Barley Sheaf School is a K-4 school of approximately 350 students built in 1967 and opening in 1968. In addition to the 32 classrooms, there are also 7 small group instructional spaces, a gym, library and cafeteria. On the inside of the school is a courtyard that houses a shade structure and outdoor eating area. Two playgrounds, funded by our PTO and the NFL, are located on Barley Sheaf's forty acres of property. To celebrate our 50th anniversary our generous PTO added an outdoor eating area next to our large playground.



School Safety:

Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. The district has implemented a three tier badge system for staff, substitutes and visitors so that they are clearly identified. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system.



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Technology and STEM:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. Additionally, the Technology Integration Specialists work with teachers to move lessons forward in new and inventive ways. From Skype sessions to globalize the curriculum to using new apps and sites to push student presentation, research, and 21st century skills past the traditional means of communication into new unimagined ways of learning.



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Other Information

The District is committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language classes, Special Education classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. The District is also dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.



Copper Hill Elementary School

(19-1510-033)

Grades Offered: PK-04

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Copper Hill Elementary School**

(19-1510-033)

Grades Offered: PK-04

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|-----------------------------------------------------------------------------------------------|
| County | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Ms. Vanessa Ahmed |
| Address | 100 Everitts Road Ringoes, NJ 08551-9180 |
| Phone Number | 908-284-7660 |
| Email Address | vahmed@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/159 |
| Facebook | https://www.Facebook.com/flemrarschools |
| Twitter | https://twitter.com/copperhilles |



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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 | 54 | 51 | 72 |
| KG | 75 | 74 | 59 |
| 1 | 72 | 74 | 80 |
| 2 | 69 | 70 | 77 |
| 3 | 79 | 70 | 76 |
| 4 | 97 | 81 | 75 |
| Total | 446 | 420 | 439 |

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 | 42.8% | 42.1% | 40.1% |
| Male | 57.2% | 57.9% | 59.9% |
| Economically Disadvantaged Students | 10.8% | 13.6% | 13.4% |
| Students with Disabilities | 32.5% | 34.5% | 34.2% |
| English Learners | 2.9% | 3.8% | 3.2% |
| Homeless Students | 0.7% | 1.0% | 0.0% |
| Students in Foster Care | 0.0% | 0.5% | 0.2% |
| Military-Connected Students | 0.0% | 0.2% | 0.5% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 73.5% | 74.0% | 70.4% |
| Hispanic | 11.7% | 11.0% | 13.0% |
| Black or African American | 4.5% | 4.0% | 4.6% |
| Asian | 10.1% | 10.5% | 11.6% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.2% | 0.5% | 0.5% |

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 | 43 | 30 | 27 |
| PK - Full Day | 11 | 21 | 45 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 75 | 74 | 59 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 85.6% |
| Spanish | 10.3% |
| Other Languages | 4.1% |



Copper Hill Elementary School
 (19-1510-033)
 Grades Offered: PK-04
 2018-2019

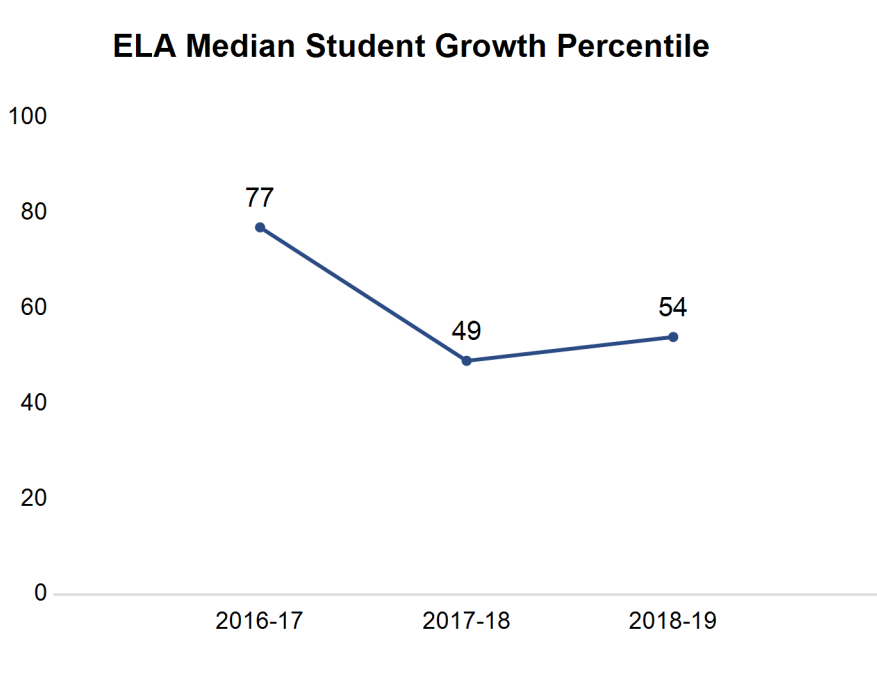
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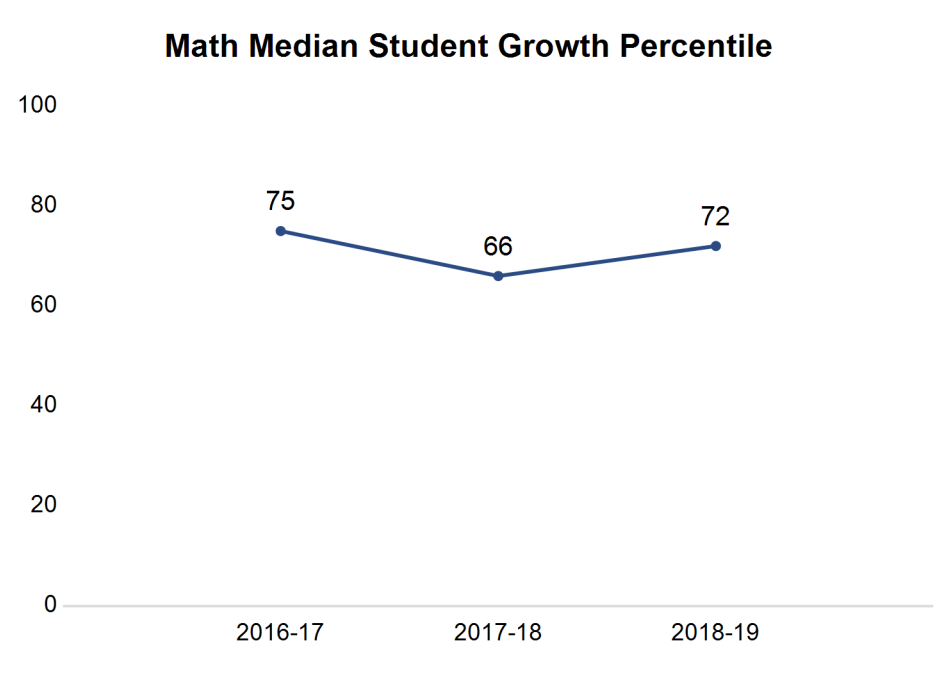
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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 | 77 | 49 | 54 | 75 | 66 | 72 |
| Met Standard (40-59.5)? | Exceeds Standard | Met Standard | Met Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide | 54 | 53 | 50 | Met Standard | 72 | 58 | 50 | Exceeds Standard |
| White | 54 | 52 | 50 | Met Standard | 72 | 56 | 52 | Exceeds Standard |
| Hispanic | * | 51 | 49 | ** | * | 54.5 | 47 | ** |
| Black or African American | * | 59 | 45 | ** | * | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 59 | ** | * | 67 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | N | 41 | 49 | ** | N | 47 | 52 | ** |
| Female | 62 | 54.5 | 53 | N | 79 | 55 | 50 | N |
| Male | 47 | 52 | 47 | N | 70 | 60 | 51 | N |
| Economically Disadvantaged Students | * | 52.5 | 48 | ** | * | 55 | 46 | ** |
| Students with Disabilities | 52 | 46 | 43 | ** | 52 | 52 | 45 | ** |
| English Learners | * | 53 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | * | 49 | N | N | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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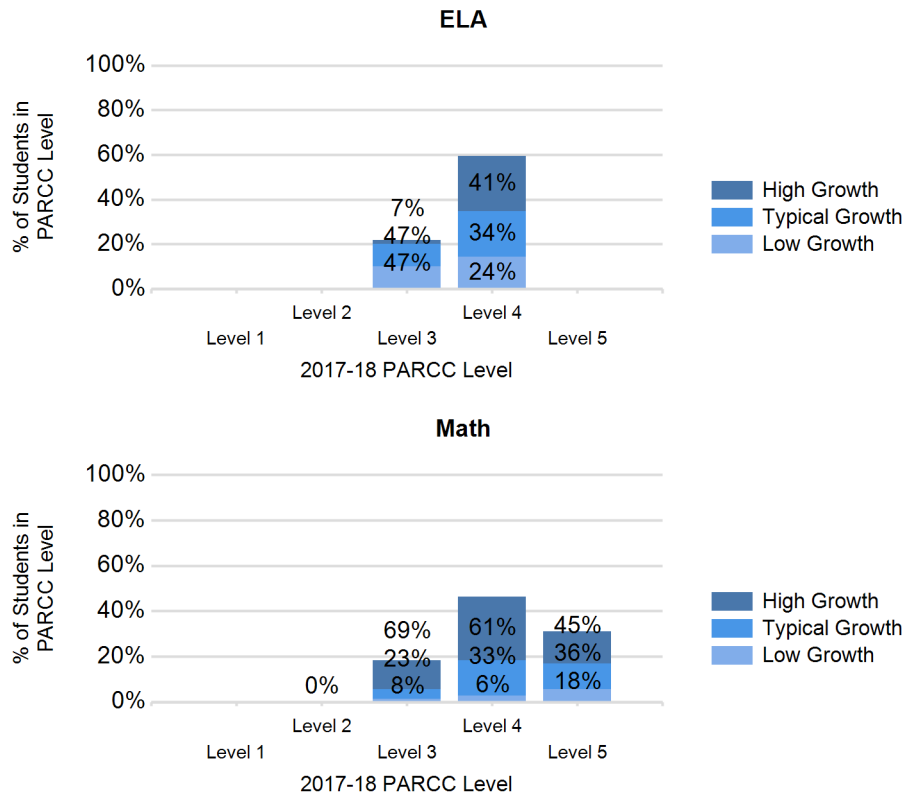
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

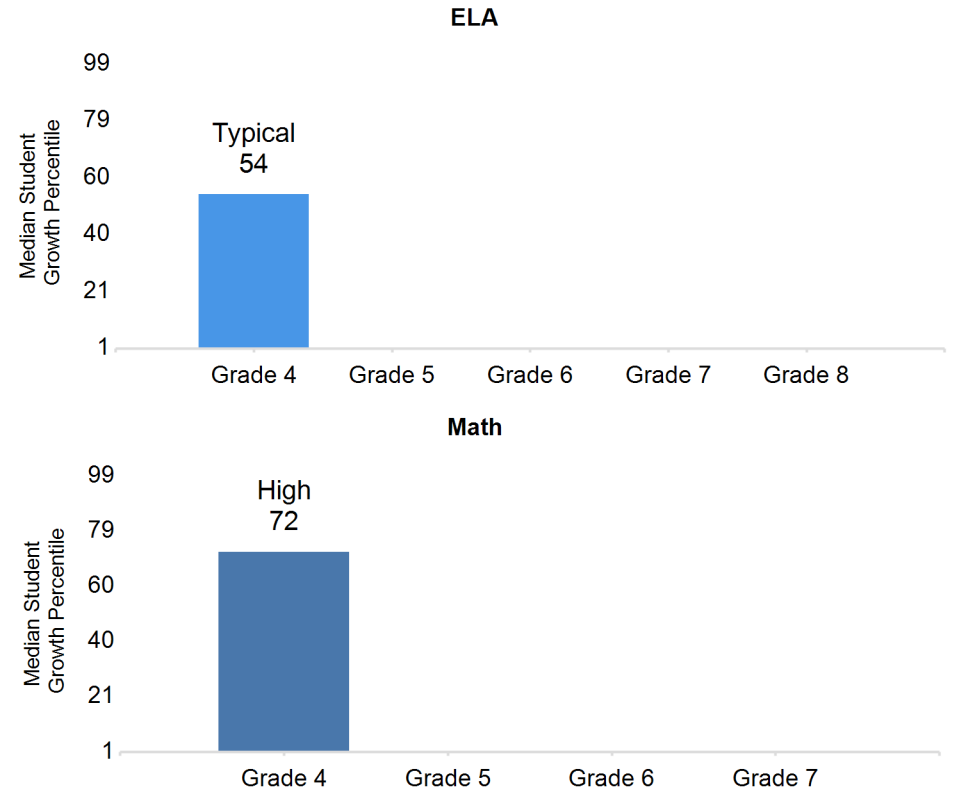
Student Growth by Performance Level

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.





Copper Hill Elementary School
(19-1510-033)
Grades Offered: PK-04
2018-2019

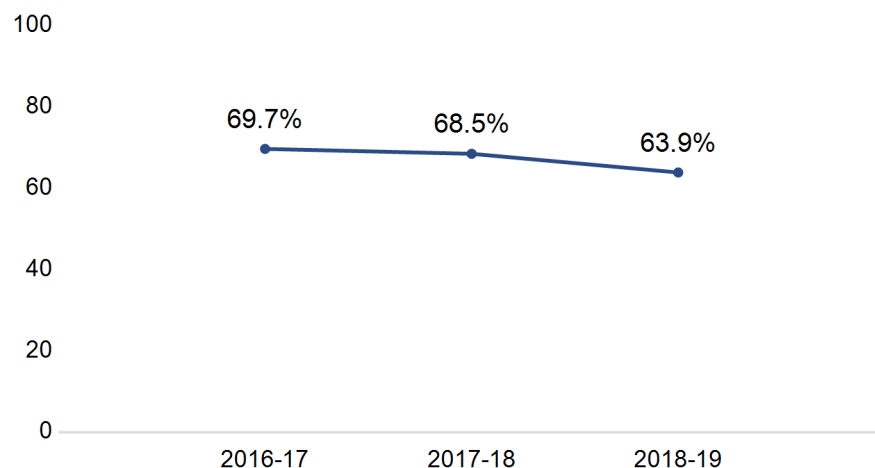
Report Key:

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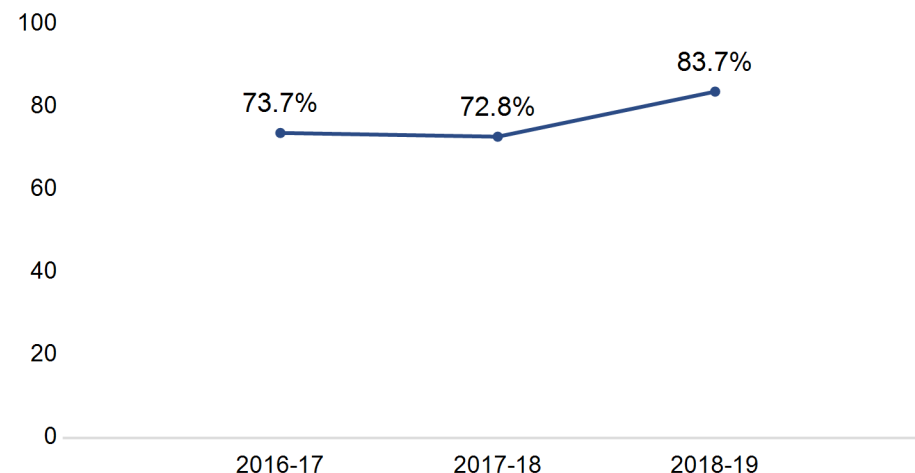
English Language Arts and Mathematics Performance Trends

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



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 96.5% | 100.0% | 98.7% | 97.1% | 100.0% | 98.7% |
| Proficiency Rate for Federal Accountability | 69.7% | 68.5% | 63.9% | 73.7% | 72.8% | 83.7% |
| Annual Target | 65.1% | 65.9% | 66.7% | 77.6% | 77.7% | 77.9% |
| Met Annual Target? | Met Target | Met Target | Met Target† | Met Target† | Met Target† | Met Goal |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Copper Hill Elementary School
(19-1510-033)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide | 147 | 98.7 | 63.9 | 69.2 | 57.9 | 63.9 | 66.7 | Met Target† |
| White | 114 | 98.3 | 66.7 | 73.7 | 66.9 | 66.7 | 67.3 | Met Target† |
| Hispanic | * | * | * | 41.8 | 43.9 | * | ** | ** |
| Black or African American | * | * | * | 48.4 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 73.3 | * | 82.9 | 73.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | N | N | N | * | 64.4 | N | ** | ** |
| Female | 62 | 98.4 | 69.4 | 75.0 | 64.8 | 69.4 | | |
| Male | 85 | 98.9 | 60.0 | 64.0 | 51.3 | 60.0 | | |
| Economically Disadvantaged Students | 15 | 93.7 | 46.7 | 39.7 | 40.0 | 46.1 | ** | ** |
| Non-Economically Disadvantaged Students | 132 | 99.3 | 65.9 | 74.3 | 67.9 | 65.9 | | |
| Students with Disabilities | 35 | 94.6 | 60.0 | 30.4 | 22.7 | 59.7 | 42.7 | Met Target |
| Students without Disabilities | 112 | 100.0 | 65.2 | 78.6 | 65.1 | 65.2 | | |
| English Learners | * | * | * | 25.0 | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 72.5 | 60.6 | * | | |
| Homeless Students | N | N | N | * | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | * | * | * | * | 57.8 | * | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



Copper Hill Elementary School

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Grades Offered: PK-04

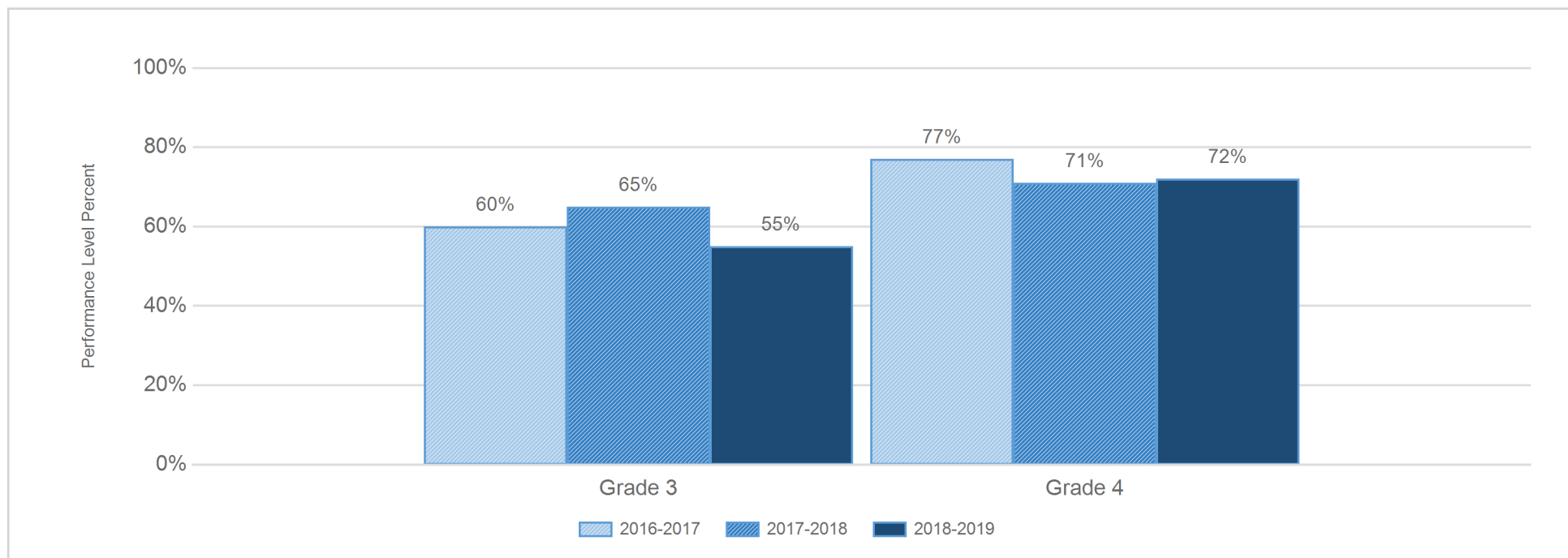
2018-2019

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English Language Arts Assessment - Performance Trends

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





Copper Hill Elementary School
(19-1510-033)
Grades Offered: PK-04
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 | 71 | 756 | 752 | 748 | * | * | 31% | * | * | 55% | 50% |
| White | 59 | 758 | 759 | 757 | * | * | 32% | * | * | 56% | 60% |
| Hispanic | * | * | 723 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 758 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | * | 756 | N | N | N | N | N | N | 58% |
| Female | 34 | 762 | 757 | 753 | * | * | * | * | * | 56% | 55% |
| Male | 37 | 750 | 748 | 743 | * | * | * | * | * | 54% | 46% |
| Economically Disadvantaged Students | * | * | 731 | 731 | * | * | * | * | * | * | 33% |
| Non-Economically Disadvantaged Students | * | * | 757 | 759 | * | * | * | * | * | * | 61% |
| Students with Disabilities | 14 | 757 | 742 | 719 | * | * | * | * | * | 57% | 24% |
| Students without Disabilities | 57 | 756 | 755 | 754 | * | * | * | * | * | 54% | 56% |
| English Learners | * | * | 713 | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | 754 | 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 | * | * | * | 752 | * | * | * | * | * | * | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



Copper Hill Elementary School
(19-1510-033)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 71 | 766 | 762 | 755 | 0% | * | 21% | * | * | 72% | 57% |
| White | 54 | 770 | 766 | 763 | 0% | * | * | 56% | 20% | 76% | 67% |
| Hispanic | * | * | 735 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 758 | 775 | 779 | 0% | * | * | * | * | 70% | 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 | 27 | 779 | 768 | 760 | 0% | * | * | * | * | 85% | 62% |
| Male | 44 | 759 | 758 | 750 | 0% | * | * | * | * | 64% | 53% |
| Economically Disadvantaged Students | * | * | 737 | 740 | * | * | * | * | * | * | 40% |
| Non-Economically Disadvantaged Students | * | * | 767 | 765 | * | * | * | * | * | * | 69% |
| Students with Disabilities | 15 | 756 | 732 | 725 | 0% | * | * | * | * | 60% | 25% |
| Students without Disabilities | 56 | 769 | 771 | 761 | 0% | * | * | * | * | 75% | 64% |
| English Learners | N | N | * | 720 | N | N | N | N | N | N | 17% |
| Non-English Learners | 71 | 766 | * | 758 | 0% | * | 21% | * | * | 72% | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | * | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



Copper Hill Elementary School
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Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide | 147 | 98.7 | 83.7 | 69.0 | 44.5 | 83.7 | 77.9 | Met Goal |
| White | 114 | 98.3 | 86.8 | 73.5 | 54.1 | 86.8 | 80 | Met Goal |
| Hispanic | * | * | * | 36.4 | 28.8 | * | ** | ** |
| Black or African American | * | * | * | 51.6 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 100.0 | 93.3 | * | 76.5 | 93.3 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | N | N | N | * | 53.3 | N | ** | ** |
| Female | 62 | 98.4 | 85.5 | 67.4 | 44.9 | 85.5 | | |
| Male | 85 | 98.9 | 82.4 | 70.4 | 44.2 | 82.4 | | |
| Economically Disadvantaged Students | 15 | 93.7 | 66.7 | 37.0 | 26.3 | 65.8 | ** | ** |
| Non-Economically Disadvantaged Students | 132 | 99.3 | 85.6 | 74.7 | 54.9 | 85.6 | | |
| Students with Disabilities | 35 | 94.6 | 65.7 | 32.3 | 17.4 | 65.3 | 52.1 | Met Target |
| Students without Disabilities | 112 | 100.0 | 89.3 | 77.8 | 50.0 | 89.3 | | |
| English Learners | * | * | * | 31.6 | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 72.0 | 46.5 | * | | |
| Homeless Students | N | N | N | * | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | * | * | * | * | 46.4 | * | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



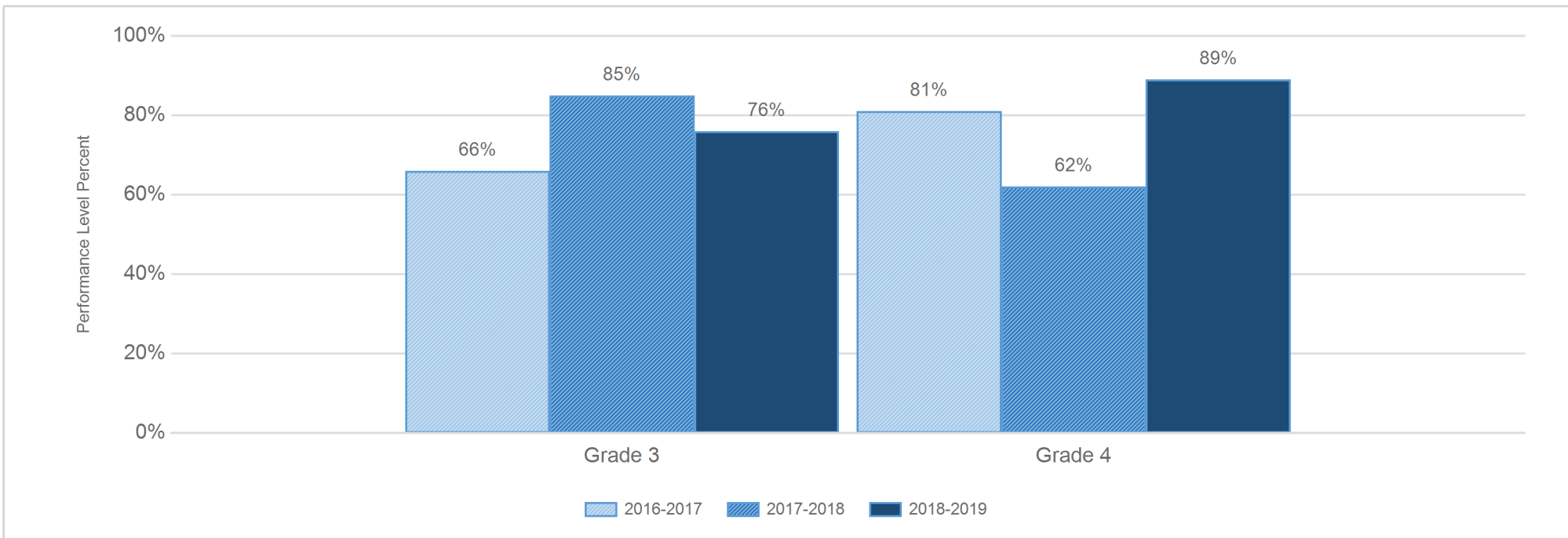
Copper Hill Elementary School
(19-1510-033)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Copper Hill Elementary School
(19-1510-033)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 71 | 775 | 766 | 752 | * | * | 17% | 44% | 32% | 76% | 55% |
| White | 59 | 777 | 772 | 760 | * | * | 17% | 41% | 37% | 78% | 66% |
| Hispanic | * | * | 732 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 777 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | * | 758 | N | N | N | N | N | N | 62% |
| Female | 34 | 778 | 764 | 751 | * | * | * | 50% | 32% | 82% | 54% |
| Male | 37 | 772 | 767 | 752 | * | * | * | 38% | 32% | 70% | 56% |
| Economically Disadvantaged Students | * | * | 742 | 737 | * | * | * | * | * | * | 37% |
| Non-Economically Disadvantaged Students | * | * | 772 | 761 | * | * | * | * | * | * | 67% |
| Students with Disabilities | 14 | 773 | 755 | 731 | * | * | * | * | * | 71% | 31% |
| Students without Disabilities | 57 | 775 | 769 | 756 | * | * | * | * | * | 77% | 60% |
| English Learners | * | * | 731 | 728 | * | * | * | * | * | * | 26% |
| Non-English Learners | * | * | 768 | 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 | * | * | * | 754 | * | * | * | * | * | * | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Copper Hill Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 73 | 779 | 771 | 749 | * | * | * | 62% | 27% | 89% | 51% |
| White | 54 | 783 | 775 | 757 | 0% | * | * | 67% | 28% | 94% | 62% |
| Hispanic | * | * | 738 | 737 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 773 | 788 | 776 | 0% | * | 0% | * | * | 90% | 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 | 27 | 782 | 767 | 749 | * | * | * | * | * | 89% | 50% |
| Male | 46 | 777 | 774 | 749 | * | * | * | * | * | 89% | 52% |
| Economically Disadvantaged Students | * | * | 742 | 734 | * | * | * | * | * | * | 32% |
| Non-Economically Disadvantaged Students | * | * | 777 | 759 | * | * | * | * | * | * | 63% |
| Students with Disabilities | 17 | 753 | 740 | 726 | * | * | * | * | * | 53% | 25% |
| Students without Disabilities | 56 | 787 | 780 | 754 | * | * | * | * | * | 100% | 56% |
| English Learners | N | N | 743 | 722 | N | N | N | N | N | N | 18% |
| Non-English Learners | 73 | 779 | 772 | 751 | * | * | * | 62% | 27% | 89% | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Copper Hill Elementary School

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2018-2019

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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | * | * |
| 4 | * | * |

English Language Progress to Proficiency

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

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2018-19 Target | Met Target? |
|-----------------------------|-------------------------------------------------------------------|----------------|-------------|
| Schoolwide/English Learners | 90.0% | ** | ** |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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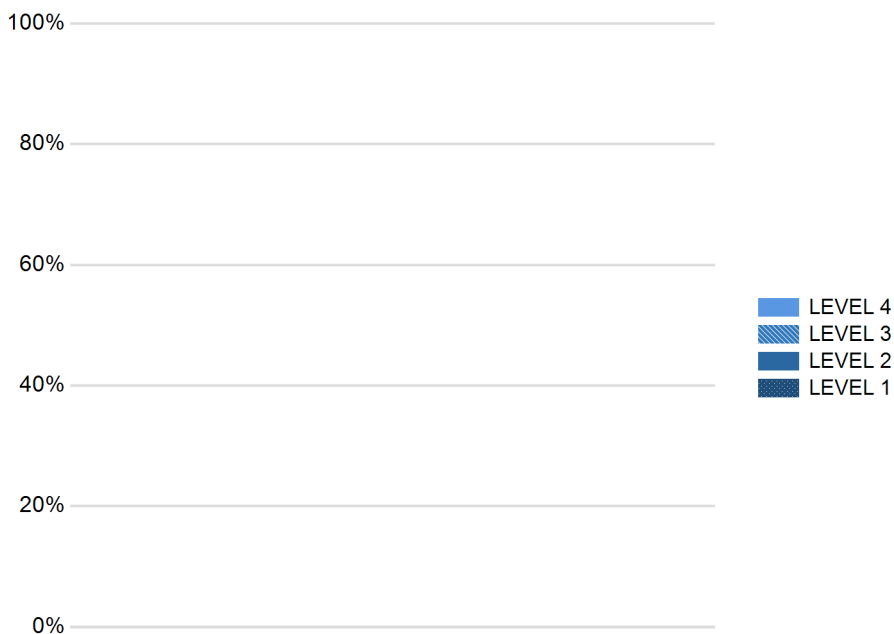
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
| | | | | |



Copper Hill Elementary School

(19-1510-033)

Grades Offered: PK-04

2018-2019

Report Key:

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

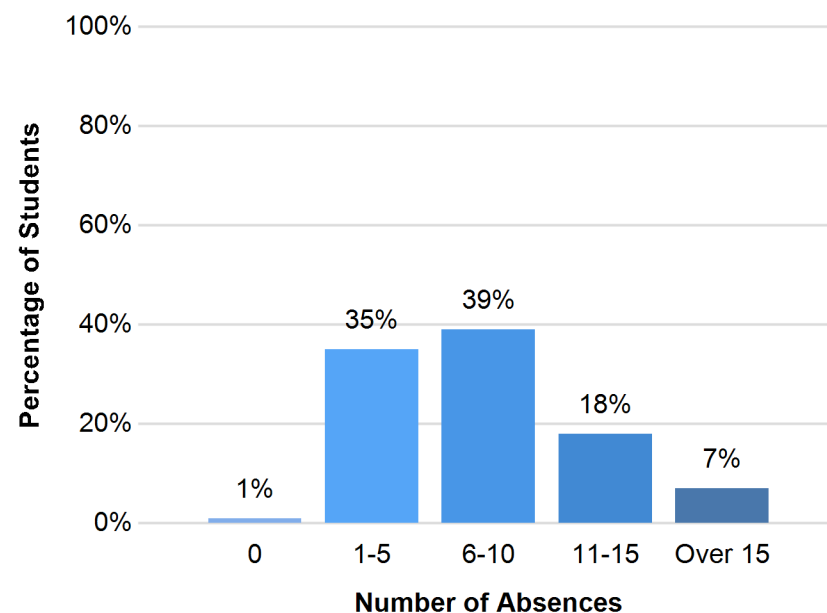
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 13 | 3.9 | 9.2 | Met |
| White | 9 | 3.5 | 9.2 | Met |
| Hispanic | 0 | 0 | 9.2 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 3 | 7.5 | 9.2 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 8 | 5.5 | | |
| Male | 5 | 2.7 | | |
| Economically Disadvantaged Students | 1 | 3.6 | 9.2 | Met |
| Students with Disabilities | 4 | 6.3 | 9.2 | Met |
| English Learners | 1 | 9.1 | ** | ** |
| Homeless Students | N | N | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | * | * | | |
| Migrant Students | N | N | | |

Days Absent

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





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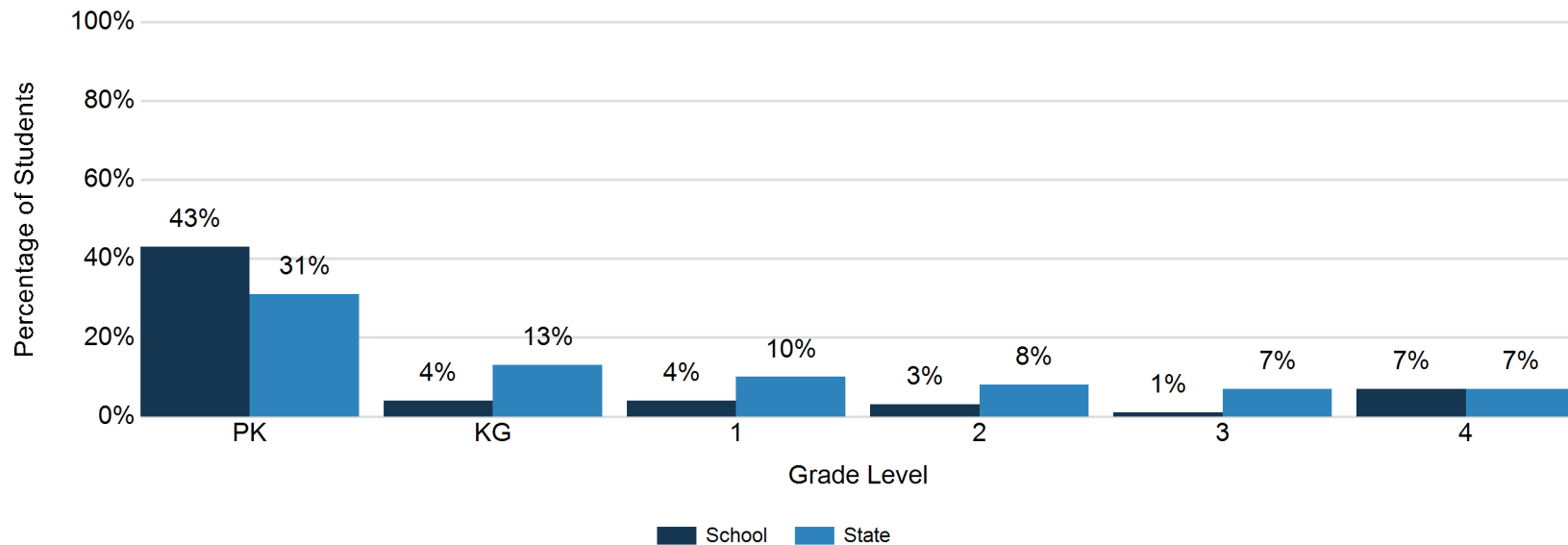
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|------------------------------------------|---------------------|
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 1.14 |

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | 0 | 0.0% |
| Out-of-School Suspensions | * | * |
| 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 | 8:45 AM |
| Typical End Time | 3:30 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 45 Mins |
| Shared Time - Instructional Time | 5 Hrs. 45 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 54 | 118,214 |
| Average years experience in public schools | 14.2 | 12.1 |
| Average years experience in district | 11.5 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 75.9% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 8:1 | 9:1 |
| Students to Administrators | 110:1 | 142:1 |
| Teachers to Administrators | 14:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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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 | 40.1% | 88.9% | 75.0% | 48.4% | 77.1% | 54.9% |
| Male | 59.9% | 11.1% | 25.0% | 51.6% | 22.9% | 45.1% |
| White | 70.4% | 96.3% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 13.0% | 1.9% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 4.6% | 1.9% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 11.6% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.5% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

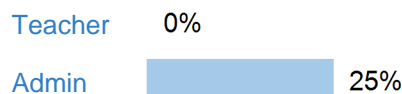
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 96.7% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 69.7% | 68.5% | 63.9% |
| Math Proficiency | 73.7% | 72.8% | 83.7% |
| ELA Growth | 77 | 49 | 54 |
| Math Growth | 75 | 66 | 72 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | 90.0% |
| Chronic Absenteeism | 5.1% | 5.9% | 3.9% |

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classrooms use i-Pads.
- The Responsive Classroom approach and Second-Step lessons are the cornerstones of our character education programs.
- Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment classes.



Mission, Vision, Theme:

Mission: to help every student achieve their own social, emotional and academic potential by: Collaborating with all members of our school community and maintaining active partnerships with families; Engaging in self reflection of instructional practices in order to effectively educate our students; Creating and maintaining personal connections with our students; Instilling and modeling strong character traits such as: conscientiousness, curiosity, compassion, integrity, courage and tenacity.



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Courses, Curriculum, Instruction:

We provide high-quality instructional programs that meet each child's individual academic, social and emotional needs. Our focus is on providing a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



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Before and After School Programs:

The PTO organizes and runs many after or before school K-4 enrichment classes that enhance the learning and experiences of our students. The clubs allow children to select from a wide range of topics. Some of the topics include math, science, art, sports, computers, writing, music and dance. In addition to clubs, service learning is also an important part of our school experience. Students are involved in age-appropriate activities to help others within our school and global community.



Staff and Professional Learning:

Learning is a lifelong process. Professional growth, development, recognition and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.



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| | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Student Supports and Services:</p> | <p>Response to Intervention uses a multi-criteria system that supports students in the areas of mathematics and reading. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p> |
|  <p>Student Health and Wellness:</p> | <p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students receive 150 minutes of physical education per week and 20 minutes of daily recess.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students. PTOs provide resources and enrichment programs to students and also support service learning projects and school events. PTOs serve as a resource for parents to become involved and foster the connection between home and school. FRSD uses the Genesis Parent Portal as its student database to allow parents to view items such as: class schedules, assignments, grades and attendance.</p> |



Copper Hill Elementary School

(19-1510-033)

Grades Offered: PK-04

2018-2019

Report Key:

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School Narrative

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



Facilities:

Copper Hill School is a K-4 school of approximately 440 students built in 1996. In addition to the 41 classrooms, there are also 17 small group instructional spaces. On the inside of the school is a courtyard that houses a shade structure and outdoor eating area. Two playgrounds, funded by our PTO, are located on the forty acres that Copper Hill sits upon.



School Safety:

Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. The district has implemented a three tier badge system for staff, substitutes and visitors so that they are clearly identified. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system.



Copper Hill Elementary School

(19-1510-033)

Grades Offered: PK-04

2018-2019

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Technology and STEM:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. A team of technology Integration Specialists work with teachers to move lessons forward in new and inventive ways. From Skype sessions to globalize the curriculum to using new apps and sites to push student presentation, research, and 21st century skills past the traditional means of communication into new unimagined ways of learning. Coding is introduced in our earliest learners in pre-school to introduce coding concepts such as looping, sequencing, and conditional coding. Curiosity, collaboration, and early coding skills are explored.



Early Childhood Education:

Copper Hill School not only offers a preschool program for students with special needs, but also an integrated preschool program.



Copper Hill Elementary School

(19-1510-033)

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School Narrative

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Other Information

The District is committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained preschool through fourth grade classrooms, but also through our student support programs, English as Second Language classes, Special Education classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. The District is also dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.

**Francis A. Desmares Elementary School**

(19-1510-035)

Grades Offered: KG-04

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Francis A. Desmares Elementary School

(19-1510-035)

Grades Offered: KG-04

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|-----------------------------------------------------------------------------------------------|
| County | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Mrs. Carol Howell |
| Address | 16 OLD CLINTON ROAD FLEMINGTON, NJ 08822-1325 |
| Phone Number | 908-284-7540 |
| Email Address | chowell@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/284 |
| Facebook | https://www.Facebook.com/flemrarschools |
| Twitter | https://twitter.com/desmaresschool |



Francis A. Desmares Elementary School

(19-1510-035)

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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 | 89 | 84 | 96 |
| 1 | 60 | 85 | 90 |
| 2 | 106 | 65 | 89 |
| 3 | 81 | 112 | 71 |
| 4 | 99 | 81 | 116 |
| Total | 435 | 427 | 462 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 51.0% | 51.5% | 50.9% |
| Male | 49.0% | 48.5% | 49.1% |
| Economically Disadvantaged Students | 31.0% | 34.2% | 35.7% |
| Students with Disabilities | 8.7% | 15.5% | 18.0% |
| English Learners | 14.9% | 15.7% | 16.7% |
| Homeless Students | 0.5% | 0.0% | 0.0% |
| Students in Foster Care | 0.2% | 0.9% | 0.2% |
| Military-Connected Students | 0.0% | 0.0% | 0.9% |
| 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 | 61.8% | 58.5% | 56.3% |
| Hispanic | 26.9% | 29.7% | 31.8% |
| Black or African American | 4.8% | 4.4% | 4.1% |
| Asian | 6.2% | 4.9% | 5.0% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.2% | 0.2% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% |
| Two or More Races | 0.2% | 2.1% | 2.6% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 89 | 84 | 96 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 68.4% |
| Spanish | 28.1% |
| Arabic | 1.3% |
| Other Languages | 2.2% |



Francis A. Desmares Elementary School
 (19-1510-035)
 Grades Offered: KG-04
 2018-2019

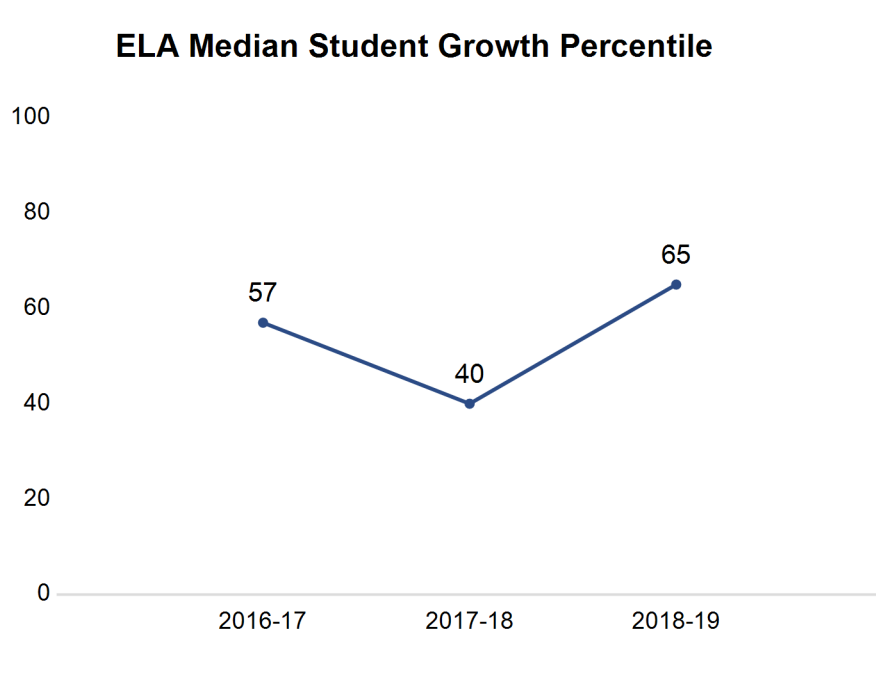
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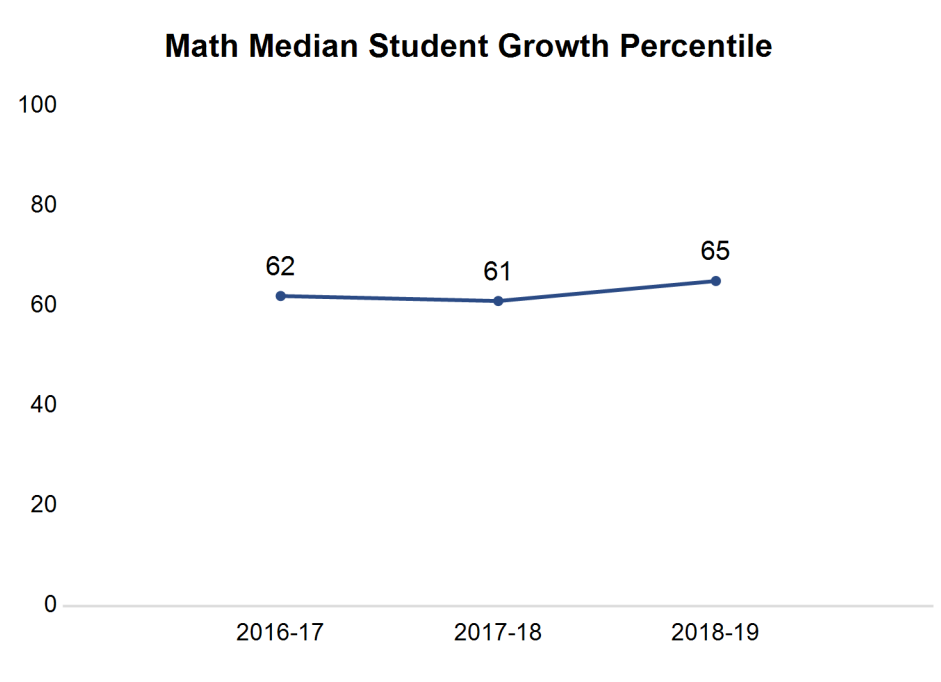
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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 | 40 | 65 | 62 | 61 | 65 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



Francis A. Desmares Elementary School

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---------------------------------------------|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide | 65 | 53 | 50 | Exceeds Standard | 65 | 58 | 50 | Exceeds Standard |
| White | 65 | 52 | 50 | Exceeds Standard | 67 | 56 | 52 | Exceeds Standard |
| Hispanic | 61.5 | 51 | 49 | Exceeds Standard | 53 | 54.5 | 47 | Met Standard |
| Black or African American | * | 59 | 45 | ** | * | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 58 | 59 | ** | * | 67 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 41 | 49 | ** | * | 47 | 52 | ** |
| Female | 64 | 54.5 | 53 | N | 54 | 55 | 50 | N |
| Male | 65 | 52 | 47 | N | 72 | 60 | 51 | N |
| Economically Disadvantaged Students | 61.5 | 52.5 | 48 | Exceeds Standard | 61.5 | 55 | 46 | Exceeds Standard |
| Students with Disabilities | 55 | 46 | 43 | Met Standard | 47.5 | 52 | 45 | Met Standard |
| English Learners | 63.5 | 53 | 52 | Exceeds Standard | 51 | 59 | 50 | Met Standard |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | * | * | 49 | N | * | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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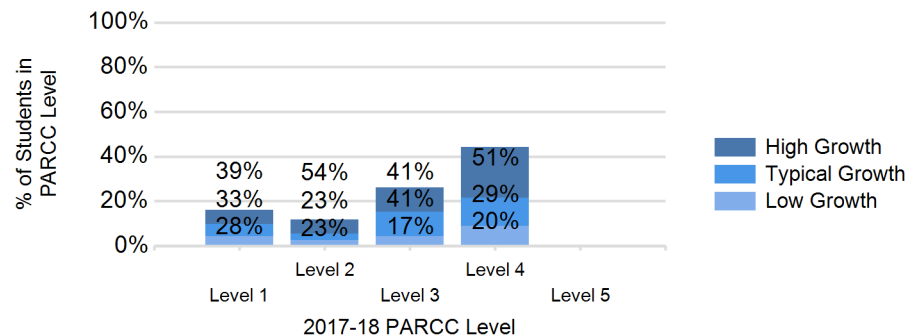
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

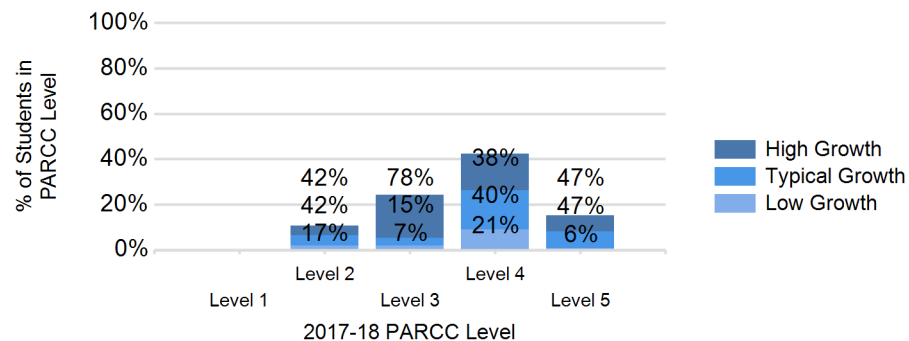
Student Growth by Performance Level

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



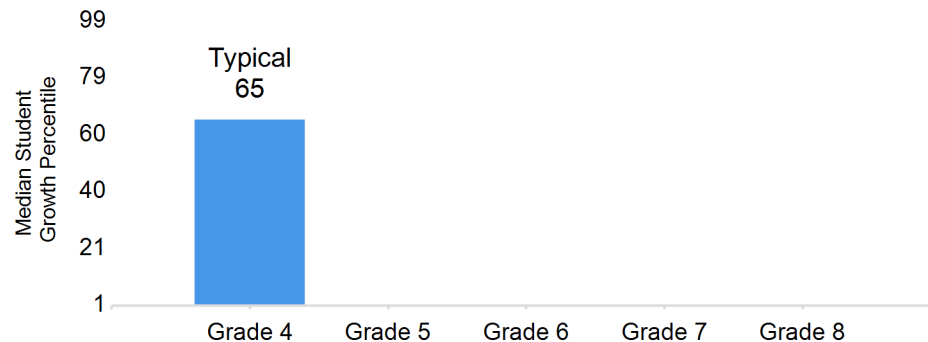
Math



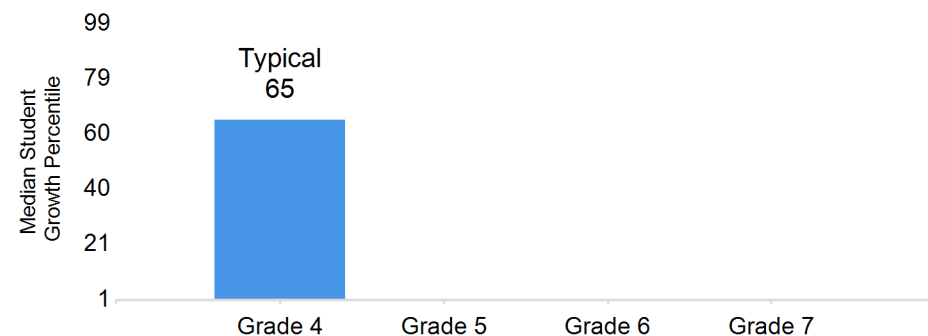
Student Growth by Grade

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

ELA



Math





Francis A. Desmares Elementary School
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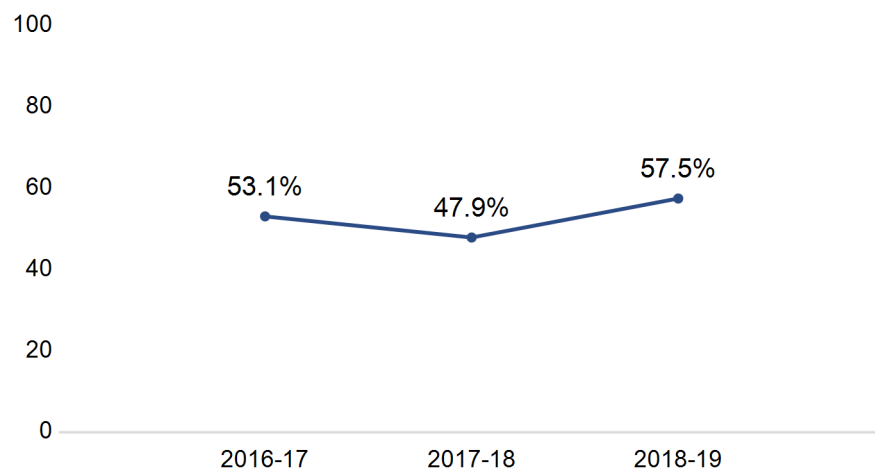
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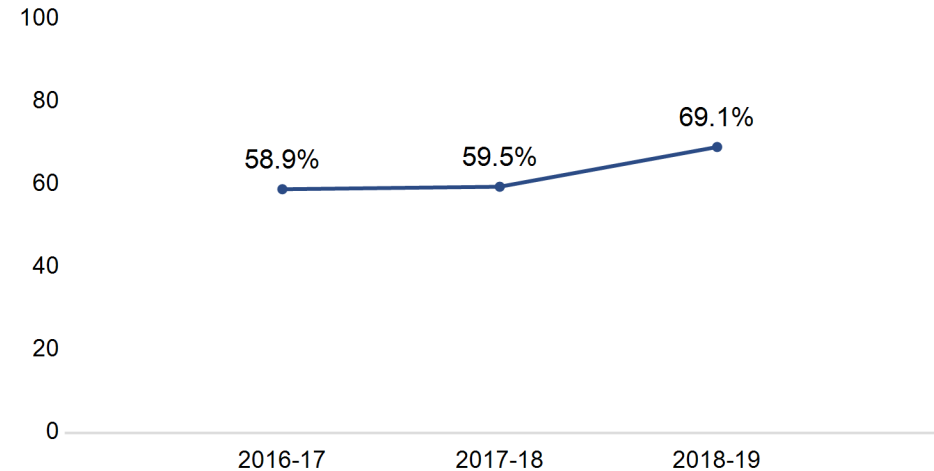
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 98.4% | 99.0% | 98.9% | 98.4% | 98.0% | 98.9% |
| Proficiency Rate for Federal Accountability | 53.1% | 47.9% | 57.5% | 58.9% | 59.5% | 69.1% |
| Annual Target | 52.0% | 53.5% | 54.9% | 59.5% | 60.6% | 61.6% |
| Met Annual Target? | Met Target | Met Target† | Met Target | Met Target† | Met Target† | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide | 179 | 98.9 | 57.5 | 69.2 | 57.9 | 57.5 | 54.9 | Met Target |
| White | 110 | 99.1 | 74.5 | 73.7 | 66.9 | 74.5 | 66.1 | Met Target |
| Hispanic | 45 | 98.0 | 20.0 | 41.8 | 43.9 | 20.0 | 34.4 | Not Met |
| Black or African American | * | * | * | 48.4 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 90 | 99.0 | 61.1 | 75.0 | 64.8 | 61.1 | | |
| Male | 89 | 98.9 | 53.9 | 64.0 | 51.3 | 53.9 | | |
| Economically Disadvantaged Students | 52 | 100.0 | 21.2 | 39.7 | 40.0 | 21.2 | 23.6 | Met Target† |
| Non-Economically Disadvantaged Students | 127 | 98.4 | 72.4 | 74.3 | 67.9 | 72.4 | | |
| Students with Disabilities | 36 | 97.4 | 30.6 | 30.4 | 22.7 | 30.6 | 25.1 | Met Target |
| Students without Disabilities | 143 | 99.3 | 64.3 | 78.6 | 65.1 | 64.3 | | |
| English Learners | 35 | 100.0 | 11.4 | 25.0 | 29.3 | 11.4 | 19.5 | Met Target† |
| Non-English Learners | 144 | 98.7 | 68.8 | 72.5 | 60.6 | 68.8 | | |
| Homeless Students | N | N | N | * | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | * | * | * | * | 57.8 | * | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



Francis A. Desmares Elementary School

(19-1510-035)

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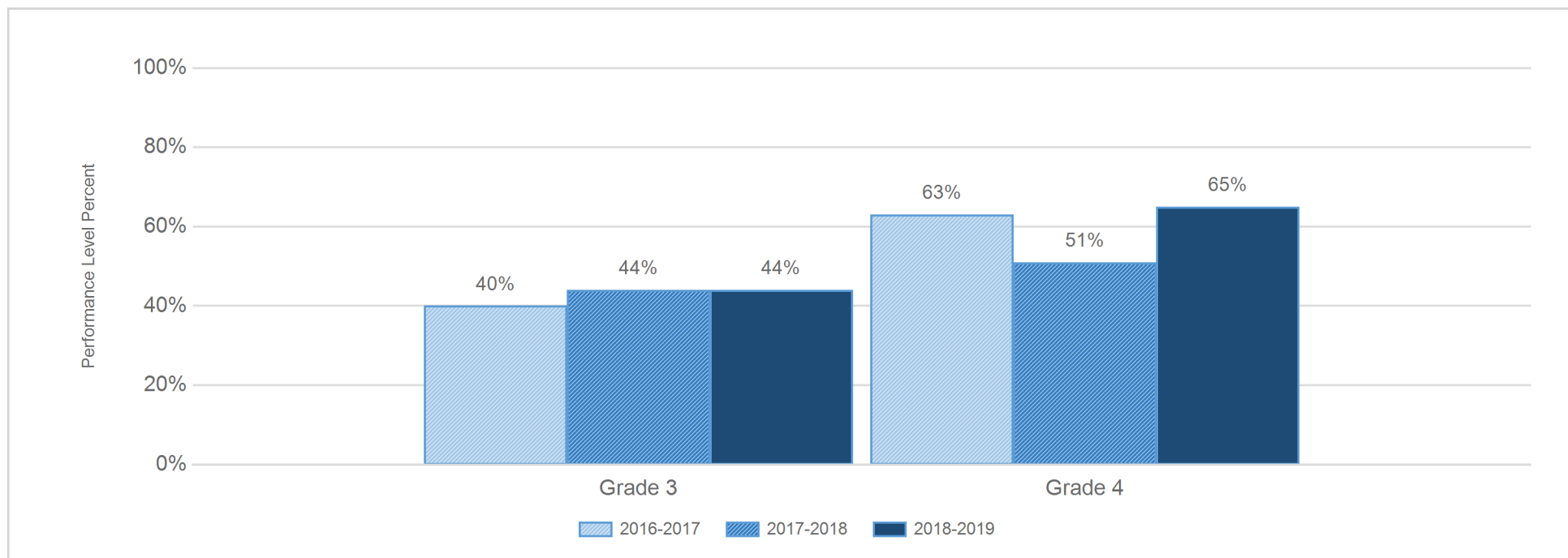
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 71 | 743 | 752 | 748 | * | 23% | 23% | * | * | 44% | 50% |
| White | 41 | 758 | 759 | 757 | * | * | * | * | * | 61% | 60% |
| Hispanic | 21 | 716 | 723 | 734 | * | * | * | * | * | 19% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 758 | 773 | * | * | * | * | * | * | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 756 | * | * | * | * | * | * | 58% |
| Female | 39 | 746 | 757 | 753 | * | * | * | * | * | 46% | 55% |
| Male | 32 | 740 | 748 | 743 | * | * | * | * | * | 41% | 46% |
| Economically Disadvantaged Students | 25 | 717 | 731 | 731 | * | * | * | * | * | 20% | 33% |
| Non-Economically Disadvantaged Students | 46 | 757 | 757 | 759 | * | * | * | * | * | 57% | 61% |
| Students with Disabilities | 12 | 729 | 742 | 719 | * | * | 0% | * | * | 42% | 24% |
| Students without Disabilities | 59 | 746 | 755 | 754 | * | * | 27% | * | * | 44% | 56% |
| English Learners | * | * | 713 | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | 754 | 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 | * | 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 | 114 | 759 | 762 | 755 | * | * | 18% | 44% | 21% | 65% | 57% |
| White | 71 | 770 | 766 | 763 | * | * | * | 52% | 30% | 82% | 67% |
| Hispanic | 27 | 727 | 735 | 743 | * | * | 37% | * | * | 19% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 775 | 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 | 56 | 764 | 768 | 760 | * | * | * | * | * | 68% | 62% |
| Male | 58 | 754 | 758 | 750 | * | * | * | * | * | 62% | 53% |
| Economically Disadvantaged Students | 33 | 734 | 737 | 740 | * | * | * | * | * | 24% | 40% |
| Non-Economically Disadvantaged Students | 81 | 770 | 767 | 765 | * | * | * | * | * | 81% | 69% |
| Students with Disabilities | 26 | 726 | 732 | 725 | * | * | * | * | * | 23% | 25% |
| Students without Disabilities | 88 | 769 | 771 | 761 | * | * | * | * | * | 77% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | * | * | * | 757 | * | * | * | * | * | * | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



Francis A. Desmares Elementary School
(19-1510-035)
Grades Offered: KG-04
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide | 181 | 98.9 | 69.1 | 69.0 | 44.5 | 69.1 | 61.6 | Met Target |
| White | 110 | 99.1 | 82.7 | 73.5 | 54.1 | 82.7 | 72.9 | Met Goal |
| Hispanic | 47 | 98.1 | 31.9 | 36.4 | 28.8 | 31.9 | 40.9 | Met Target† |
| Black or African American | * | * | * | 51.6 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 92 | 99.0 | 68.5 | 67.4 | 44.9 | 68.5 | | |
| Male | 89 | 98.9 | 69.7 | 70.4 | 44.2 | 69.7 | | |
| Economically Disadvantaged Students | 54 | 100.0 | 35.2 | 37.0 | 26.3 | 35.2 | 37 | Met Target† |
| Non-Economically Disadvantaged Students | 127 | 98.4 | 83.5 | 74.7 | 54.9 | 83.5 | | |
| Students with Disabilities | 36 | 97.4 | 38.9 | 32.3 | 17.4 | 38.9 | 21.8 | Met Target |
| Students without Disabilities | 145 | 99.3 | 76.6 | 77.8 | 50.0 | 76.6 | | |
| English Learners | 37 | 100.0 | 29.7 | 31.6 | 25.0 | 29.7 | 24.5 | Met Target |
| Non-English Learners | 144 | 98.7 | 79.2 | 72.0 | 46.5 | 79.2 | | |
| Homeless Students | N | N | N | * | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | * | * | * | * | 46.4 | * | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



Francis A. Desmares Elementary School

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Grades Offered: KG-04

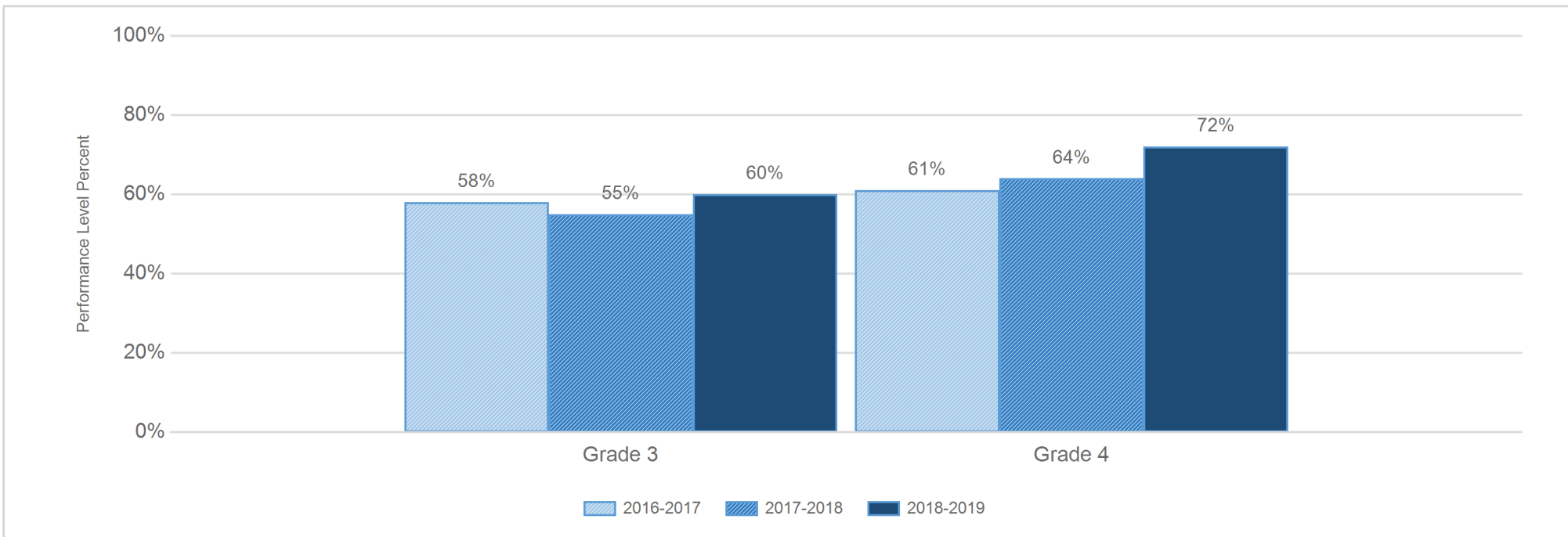
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 73 | 758 | 766 | 752 | * | * | 22% | 44% | 16% | 60% | 55% |
| White | 41 | 770 | 772 | 760 | 0% | * | * | 54% | 24% | 78% | 66% |
| Hispanic | 23 | 732 | 732 | 739 | * | * | * | * | * | 26% | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 777 | 778 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | * | * | * | 758 | * | * | * | * | * | * | 62% |
| Female | 41 | 756 | 764 | 751 | * | * | * | * | * | 59% | 54% |
| Male | 32 | 760 | 767 | 752 | * | * | * | * | * | 63% | 56% |
| Economically Disadvantaged Students | 27 | 732 | 742 | 737 | * | * | * | * | * | 26% | 37% |
| Non-Economically Disadvantaged Students | 46 | 773 | 772 | 761 | * | * | * | * | * | 80% | 67% |
| Students with Disabilities | 12 | 747 | 755 | 731 | * | * | * | * | * | 42% | 31% |
| Students without Disabilities | 61 | 760 | 769 | 756 | * | * | * | * | * | 64% | 60% |
| English Learners | * | * | 731 | 728 | * | * | * | * | * | * | 26% |
| Non-English Learners | * | * | 768 | 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 | * | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 115 | 762 | 771 | 749 | * | * | 13% | 61% | 11% | 72% | 51% |
| White | 71 | 772 | 775 | 757 | * | * | * | 68% | 17% | 85% | 62% |
| Hispanic | 28 | 728 | 738 | 737 | * | * | * | * | * | 32% | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 788 | 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 | 57 | 756 | 767 | 749 | * | * | * | * | * | 70% | 50% |
| Male | 58 | 767 | 774 | 749 | * | * | * | * | * | 74% | 52% |
| Economically Disadvantaged Students | 34 | 737 | 742 | 734 | * | * | * | 41% | 0% | 41% | 32% |
| Non-Economically Disadvantaged Students | 81 | 772 | 777 | 759 | * | * | * | 69% | 16% | 85% | 63% |
| Students with Disabilities | 26 | 733 | 740 | 726 | * | * | * | * | * | 35% | 25% |
| Students without Disabilities | 89 | 770 | 780 | 754 | * | * | * | * | * | 83% | 56% |
| English Learners | * | * | 743 | 722 | * | * | * | * | * | * | 18% |
| Non-English Learners | * | * | 772 | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 3 | N | N |
| 4 | 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 | 63.9% | 56.6% | Met Target |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|-----------------------------------------|------------------------------------------------|
| 0-2 | 47 | * | * |
| 3-4 | 20 | 75.0% | 25.0% |
| 5 or more | N | N | N |



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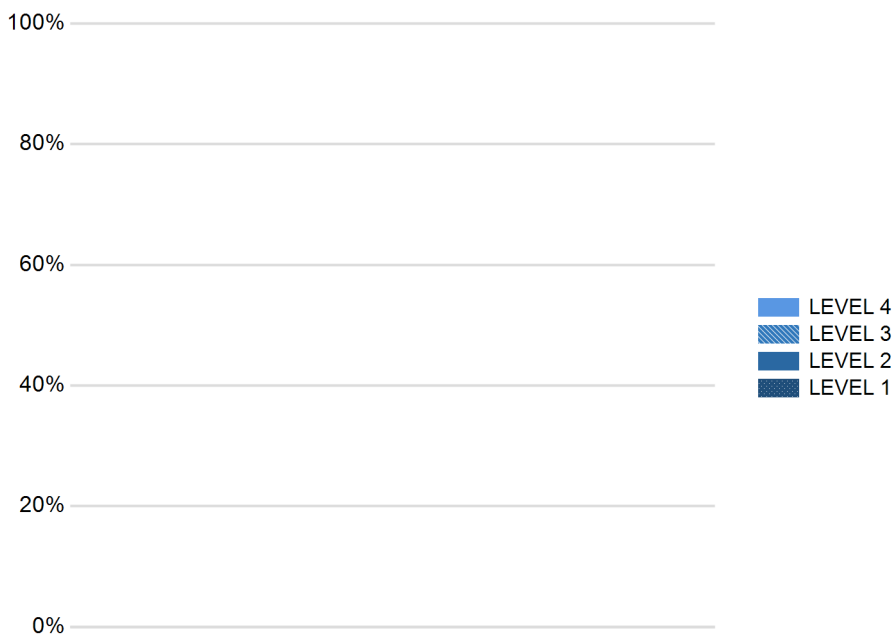
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
| | | | | |



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

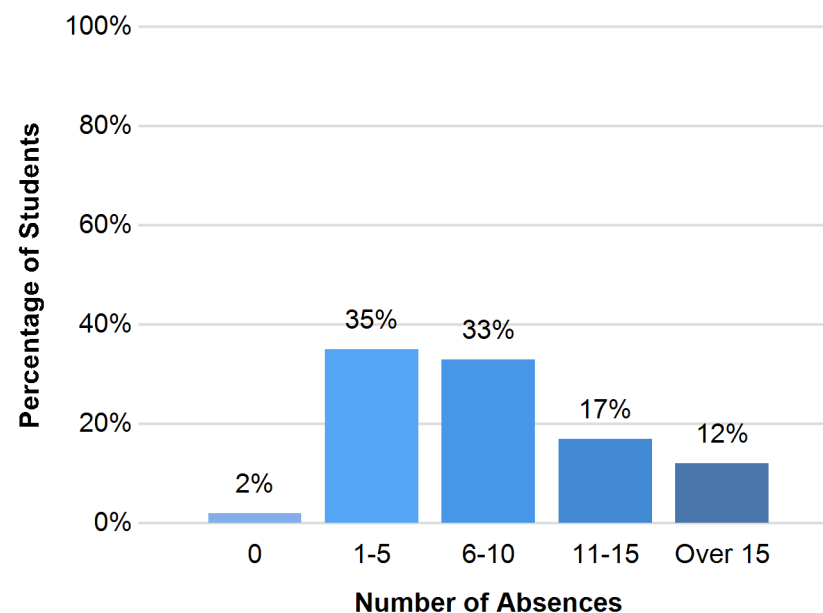
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 52 | 10.7 | 9.2 | Not Met |
| White | 23 | 8.6 | 9.2 | Met |
| Hispanic | 24 | 15.0 | 9.2 | Not Met |
| Black or African American | 1 | 5.3 | ** | ** |
| Asian, Native Hawaiian, or Pacific | 3 | 12.0 | 9.2 | Not Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 1 | 8.3 | ** | ** |
| Female | 22 | 9.4 | | |
| Male | 30 | 12.0 | | |
| Economically Disadvantaged Students | 28 | 15.9 | 9.2 | Not Met |
| Students with Disabilities | 17 | 15.5 | 9.2 | Not Met |
| English Learners | 9 | 12.0 | 9.2 | Not Met |
| Homeless Students | N | N | | |
| Students in Foster Care | * | * | | |
| Military-Connected Students | * | * | | |
| Migrant Students | N | N | | |

Days Absent

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





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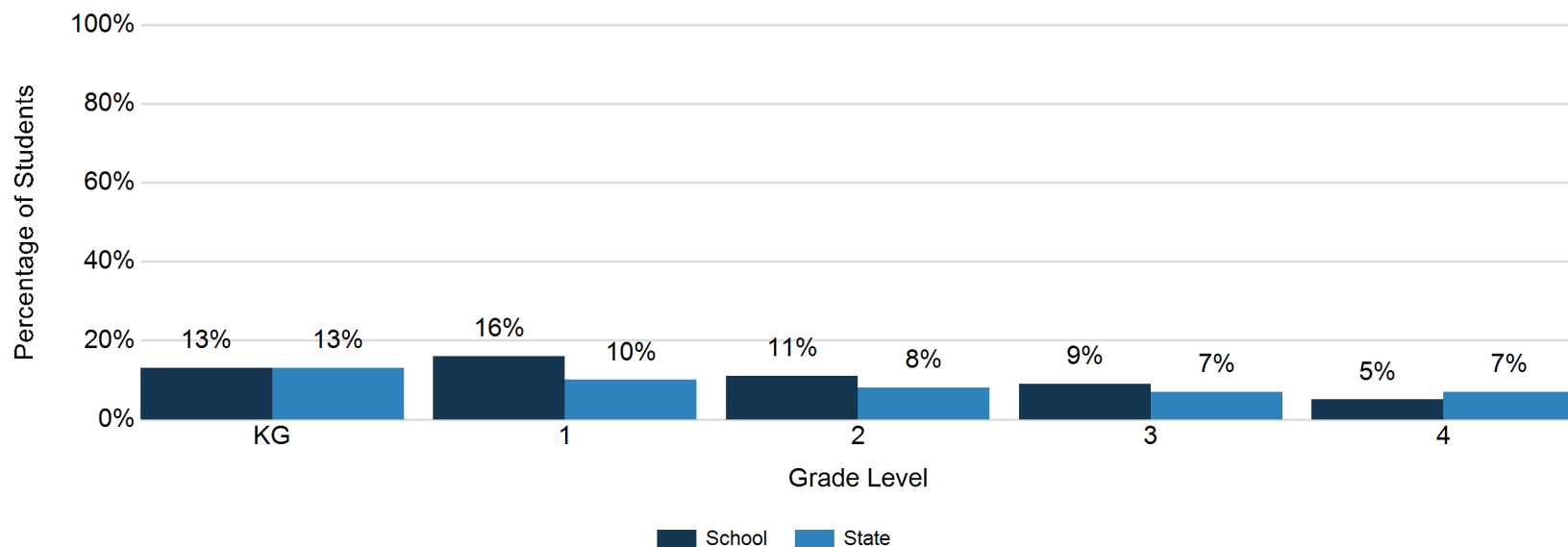
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|------------------------------------------|---------------------|
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 2 |
| Incidents Per 100 Students Enrolled | 0.43 |

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 | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Other Incidents Leading to Removal | 0 |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 1 | 1 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 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 | * | * |
| 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 | 8:45 AM |
| Typical End Time | 3:30 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 45 Mins |
| Shared Time - Instructional Time | 5 Hrs. 45 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 54 | 118,214 |
| Average years experience in public schools | 12.1 | 12.1 |
| Average years experience in district | 9.7 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 81.5% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 9:1 | 9:1 |
| Students to Administrators | 231:1 | 142:1 |
| Teachers to Administrators | 27:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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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 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 | 50.9% | 96.3% | 50.0% | 48.4% | 77.1% | 54.9% |
| Male | 49.1% | 3.7% | 50.0% | 51.6% | 22.9% | 45.1% |
| White | 56.3% | 96.3% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 31.8% | 3.7% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 4.1% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 5.0% | 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 | 0.2% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 2.6% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Francis A. Desmares Elementary School

(19-1510-035)

Grades Offered: KG-04

2018-2019

Report Key:

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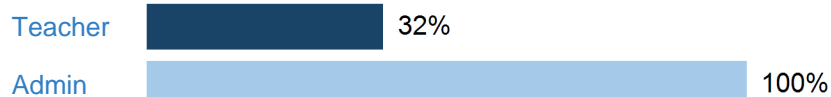
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 96.2% |



Francis A. Desmares Elementary School

(19-1510-035)

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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.



Francis A. Desmares Elementary School

(19-1510-035)

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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Francis A. Desmares Elementary School

(19-1510-035)

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2018-2019

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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 53.1% | 47.9% | 57.5% |
| Math Proficiency | 58.9% | 59.5% | 69.1% |
| ELA Growth | 57 | 40 | 65 |
| Math Growth | 62 | 61 | 65 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 68.6% | 63.9% |
| Chronic Absenteeism | 2.5% | 6.8% | 10.7% |

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



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2018-2019

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

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

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

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

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.



Francis A. Desmares Elementary School
(19-1510-035)
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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 Target | Not Met | No |
| White | Met Target | Met Goal | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| Hispanic | Not Met | Met Target† | Exceeds Standard | Met Standard | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | Not Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target† | Met Target† | Exceeds Standard | Exceeds Standard | n/a | Not Met | No |
| Students with Disabilities | Met Target | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| English Learners | Met Target† | Met Target | Exceeds Standard | Met Standard | Met Standard | Not Met | No |

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



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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:

- Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classrooms use i-Pads.
- The Responsive Classroom approach and Second-Step curriculum are the cornerstones of our character education programs.
- Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment clubs.



Mission, Vision, Theme:

Our school provides high-quality instructional programs that meet each child's individual academic, social and emotional needs. We provide a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



Francis A. Desmares Elementary School
(19-1510-035)
Grades Offered: KG-04
2018-2019

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Courses, Curriculum, Instruction:

Our school provides high-quality instructional programs that meet each child's individual academic, social and emotional needs. We provide a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



Francis A. Desmares Elementary School

(19-1510-035)

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2018-2019

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| | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Before and After School Programs:</p> | <p>The PTO organizes and funds all our after-school clubs such as Fitness, Crafts, Music and Robotics. Additionally, our students have the opportunity to participate in a Homework Club funded through Title 3 and Literacy Learning Lab funded through Title 1.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.</p> |



Francis A. Desmares Elementary School

(19-1510-035)

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2018-2019

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| | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Student Supports and Services:</p> | <p>Response to Intervention uses a multi-criteria system that supports students in the areas of reading and mathematics. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p> |
|  <p>Student Health and Wellness:</p> | <p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students received 150 minutes of physical education per week and 20 minutes of recess daily.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students, while also supporting school and evening events. The PTO serves as a resource for parents to become involved and fosters the connection between home and school. Our parent portal system, Genesis, allows parents to view their child's report cards and attendance.</p> |



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(19-1510-035)

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School Narrative

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Facilities:

Francis A. Desmares School, built in 1991, houses 450 students in kindergarten through fourth grade. There are 47 classrooms including our related arts rooms. The Desmares School community has continued to work together to grow, cultivate and harvest a garden on school property. There is a garden shed, shade structure and buddy benches that were built by Eagle Scouts. Our two playgrounds which were funded by our PTO are located on the beautiful 31 acres that Desmares School sits upon.



School Safety:

Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. The district has implemented a three tier badge system for staff, substitutes and visitors so that they are clearly identified. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system.



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Technology and STEM:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. A team of technology Integration Specialists work with teachers to move lessons forward in new and inventive ways. From Skype sessions to globalize the curriculum to using new apps and sites to push student presentation, research, and 21st century skills past the traditional means of communication into new unimagined ways of learning.



Francis A. Desmares Elementary School
(19-1510-035)
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2018-2019

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School Narrative

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Other Information

In addition to the commitment the District makes to technology, they are committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language Classes, Special Education Classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes.



J.P. Case Middle School
(19-1510-045)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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



J.P. Case Middle School
 (19-1510-045)
 Grades Offered: 07-08
 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 | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Mr. Robert Castellano |
| Address | 301 CASE BOULEVARD FLEMINGTON, NJ 08822 |
| Phone Number | 908-284-7501 |
| Email Address | bcastell@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/612 |
| Facebook | https://www.Facebook.com/flemrarschools |
| Twitter | https://twitter.com/jpcasems |



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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 7 | 372 | 388 | 392 |
| 8 | 413 | 377 | 394 |
| Total | 785 | 765 | 786 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 47.0% | 46.4% | 47.6% |
| Male | 53.0% | 53.6% | 52.4% |
| Economically Disadvantaged Students | 12.2% | 13.3% | 14.1% |
| Students with Disabilities | 18.7% | 18.7% | 17.2% |
| English Learners | 0.8% | 1.0% | 1.9% |
| Homeless Students | 0.0% | 0.0% | 0.0% |
| Students in Foster Care | 0.0% | 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 | 79.7% | 77.6% | 72.1% |
| Hispanic | 9.2% | 10.6% | 14.1% |
| Black or African American | 3.8% | 3.8% | 3.4% |
| Asian | 6.8% | 7.5% | 9.4% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.1% | 0.1% |
| American Indian or Alaska Native | 0.3% | 0.1% | 0.0% |
| Two or More Races | 0.3% | 0.3% | 0.8% |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 86.6% |
| Spanish | 9.3% |
| Other Languages | 4.1% |

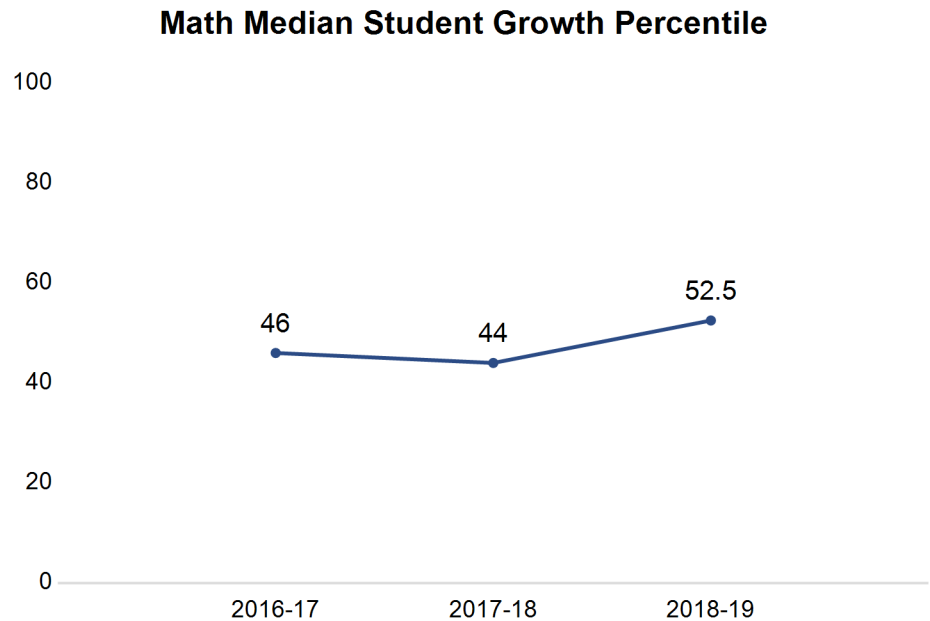
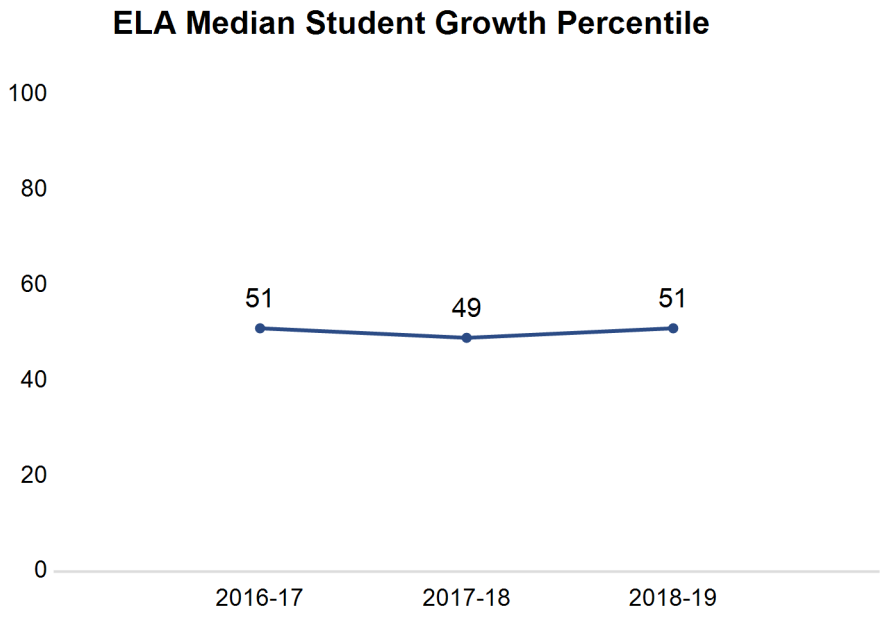


J.P. Case Middle School
 (19-1510-045)
 Grades Offered: 07-08
 2018-2019

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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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.



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| Median Student Growth Percentile | 51 | 49 | 51 | 46 | 44 | 52.5 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



J.P. Case Middle School
(19-1510-045)
Grades Offered: 07-08
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 | 51 | 53 | 50 | Met Standard | 52.5 | 58 | 50 | Met Standard |
| White | 52 | 52 | 50 | Met Standard | 50.5 | 56 | 52 | Met Standard |
| Hispanic | 46 | 51 | 49 | Met Standard | 57 | 54.5 | 47 | Met Standard |
| Black or African American | 58 | 59 | 45 | Met Standard | 39 | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 56.5 | 58 | 59 | Met Standard | 66 | 67 | 60 | Exceeds Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 41 | 49 | ** | * | 47 | 52 | ** |
| Female | 49 | 54.5 | 53 | N | 47 | 55 | 50 | N |
| Male | 53 | 52 | 47 | N | 56.5 | 60 | 51 | N |
| Economically Disadvantaged Students | 55.5 | 52.5 | 48 | Met Standard | 59 | 55 | 46 | Met Standard |
| Students with Disabilities | 51 | 46 | 43 | Met Standard | 57.5 | 52 | 45 | Met Standard |
| English Learners | 40 | 53 | 52 | Met Standard | 59 | 59 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | * | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | * | 49 | N | N | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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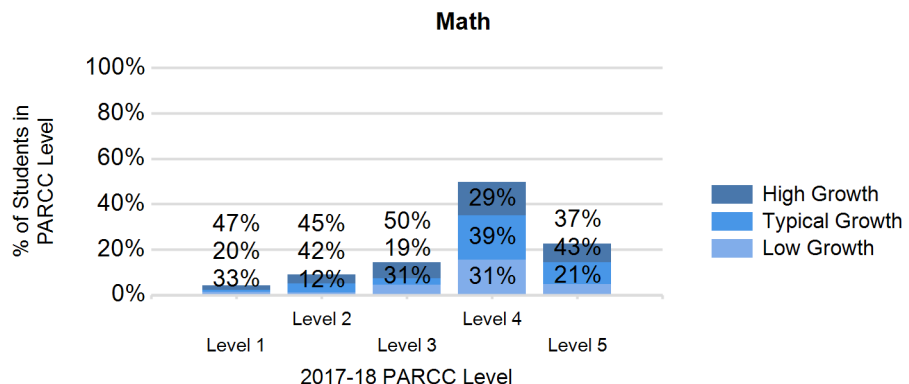
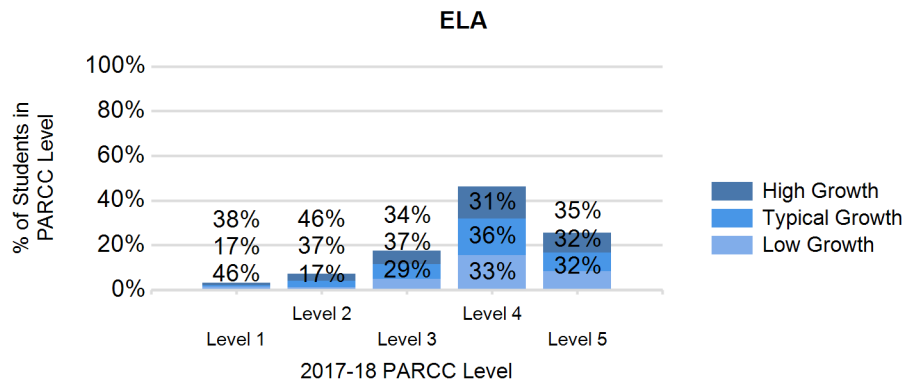
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

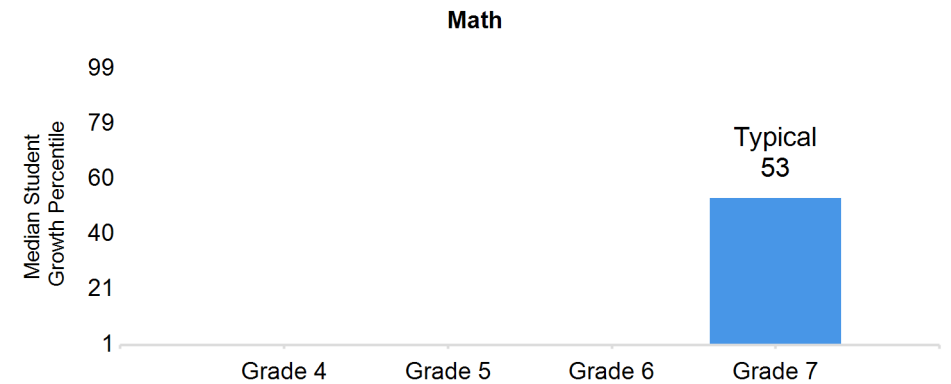
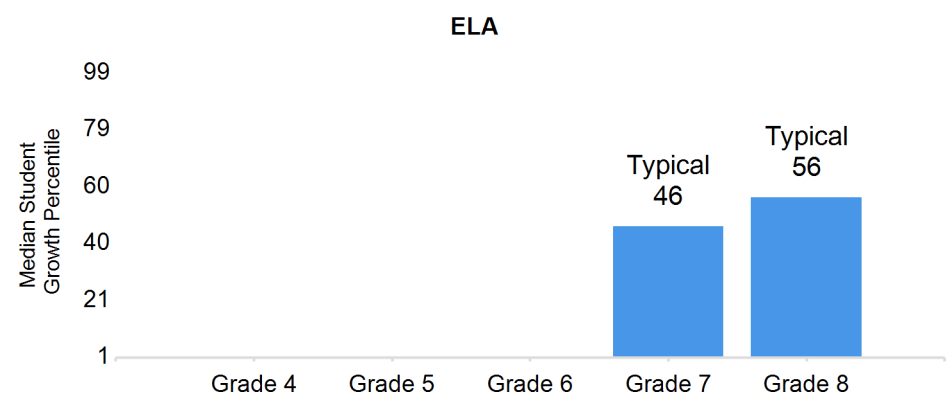
Student Growth by Performance Level

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



Student Growth by Grade

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





J.P. Case Middle School
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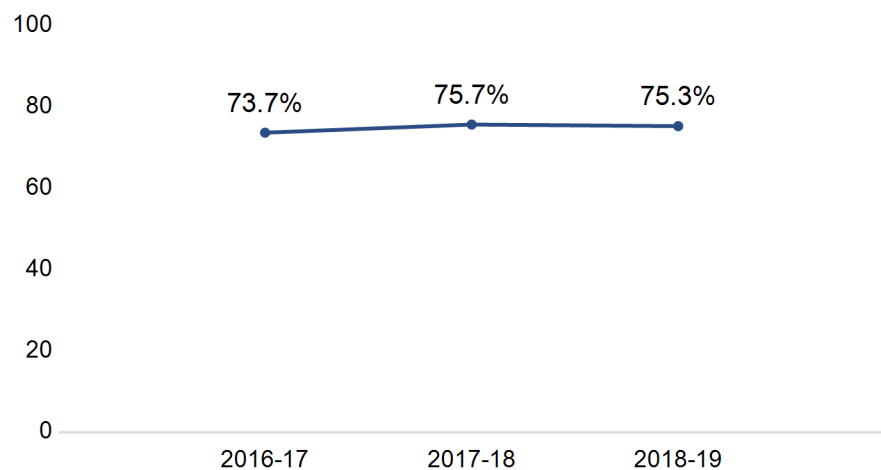
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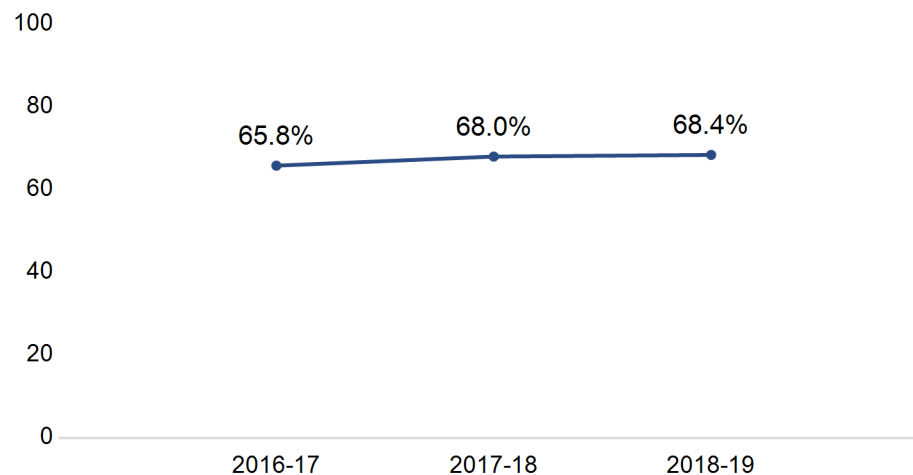
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 97.1% | 96.8% | 97.6% | 97.0% | 96.8% | 97.7% |
| Proficiency Rate for Federal Accountability | 73.7% | 75.7% | 75.3% | 65.8% | 68.0% | 68.4% |
| Annual Target | 73.5% | 73.9% | 74.2% | 65.8% | 66.6% | 67.3% |
| 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 | 757 | 97.6 | 75.3 | 69.2 | 57.9 | 75.3 | 74.2 | Met Target |
| White | 551 | 97.4 | 80.2 | 73.7 | 66.9 | 80.2 | 76.3 | Met Goal |
| Hispanic | 101 | 100.0 | 51.5 | 41.8 | 43.9 | 51.5 | 57.2 | Met Target† |
| Black or African American | * | * | * | 48.4 | 38.5 | * | 58.9 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 74 | 98.7 | 82.4 | * | 82.9 | 82.4 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 356 | 97.3 | 79.5 | 75.0 | 64.8 | 79.5 | | |
| Male | 401 | 97.8 | 71.6 | 64.0 | 51.3 | 71.6 | | |
| Economically Disadvantaged Students | 91 | 100.0 | 45.1 | 39.7 | 40.0 | 45.1 | 44.7 | Met Target |
| Non-Economically Disadvantaged Students | 666 | 97.2 | 79.4 | 74.3 | 67.9 | 79.4 | | |
| Students with Disabilities | 134 | 95.1 | 26.1 | 30.4 | 22.7 | 26.1 | 35.7 | Not Met |
| Students without Disabilities | 623 | 98.1 | 85.9 | 78.6 | 65.1 | 85.9 | | |
| English Learners | 27 | 100.0 | 14.8 | 25.0 | 29.3 | 14.8 | 46.3 | Not Met |
| Non-English Learners | 730 | 97.5 | 77.5 | 72.5 | 60.6 | 77.5 | | |
| Homeless Students | N | N | N | * | 29.1 | N | | |
| Students In Foster Care | * | * | * | * | 27.6 | * | | |
| Military-Connected Students | N | N | N | * | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

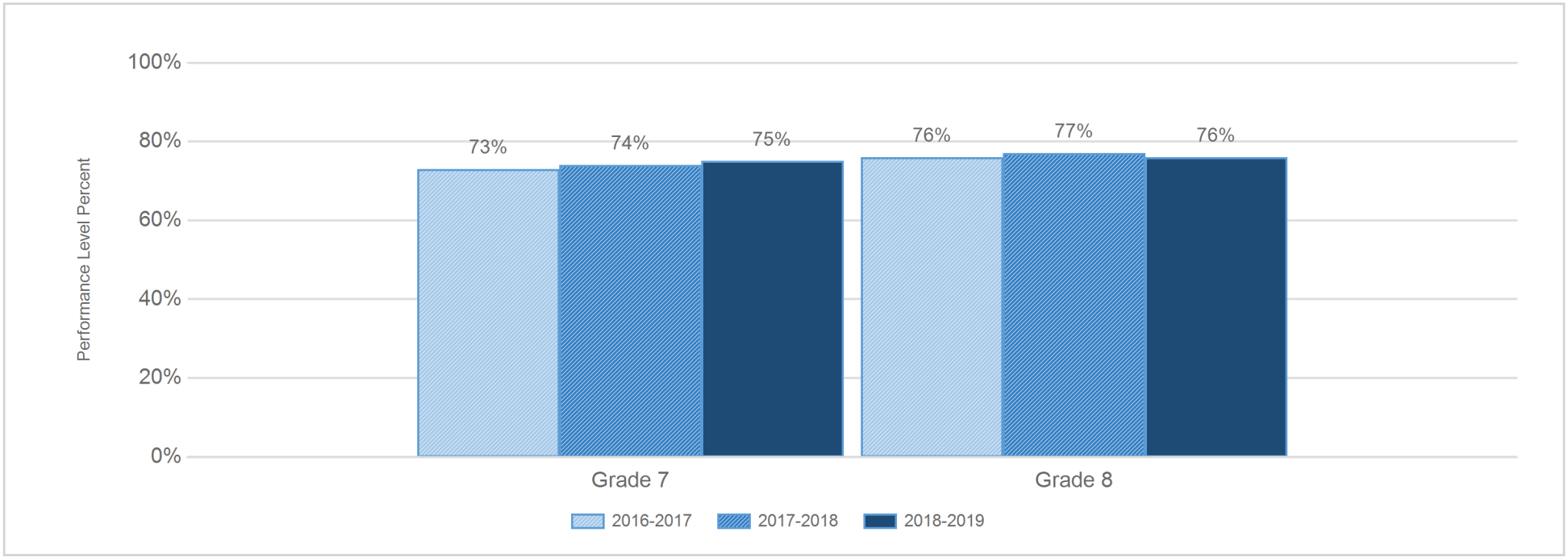


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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 | 377 | 768 | 768 | 761 | 4% | 9% | 12% | 42% | 33% | 75% | 63% |
| White | 263 | 773 | 773 | 769 | * | * | 10% | 46% | 36% | 81% | 72% |
| Hispanic | 55 | 738 | 738 | 747 | 22% | * | * | * | * | 49% | 50% |
| Black or African American | * | * | * | 741 | * | * | * | * | * | * | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 42 | 779 | 779 | 790 | 0% | * | * | 36% | 48% | 83% | 87% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65% |
| Two or More Races | * | * | * | 768 | * | * | * | * | * | * | 68% |
| Female | 179 | 770 | 770 | 769 | * | * | 11% | 41% | 37% | 78% | 71% |
| Male | 198 | 765 | 765 | 753 | * | * | 13% | 44% | 29% | 73% | 55% |
| Economically Disadvantaged Students | 48 | 736 | 736 | 743 | * | * | 25% | * | * | 38% | 45% |
| Non-Economically Disadvantaged Students | 329 | 772 | 772 | 771 | * | * | 10% | * | * | 81% | 73% |
| Students with Disabilities | 64 | 727 | 727 | 720 | * | * | 23% | * | * | 27% | 22% |
| Students without Disabilities | 313 | 776 | 776 | 769 | * | * | 9% | * | * | 85% | 71% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 763 | * | * | * | * | * | * | 65% |
| Homeless Students | N | N | N | 729 | N | N | N | N | N | N | 34% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 758 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31% |



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English Language Arts Assessment - Performance by Grade: Grade 8

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 386 | 778 | 778 | 762 | * | * | 15% | 39% | 37% | 76% | 63% |
| White | 292 | 781 | 781 | 770 | * | * | 14% | 41% | 38% | 79% | 72% |
| Hispanic | 47 | 756 | 756 | 747 | * | * | 23% | * | * | 57% | 49% |
| Black or African American | 15 | 754 | 754 | 741 | * | * | * | * | * | 53% | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 32 | 800 | 800 | 794 | 0% | * | * | * | * | 84% | 88% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | N | N | N | 769 | N | N | N | N | N | N | 69% |
| Female | 182 | 786 | 786 | 771 | * | * | 12% | 40% | 42% | 82% | 71% |
| Male | 204 | 771 | 771 | 753 | * | * | 18% | 39% | 31% | 71% | 55% |
| Economically Disadvantaged Students | 45 | 755 | 755 | 743 | * | * | 24% | * | * | 58% | 45% |
| Non-Economically Disadvantaged Students | 341 | 781 | 781 | 772 | * | * | 14% | * | * | 78% | 72% |
| Students with Disabilities | 68 | 734 | 734 | 721 | * | * | 35% | * | * | 28% | 22% |
| Students without Disabilities | 318 | 788 | 788 | 770 | * | * | 11% | * | * | 86% | 71% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 65% |
| Homeless Students | N | N | N | 727 | N | N | N | N | N | N | 31% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 32% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27% |



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Mathematics Assessment - Participation and Performance

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

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 | 760 | 97.7 | 68.4 | 69.0 | 44.5 | 68.4 | 67.3 | Met Target |
| White | 552 | 97.5 | 72.8 | 73.5 | 54.1 | 72.8 | 69.3 | Met Target |
| Hispanic | 103 | 100.0 | 39.8 | 36.4 | 28.8 | 39.8 | 45.1 | Met Target† |
| Black or African American | * | * | * | 51.6 | 23.0 | * | 58.9 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 74 | 98.7 | 85.1 | * | 76.5 | 85.1 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 358 | 97.3 | 66.2 | 67.4 | 44.9 | 66.2 | | |
| Male | 402 | 98.1 | 70.4 | 70.4 | 44.2 | 70.4 | | |
| Economically Disadvantaged Students | 93 | 100.0 | 36.6 | 37.0 | 26.3 | 36.6 | 39.6 | Met Target† |
| Non-Economically Disadvantaged Students | 667 | 97.4 | 72.9 | 74.7 | 54.9 | 72.9 | | |
| Students with Disabilities | 135 | 95.8 | 22.2 | 32.3 | 17.4 | 22.2 | 31.9 | Not Met |
| Students without Disabilities | 625 | 98.2 | 78.4 | 77.8 | 50.0 | 78.4 | | |
| English Learners | 29 | 100.0 | 17.2 | 31.6 | 25.0 | 17.2 | 38.7 | Not Met |
| Non-English Learners | 731 | 97.6 | 70.5 | 72.0 | 46.5 | 70.5 | | |
| Homeless Students | N | N | N | * | 17.1 | N | | |
| Students In Foster Care | * | * | * | * | 17.1 | * | | |
| Military-Connected Students | N | N | N | * | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



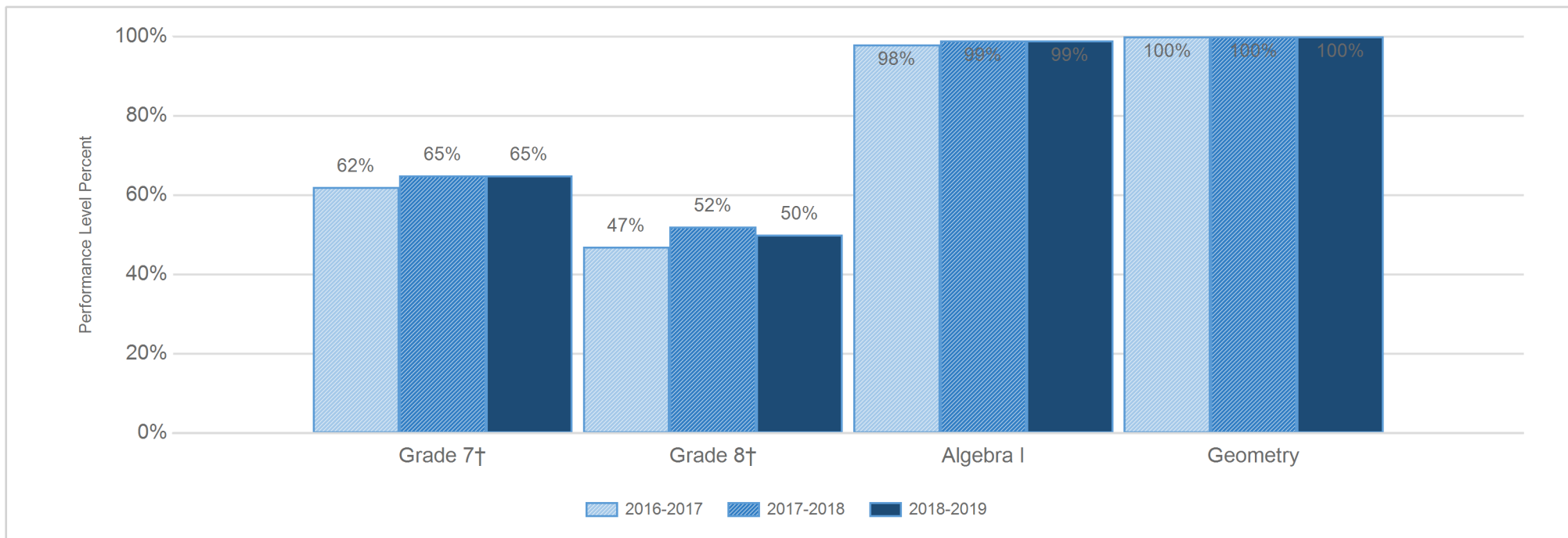
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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 | 321 | 756 | 756 | 744 | 4% | 10% | 21% | 57% | 8% | 65% | 42% |
| White | 223 | 760 | 760 | 751 | * | * | 18% | 64% | 9% | 74% | 53% |
| Hispanic | 55 | 736 | 736 | 733 | * | 24% | 29% | * | * | 36% | 26% |
| Black or African American | * | * | * | 727 | * | * | * | * | * | * | 21% |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 761 | 761 | 768 | 0% | * | * | * | * | 67% | 75% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Two or More Races | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Female | 161 | 755 | 755 | 744 | * | 11% | 21% | * | * | 65% | 42% |
| Male | 160 | 756 | 756 | 743 | * | 9% | 21% | * | * | 66% | 42% |
| Economically Disadvantaged Students | 49 | 736 | 736 | 731 | * | * | 29% | * | * | 35% | 24% |
| Non-Economically Disadvantaged Students | 272 | 759 | 759 | 751 | * | * | 19% | * | * | 71% | 53% |
| Students with Disabilities | 64 | 728 | 728 | 718 | * | * | 22% | * | * | 27% | 13% |
| Students without Disabilities | 257 | 762 | 762 | 749 | * | * | 21% | * | * | 75% | 48% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 44% |
| Homeless Students | N | N | N | 721 | N | N | N | N | N | N | 13% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 746 | N | N | N | N | N | N | 44% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12% |



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 265 | 747 | 747 | 728 | 12% | 15% | 23% | 46% | 4% | 50% | 29% |
| White | 197 | 750 | 750 | 737 | 9% | 11% | 26% | * | * | 54% | 38% |
| Hispanic | 44 | 729 | 729 | 722 | * | 34% | * | 27% | 0% | 27% | 22% |
| Black or African American | 10 | 730 | 730 | 714 | * | * | * | * | * | 20% | 15% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 763 | 763 | 747 | * | * | * | * | * | 86% | 51% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Female | 128 | 744 | 744 | 731 | 15% | 16% | 24% | * | * | 45% | 31% |
| Male | 137 | 749 | 749 | 726 | 10% | 14% | 22% | * | * | 54% | 27% |
| Economically Disadvantaged Students | 42 | 730 | 730 | 719 | 24% | 26% | 26% | 24% | 0% | 24% | 20% |
| Non-Economically Disadvantaged Students | 223 | 750 | 750 | 735 | 10% | 13% | 22% | 50% | 5% | 55% | 36% |
| Students with Disabilities | 66 | 719 | 719 | 707 | 30% | 29% | 24% | 17% | 0% | 17% | 10% |
| Students without Disabilities | 199 | 756 | 756 | 734 | 7% | 10% | 23% | 55% | 6% | 61% | 35% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Homeless Students | N | N | N | 709 | N | N | N | N | N | N | 12% |
| Students in Foster Care | N | N | N | 709 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16% |



J.P. Case Middle School
(19-1510-045)
Grades Offered: 07-08
2018-2019

Report Key:

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- N** No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 141 | 794 | 794 | 744 | 0% | * | * | 65% | 33% | 99% | 42% |
| White | 103 | 792 | 792 | 752 | 0% | * | * | 67% | 31% | 98% | 53% |
| Hispanic | * | * | * | 728 | * | * | * | * | * | * | 24% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 20% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 802 | 802 | 775 | 0% | 0% | 0% | 54% | 46% | 100% | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | * | * | * | 752 | * | * | * | * | * | * | 51% |
| Female | 58 | 794 | 794 | 745 | 0% | * | * | 69% | 31% | 100% | 44% |
| Male | 83 | 794 | 794 | 743 | 0% | * | * | 63% | 35% | 98% | 41% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 52% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students without Disabilities | * | * | * | 748 | * | * | * | * | * | * | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 141 | 794 | 794 | 745 | 0% | * | * | 65% | 33% | 99% | * |
| Homeless Students | N | N | N | 718 | N | N | N | N | N | N | 14% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



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Mathematics Assessment - Performance by Test: Geometry

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 44 | 789 | 789 | 737 | 0% | 0% | 0% | 25% | 75% | 100% | 35% |
| White | 33 | 787 | 787 | 743 | 0% | 0% | 0% | * | * | 100% | 43% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 17% |
| Black or African American | * | * | * | 720 | * | * | * | * | * | * | 14% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 762 | * | * | * | * | * | * | 70% |
| American Indian or Alaska Native | N | N | N | 736 | N | N | N | N | N | N | 37% |
| Two or More Races | N | N | N | 745 | N | N | N | N | N | N | 46% |
| Female | 19 | 791 | 791 | 738 | 0% | 0% | 0% | * | * | 100% | 36% |
| Male | 25 | 788 | 788 | 736 | 0% | 0% | 0% | * | * | 100% | 34% |
| Economically Disadvantaged Students | * | * | * | 722 | * | * | * | * | * | * | 16% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43% |
| Students with Disabilities | * | * | * | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | * | * | * | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | N | 708 | N | N | N | N | N | N | * |
| Non-English Learners | 44 | 789 | 789 | 738 | 0% | 0% | 0% | 25% | 75% | 100% | * |
| 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% |



J.P. Case Middle School
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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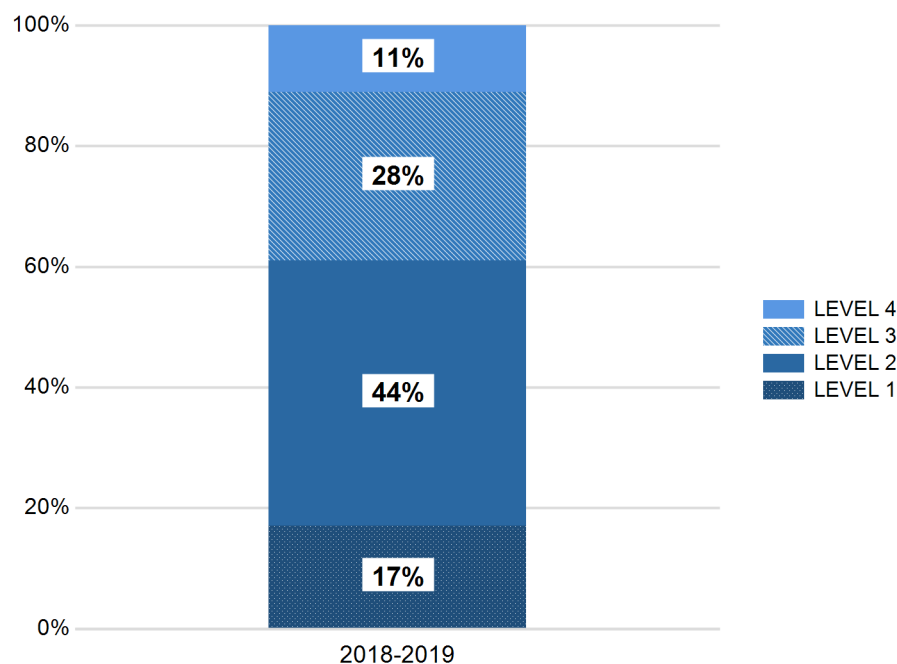
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------------------------------------|-----------|-----------|-----------|-----------|
| Schoolwide | 17 | 44 | 28 | 11 |
| White | 14 | 46 | 31 | 10 |
| Hispanic | 37 | 42 | 15 | 6 |
| Black or African American | 27 | 40 | 20 | 13 |
| Asian, Native Hawaiian, or Pacific Islander | 6 | 38 | 31 | 25 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 17 | 46 | 28 | 10 |
| Male | 17 | 43 | 28 | 11 |
| Economically Disadvantaged Students | 41 | 41 | 16 | 2 |
| Non-Economically Disadvantaged Students | 13 | 45 | 30 | 12 |
| Students with Disabilities | 43 | 51 | 4 | 1 |
| Students without Disabilities | 11 | 43 | 33 | 12 |
| 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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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
|-------|-----------|----------|----------------------------|
| 7 | 59 | 0 | 338 |
| 8 | 84 | 45 | 269 |
| Total | 143 | 45 | 607 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 7 | 304 | 67 | 0 | 0 | 0 | 0 | 0 |
| 8 | 285 | 98 | 0 | 0 | 0 | 0 | 0 |
| Total | 589 | 165 | 0 | 0 | 0 | 0 | 0 |



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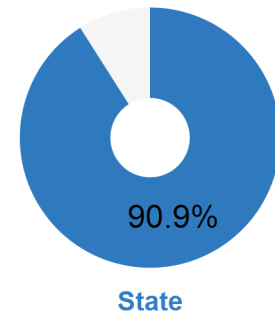
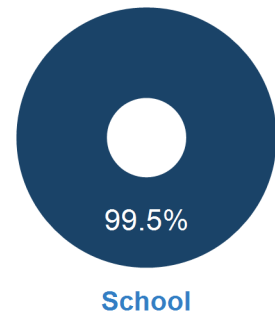
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Visual and Performing Arts – Course Participation

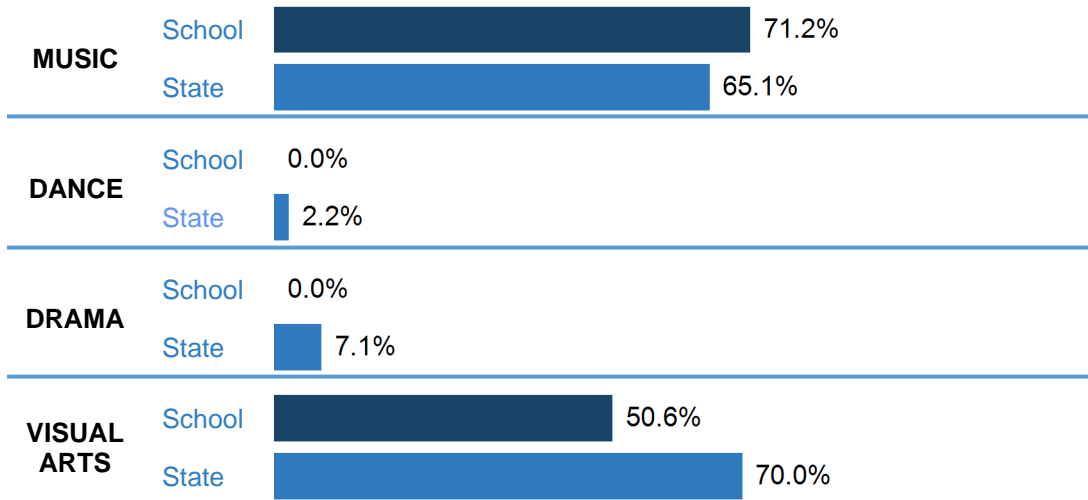
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



Students enrolled in one or more classes by discipline:





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

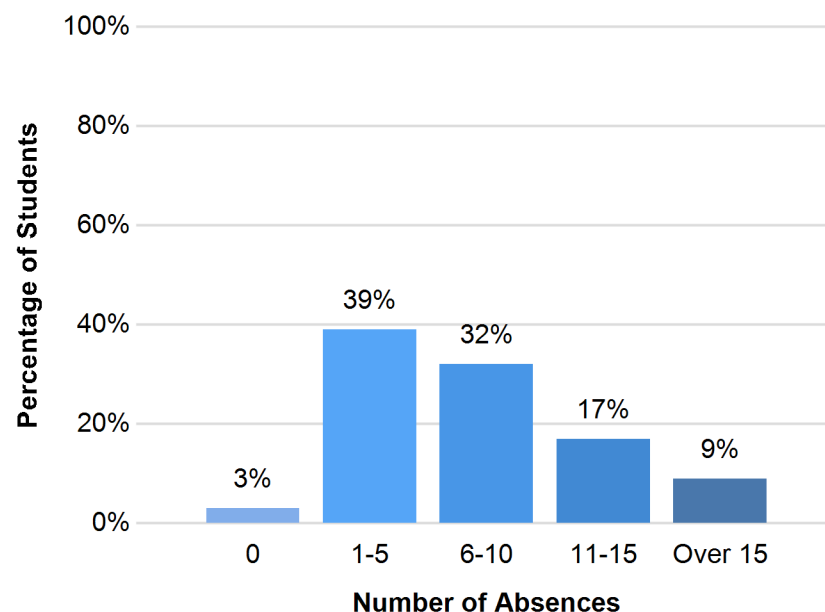
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 47 | 5.9 | 9.5 | Met |
| White | 37 | 6.5 | 9.5 | Met |
| Hispanic | 6 | 5.5 | 9.5 | Met |
| Black or African American | * | * | 9.5 | Met |
| Asian, Native Hawaiian, or Pacific | 1 | 1.3 | 9.5 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 26 | 7.0 | | |
| Male | 21 | 5.0 | | |
| Economically Disadvantaged Students | 12 | 10.9 | 9.5 | Not Met |
| Students with Disabilities | 14 | 9.9 | 9.5 | Not Met |
| English Learners | 1 | 7.7 | ** | ** |
| 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.





J.P. Case Middle School

(19-1510-045)

Grades Offered: 07-08

2018-2019

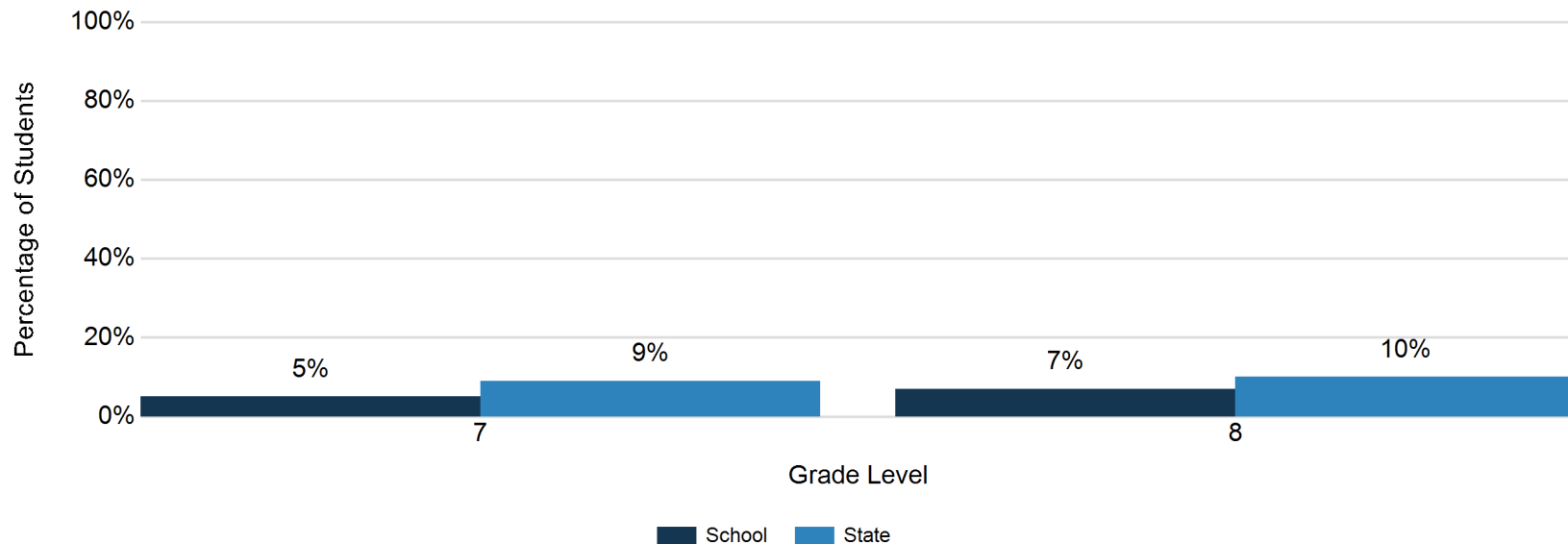
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Chronic Absenteeism by Grade

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





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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 | 1 |
| Vandalism | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 4 |
| Total Unique Incidents | 6 |
| Incidents Per 100 Students Enrolled | 0.76 |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | 0 | 0.0% |
| Out-of-School Suspensions | 18 | 2.3% |
| Any Suspension | 18 | 2.3% |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | 0 | 0.0% |

| School Days Missed due to Out-of-School Suspensions |
|-----------------------------------------------------|
| 39 |

**J.P. Case Middle School**

(19-1510-045)

Grades Offered: 07-08

2018-2019

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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:05 AM |
| Typical End Time | 2:54 PM |
| Length of School Day | 6 Hrs 49 Mins |
| Full Time - Instructional Time | 5 Hrs 46 Mins |
| Shared Time - Instructional Time | 5 Hrs. 46 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 74 | 118,214 |
| Average years experience in public schools | 15.2 | 12.1 |
| Average years experience in district | 12.2 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 86.5% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 11:1 | 9:1 |
| Students to Administrators | 262:1 | 142:1 |
| Teachers to Administrators | 25:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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Teachers: All classroom teachers

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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 | 47.6% | 74.3% | 33.3% | 48.4% | 77.1% | 54.9% |
| Male | 52.4% | 25.7% | 66.7% | 51.6% | 22.9% | 45.1% |
| White | 72.1% | 93.2% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 14.1% | 2.7% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 3.4% | 1.4% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 9.4% | 1.4% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% | 1.4% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 0.8% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



J.P. Case Middle School
(19-1510-045)
Grades Offered: 07-08
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

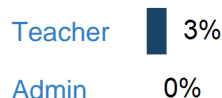
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 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 | 94.7% |



J.P. Case Middle School
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



J.P. Case Middle School
(19-1510-045)
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



J.P. Case Middle School
(19-1510-045)
Grades Offered: 07-08
2018-2019

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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 73.7% | 75.7% | 75.3% |
| Math Proficiency | 65.8% | 68.0% | 68.4% |
| ELA Growth | 51 | 49 | 51 |
| Math Growth | 46 | 44 | 52 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 6.2% | 7.6% | 5.9% |

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



J.P. Case Middle School
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2018-2019

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

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

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

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

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.



J.P. Case Middle School
(19-1510-045)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

- A wide array of athletic teams and clubs to inspire and reach the whole child!
- Cutting edge technology (including 1:1) to evoke creativity, problem solving and design, and empathetic entrepreneurial minds.
- Curriculum includes balanced literacy, pre-algebra, algebra, advanced algebra, Geometry, Next Gen Science Standards.



Mission, Vision, Theme:

J.P. Case's mission is to create adolescent learners that are able to problem solve, be divergent thinkers, understand relationships academically and socially, be creative, and be responsible community members. Here at J. P. Case, we believe in the unique conditions of the middle school culture that includes: teaming, EXCEL (21st Century explorations), cooperative learning activities, and varied approaches to teaching and learning that are developmentally responsive to our students' needs.



Awards, Recognition, Accomplishments:

J.P. Case provides strong leadership opportunities for students. Each year Student Council is recognized by the state for its service to the community and leaderships of its council. Our music programs are award winning and receive recognition from area competitions and national conferences. The J.P. Case Odyssey of the Mind team won the world competition in 2011. Over 40 awards are given to 8th grade students recognizing their accomplishments as J.P. Case students.






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2018-2019

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| | |
|--------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Courses, Curriculum, Instruction:</p> | <p>All students are assigned to a team of teachers who deliver instruction in Math, Science, Social Studies, and Language Arts Literacy. Students also receive instruction in World Language, Fine Arts, Physical Education, Health, Technology, and life skills subjects, such as Cooking, Sewing, and Media Literacy. Communication Arts, study skills, excel courses, and tutorial sessions are also offered.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Coed), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Volleyball (Girls), Wrestling (Boys)</p> <p>The J.P. Case athletic program is designed to foster learning experiences and life skills through a developmentally responsive atmosphere of physical and cognitive competition. Our students gain a better understanding of themselves and a better appreciation and value of relationships by participating through our program. A strong emphasis is placed on trusting relationships, knowledge of sport, game play strategy and sportsmanship. Each sport season is capped with a dinner banquet celebrating our students' achievement.</p> |
|  <p>Clubs and Activities:</p> | <p>Studio Art, DJ Club, Garden Club, Debate Club, Drama Club, Entrepreneurial Club, Environmental Club, Jazz Ensemble, Learning Lab-(Homework assistance), Robotics Club and Competition Team, Odyssey of the Mind, Select Choirs: Chorale & Tigerettes, Spring Musical Production, Student Council, Symphony Orchestra, Tiger's Tale Yearbook</p> |




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| | |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Staff and Professional Learning:</p> | <p>Meetings: Department Meeting, Faculty Meeting. Other Professional Learning Opportunities Include: PLC Meetings, Book Study, Professional Development days, Independent Study, College reimbursement, District day, Professional Development (in/out of district)</p> |
|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|



J.P. Case Middle School
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Student Supports and Services:

ELL - Program offered. Students with disabilities program offered through Special Services include: Resource and In-Class Support: Math, Language Arts, Science, Social Studies. Intervention and Referral Team is available for staff and students, 504 programs are also a resource. We have (2) HIB specialists available for students for school life situations and the newly adopted bullying law. We also have (2) Affirmative Action Officers in the district as a related service. We have a block known as Tutorial/Excel that helps support those students who are struggling and need extra attention from any teacher.



Student Health and Wellness:

Students engage in a variety of health and physical education activities. J.P. Case also offers a fitness lab where students can become familiar with their body's data such as resting heart rate, active heart rate, max heart rate, plyometric activities for young adolescents, and other fitness based experiences. The fitness lab consists of 11 spin bikes and other specialty pieces of equipment to promote wellness.



Parent and Community Involvement:

PTO - run by parents in partnership with the school. Contributions consist of fund raising activities and supporting teachers and students through grants. + Relationship with Hunterdon Medical Center - Athletic Trainer & parents can access the parent portal in Genesis (on-line) for all relevant academic information including grades, assignments, attendance, and projects.



J.P. Case Middle School

(19-1510-045)

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2018-2019

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Facilities:

J.P. Case Middle School was built in 2005. The building was designed to be a state of the art facility for learning and growing. J.P. Case contains the following spaces in its facility: library, staff library/learning center, science labs with adjoining storage rooms, large classrooms with flexible seating and room dividers for multi modes of use for all subjects, 3 high school sized gyms, health room, fitness lab, band, chorus, orchestra, and general music room, large auditorium seating for over 600, smaller rooms to promote personal and differentiated learning opportunities, guidance suite and faculty lounge and lunch rooms for both students and staff. The building is set up with wireless connectivity and central air and supported by generators in times of crisis or need in the community.



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Technology and STEM:

J.P. Case students have many opportunities to amplify their learning in a one to one environment. Teachers utilize different aspects of the internet as well as other technologies that promote student agency and foster students' exploration and curation of content that allows in ways that are culturally relevant and developmentally appropriate. We also offer related arts classes such as: Design and Applied Technologies, Digital Literacies, and Sewing which bolster students' opportunities for collaboration, problem solving, empathetic designing, and design thinking. In these classes there are concepts of (Science, Technology, Engineering, Art and Mathematics) that are covered and used as part of the problem solving core.

**Reading-Fleming Intermediate School**

(19-1510-040)

Grades Offered: 05-06

2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Reading-Fleming Intermediate School**

(19-1510-040)

Grades Offered: 05-06

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|-------------------------------------------------------------------------------------------|
| County | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Dr. Anthony DeMarco |
| Address | 50 COURT STREET FLEMINGTON, NJ 08822-1325 |
| Phone Number | 908-284-7504 |
| Email Address | ademarco@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/475 |
| Twitter | https://twitter.com/RFIShuskies |



Reading-Fleming Intermediate School

(19-1510-040)

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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 5 | 378 | 368 | 306 |
| 6 | 385 | 394 | 383 |
| Total | 763 | 762 | 689 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 48.5% | 49.1% | 48.6% |
| Male | 51.5% | 50.9% | 51.4% |
| Economically Disadvantaged Students | 14.4% | 16.4% | 18.4% |
| Students with Disabilities | 17.3% | 17.2% | 17.9% |
| English Learners | 1.0% | 1.4% | 1.9% |
| Homeless Students | 0.0% | 0.1% | 0.1% |
| Students in Foster Care | 0.1% | 0.3% | 0.0% |
| Military-Connected Students | 0.0% | 0.0% | 0.1% |
| 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 | 74.7% | 70.2% | 70.7% |
| Hispanic | 12.2% | 14.4% | 14.4% |
| Black or African American | 3.9% | 3.4% | 2.8% |
| Asian | 8.8% | 10.8% | 10.3% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.0% | 0.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.1% |
| Two or More Races | 0.3% | 1.2% | 1.6% |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 84.3% |
| Spanish | 10.6% |
| Other Languages | 5.1% |



Reading-Fleming Intermediate School
(19-1510-040)
Grades Offered: 05-06
2018-2019

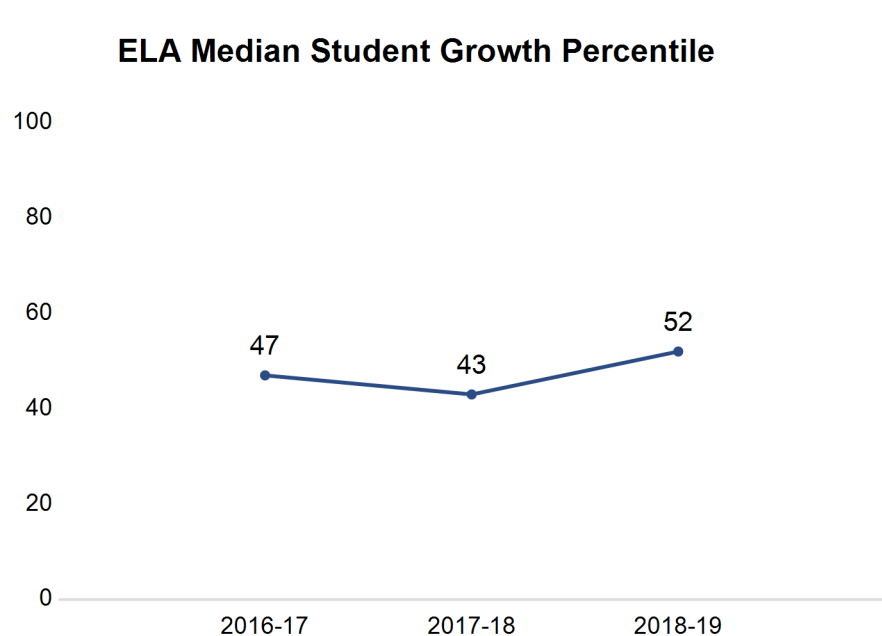
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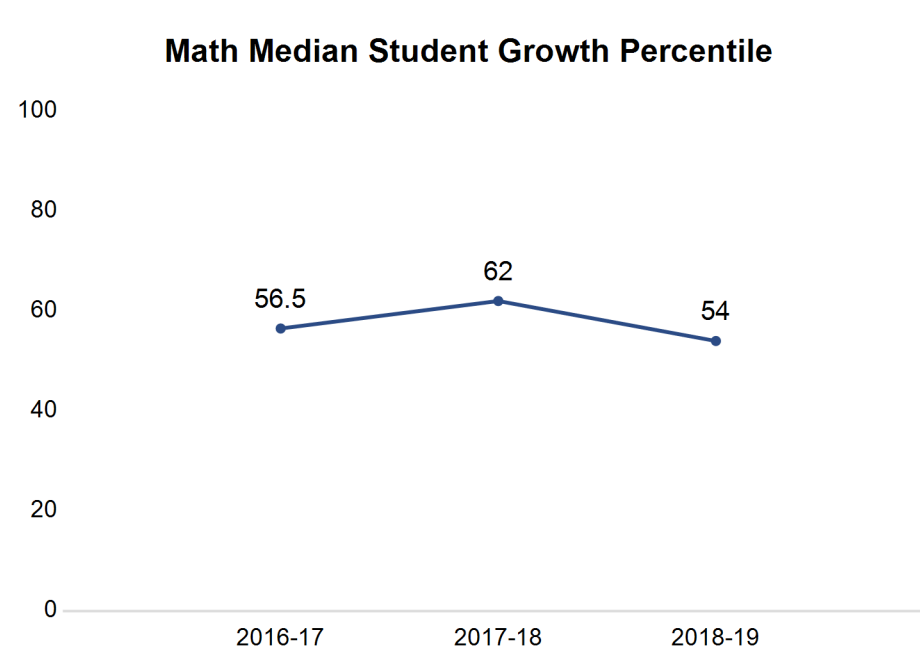
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measured 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 | 47 | 43 | 52 | 56.5 | 62 | 54 |
| Met Standard (40-59.5)? | Met Standard | Met Standard | Met Standard | Met Standard | Exceeds Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide | 52 | 53 | 50 | Met Standard | 54 | 58 | 50 | Met Standard |
| White | 51 | 52 | 50 | Met Standard | 53.5 | 56 | 52 | Met Standard |
| Hispanic | 54 | 51 | 49 | Met Standard | 52.5 | 54.5 | 47 | Met Standard |
| Black or African American | 57 | 59 | 45 | ** | 75 | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 59 | 58 | 59 | Met Standard | 61 | 67 | 60 | Exceeds Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 41 | 49 | ** | * | 47 | 52 | ** |
| Female | 51 | 54.5 | 53 | N | 55 | 55 | 50 | N |
| Male | 53 | 52 | 47 | N | 52 | 60 | 51 | N |
| Economically Disadvantaged Students | 51 | 52.5 | 48 | Met Standard | 49 | 55 | 46 | Met Standard |
| Students with Disabilities | 41 | 46 | 43 | Met Standard | 48 | 52 | 45 | Met Standard |
| English Learners | 54 | 53 | 52 | Met Standard | 63.5 | 59 | 50 | Exceeds Standard |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | * | * | 49 | N | * | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



Reading-Fleming Intermediate School
 (19-1510-040)
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 2018-2019

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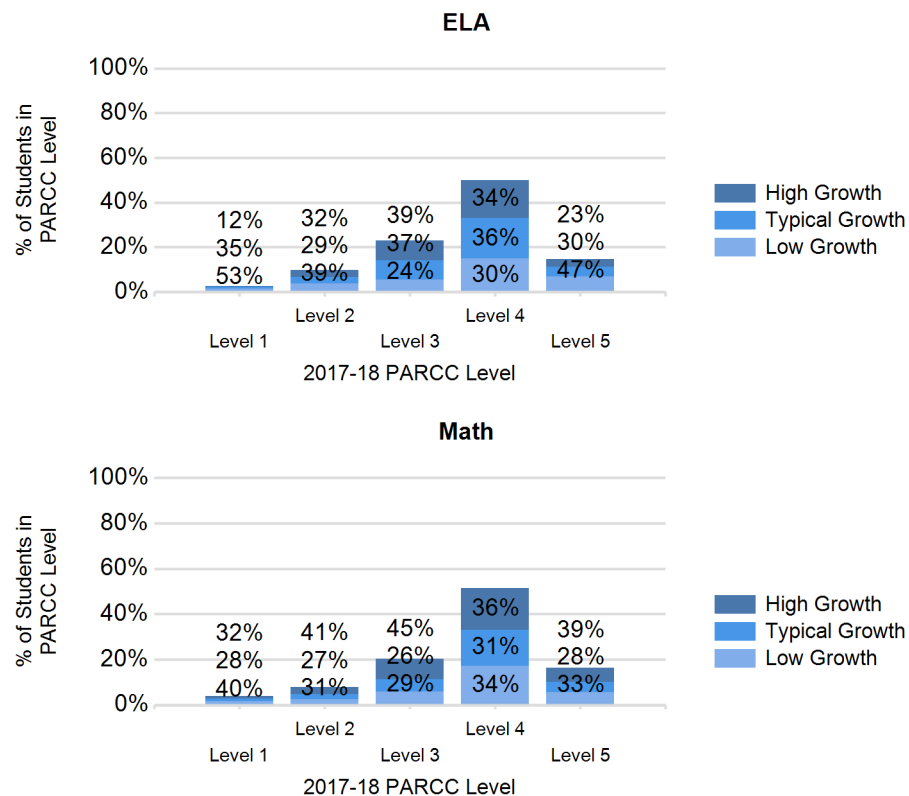
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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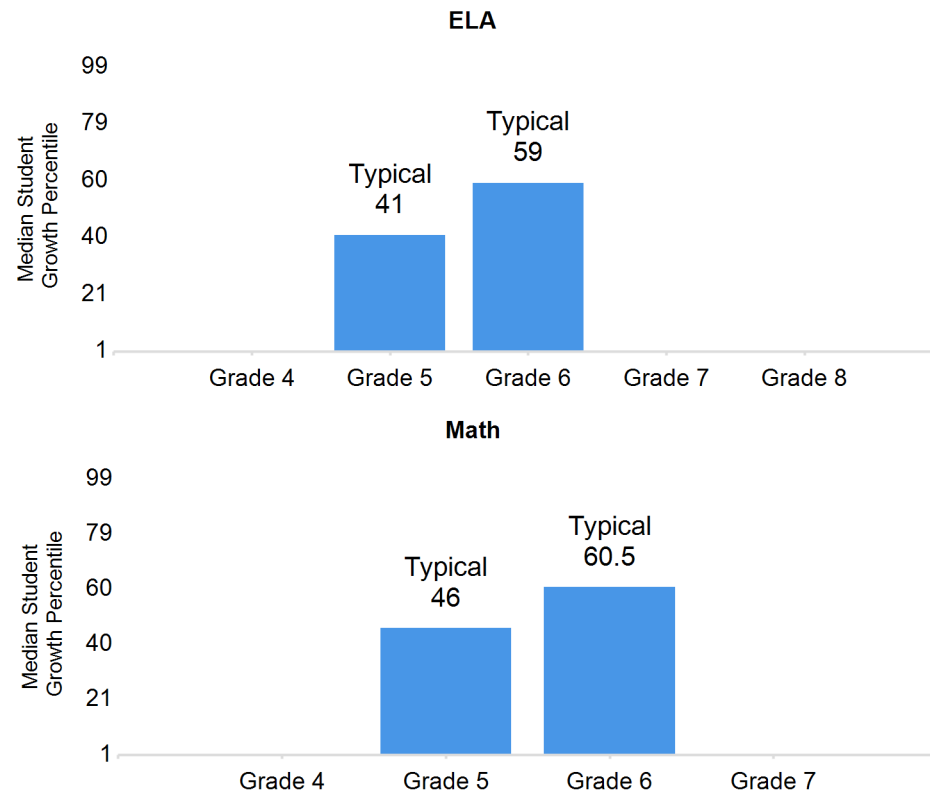
Student Growth by Performance Level

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



Student Growth by Grade

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





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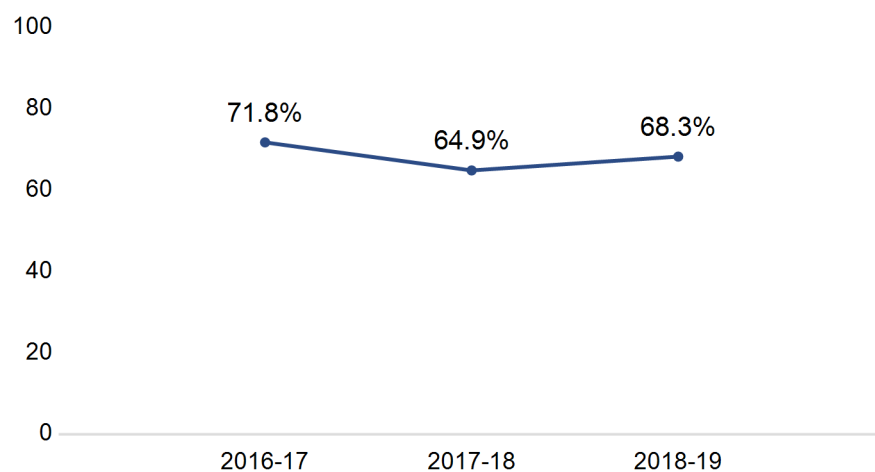
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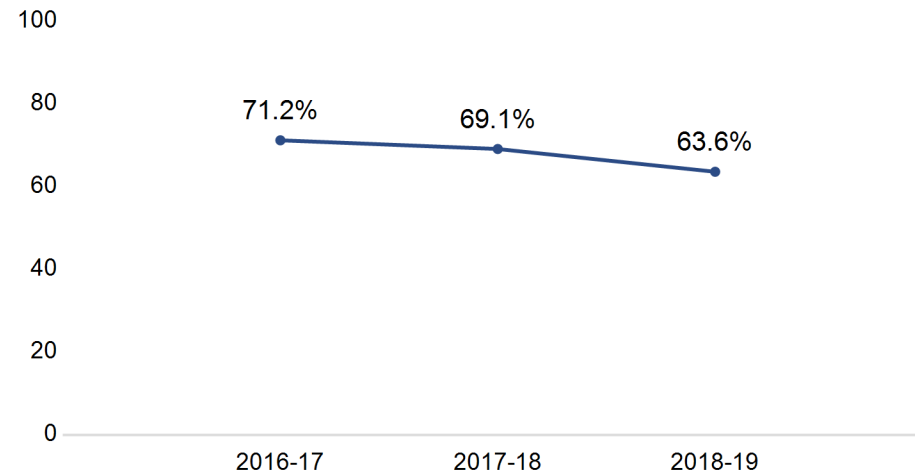
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 97.1% | 97.9% | 98.0% | 97.2% | 97.5% | 97.7% |
| Proficiency Rate for Federal Accountability | 71.8% | 64.9% | 68.3% | 71.2% | 69.1% | 63.6% |
| Annual Target | 68.6% | 69.2% | 69.8% | 71.8% | 72.3% | 72.7% |
| Met Annual Target? | Met Target | Not Met | Met Target† | Met Target† | Not Met | Not Met |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Reading-Fleming Intermediate School
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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide | 662 | 98.0 | 68.3 | 69.2 | 57.9 | 68.3 | 69.8 | Met Target† |
| White | 478 | 98.2 | 70.5 | 73.7 | 66.9 | 70.5 | 73 | Met Target† |
| Hispanic | 88 | 97.8 | 46.6 | 41.8 | 43.9 | 46.6 | 48.2 | Met Target† |
| Black or African American | 18 | 94.7 | 55.6 | 48.4 | 38.5 | 55.2 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 68 | 97.2 | 86.8 | * | 82.9 | 86.8 | 79.2 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 319 | 97.3 | 76.5 | 75.0 | 64.8 | 76.5 | | |
| Male | 343 | 98.6 | 60.6 | 64.0 | 51.3 | 60.6 | | |
| Economically Disadvantaged Students | 108 | 97.4 | 42.6 | 39.7 | 40.0 | 42.6 | 39.5 | Met Target |
| Non-Economically Disadvantaged Students | 554 | 98.1 | 73.3 | 74.3 | 67.9 | 73.3 | | |
| Students with Disabilities | 121 | 95.3 | 26.4 | 30.4 | 22.7 | 26.4 | 29.6 | Met Target† |
| Students without Disabilities | 541 | 98.6 | 77.6 | 78.6 | 65.1 | 77.6 | | |
| English Learners | 58 | 98.3 | 37.9 | 25.0 | 29.3 | 37.9 | 43.2 | Met Target† |
| Non-English Learners | 604 | 97.9 | 71.2 | 72.5 | 60.6 | 71.2 | | |
| Homeless Students | N | N | N | * | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | * | * | * | * | 57.8 | * | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



Reading-Fleming Intermediate School

(19-1510-040)

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2018-2019

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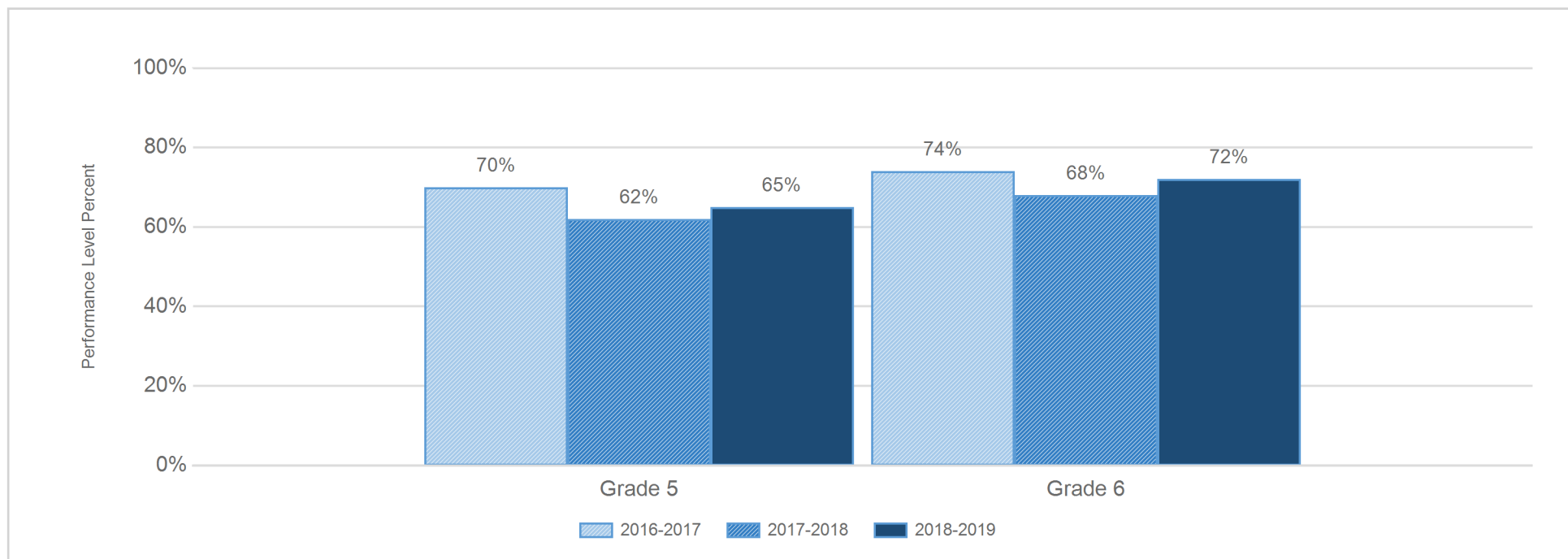
** Accountability calculations require 20 or more students

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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.





Reading-Fleming Intermediate School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 293 | 759 | 759 | 756 | 5% | 10% | 20% | 56% | 10% | 65% | 58% |
| White | 223 | 760 | 760 | 764 | 5% | 8% | 21% | 58% | 9% | 67% | 68% |
| Hispanic | 35 | 741 | 741 | 743 | * | * | * | * | * | 43% | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 38% |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 782 | 782 | 781 | 0% | 0% | * | * | * | 91% | 83% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 52% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Female | 136 | 760 | 760 | 761 | * | * | 18% | * | * | 71% | 64% |
| Male | 157 | 759 | 759 | 750 | * | * | 22% | * | * | 61% | 52% |
| Economically Disadvantaged Students | 50 | 737 | 737 | 740 | * | * | * | * | * | 40% | 39% |
| Non-Economically Disadvantaged Students | 243 | 764 | 764 | 766 | * | * | * | * | * | 70% | 69% |
| Students with Disabilities | 64 | 733 | 733 | 724 | * | * | 20% | * | * | 34% | 23% |
| Students without Disabilities | 229 | 767 | 767 | 762 | * | * | 20% | * | * | 74% | 65% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | * | * | * | 756 | * | * | * | * | * | * | 62% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26% |



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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 | 372 | 765 | 765 | 754 | * | * | 21% | 55% | 17% | 72% | 56% |
| White | 256 | 768 | 768 | 762 | * | * | 19% | 55% | 20% | 75% | 65% |
| Hispanic | 52 | 747 | 747 | 743 | * | * | 37% | * | * | 48% | 43% |
| Black or African American | * | * | * | 738 | * | * | * | * | * | * | 36% |
| Asian, Native Hawaiian, or Pacific Islander | 46 | 775 | 775 | 780 | 0% | 0% | * | * | * | 87% | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64% |
| Female | 186 | 772 | 772 | 762 | * | * | * | 59% | 23% | 82% | 64% |
| Male | 186 | 758 | 758 | 748 | * | * | * | 51% | 11% | 62% | 48% |
| Economically Disadvantaged Students | 62 | 748 | 748 | 740 | * | * | 37% | * | * | 48% | 39% |
| Non-Economically Disadvantaged Students | 310 | 768 | 768 | 763 | * | * | 18% | * | * | 76% | 67% |
| Students with Disabilities | 52 | 729 | 729 | 722 | * | * | * | * | * | 15% | 19% |
| Students without Disabilities | 320 | 771 | 771 | 761 | * | * | * | * | * | 81% | 64% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 54% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25% |



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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 | 664 | 97.7 | 63.6 | 69.0 | 44.5 | 63.6 | 72.7 | Not Met |
| White | 476 | 97.8 | 66.8 | 73.5 | 54.1 | 66.8 | 74.9 | Not Met |
| Hispanic | 92 | 97.9 | 35.9 | 36.4 | 28.8 | 35.9 | 57.6 | Not Met |
| Black or African American | 18 | 94.7 | 44.4 | 51.6 | 23.0 | 44.1 | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 68 | 97.2 | 85.3 | * | 76.5 | 85.3 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 320 | 97.3 | 63.8 | 67.4 | 44.9 | 63.8 | | |
| Male | 344 | 98.0 | 63.4 | 70.4 | 44.2 | 63.4 | | |
| Economically Disadvantaged Students | 112 | 97.5 | 33.0 | 37.0 | 26.3 | 33.0 | 51.9 | Not Met |
| Non-Economically Disadvantaged Students | 552 | 97.7 | 69.7 | 74.7 | 54.9 | 69.7 | | |
| Students with Disabilities | 119 | 93.7 | 23.5 | 32.3 | 17.4 | 23.2 | 35.3 | Not Met |
| Students without Disabilities | 545 | 98.6 | 72.3 | 77.8 | 50.0 | 72.3 | | |
| English Learners | 62 | 98.5 | 32.3 | 31.6 | 25.0 | 32.3 | 47.4 | Not Met |
| Non-English Learners | 602 | 97.6 | 66.8 | 72.0 | 46.5 | 66.8 | | |
| Homeless Students | N | N | N | * | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | * | * | * | * | 46.4 | * | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



Reading-Fleming Intermediate School

(19-1510-040)

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2018-2019

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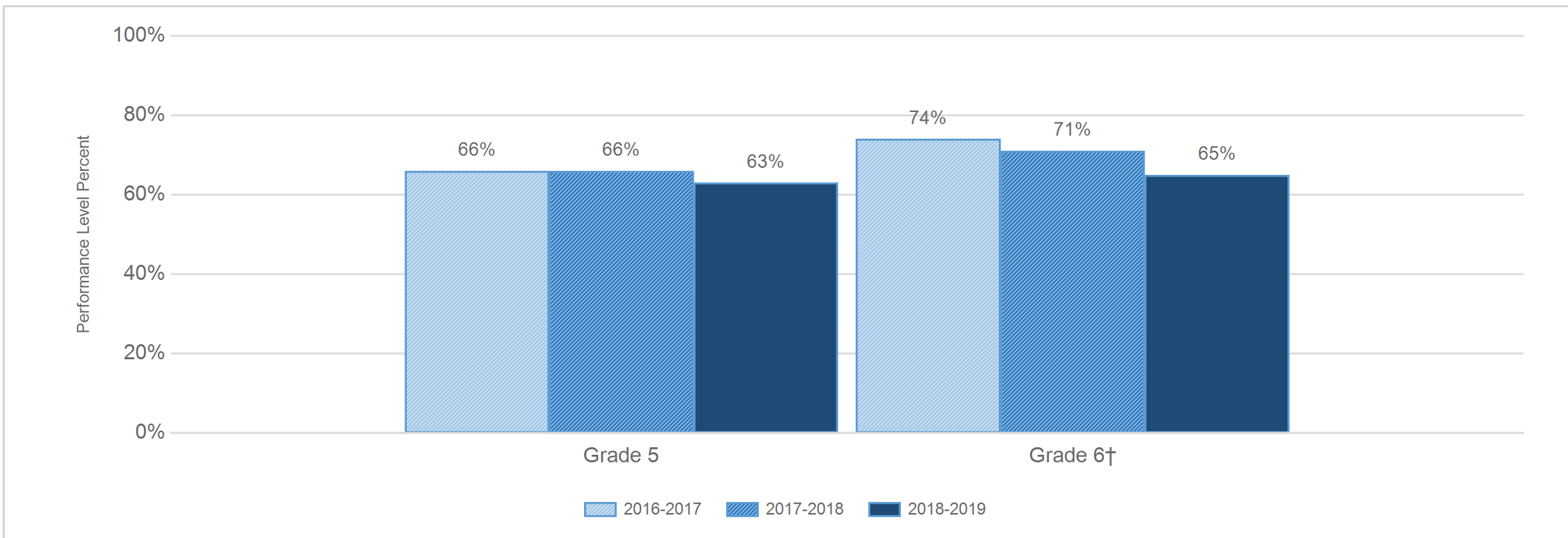
** Accountability calculations require 20 or more students

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 5

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 297 | 756 | 756 | 747 | 6% | 13% | 18% | 46% | 17% | 63% | 47% |
| White | 222 | 758 | 758 | 755 | 5% | 12% | 17% | 49% | 17% | 66% | 58% |
| Hispanic | 40 | 732 | 732 | 735 | * | * | 30% | * | * | 33% | 30% |
| Black or African American | * | * | * | 729 | * | * | * | * | * | * | 23% |
| Asian, Native Hawaiian, or Pacific Islander | 23 | 780 | 780 | 775 | 0% | 0% | * | * | * | 83% | 80% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 42% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55% |
| Female | 138 | 753 | 753 | 747 | * | * | 20% | 46% | 13% | 59% | 47% |
| Male | 159 | 759 | 759 | 747 | * | * | 17% | 45% | 20% | 65% | 47% |
| Economically Disadvantaged Students | 54 | 730 | 730 | 732 | * | * | 22% | * | * | 33% | 27% |
| Non-Economically Disadvantaged Students | 243 | 762 | 762 | 757 | * | * | 17% | * | * | 69% | 59% |
| Students with Disabilities | 63 | 728 | 728 | 725 | * | * | 24% | * | * | 25% | 19% |
| Students without Disabilities | 234 | 763 | 763 | 752 | * | * | 17% | * | * | 73% | 52% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | * | * | * | 748 | * | * | * | * | * | * | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 373 | 760 | 760 | 741 | 4% | 8% | 23% | 45% | 20% | 65% | 41% |
| White | 255 | 763 | 763 | 749 | * | * | 22% | 48% | 20% | 68% | 51% |
| Hispanic | 54 | 738 | 738 | 729 | * | * | 37% | * | * | 35% | 24% |
| Black or African American | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Asian, Native Hawaiian, or Pacific Islander | 46 | 776 | 776 | 769 | * | 0% | * | 52% | 37% | 89% | 76% |
| American Indian or Alaska Native | N | N | N | 738 | N | N | N | N | N | N | 37% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 187 | 761 | 761 | 742 | * | * | 24% | 51% | 16% | 67% | 42% |
| Male | 186 | 760 | 760 | 740 | * | * | 23% | 40% | 23% | 63% | 40% |
| Economically Disadvantaged Students | 64 | 737 | 737 | 726 | * | * | 34% | * | * | 34% | 21% |
| Non-Economically Disadvantaged Students | 309 | 765 | 765 | 750 | * | * | 21% | * | * | 71% | 53% |
| Students with Disabilities | 51 | 725 | 725 | 716 | * | * | 27% | * | * | 22% | 12% |
| Students without Disabilities | 322 | 766 | 766 | 746 | * | * | 22% | * | * | 72% | 46% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20% |



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

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 |
|-------|---------------------------|----------------------------|
| 5 | * | * |
| 6 | * | * |

English Language Progress to Proficiency

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

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

† 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 | * | * | * |



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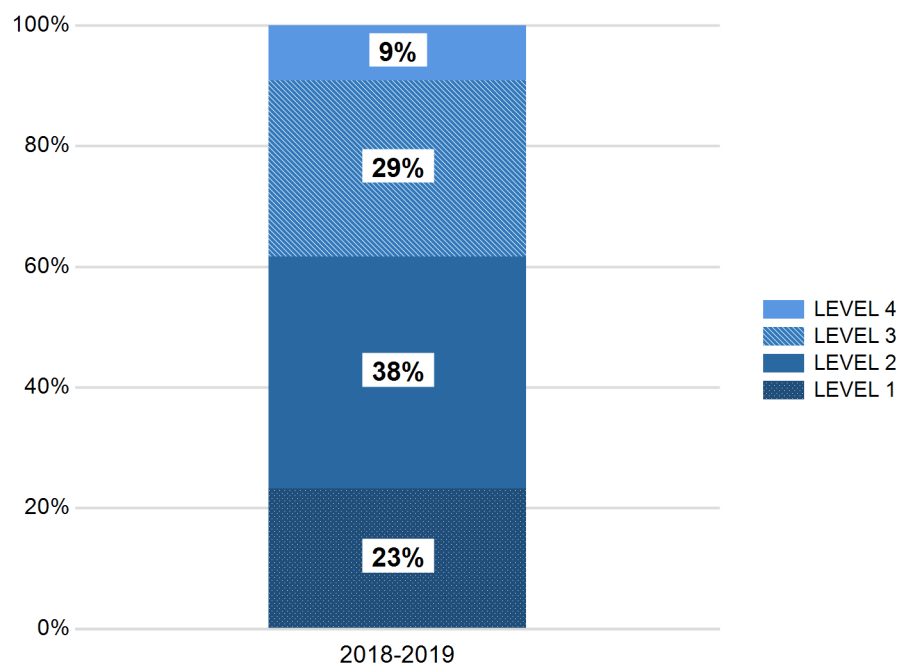
N No Data is available to display

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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 | 23 | 38 | 29 | 9 |
| White | 21 | 40 | 30 | 10 |
| Hispanic | 45 | 43 | 13 | 0 |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | 4 | 30 | 48 | 17 |
| American Indian or Alaska Native | * | * | * | * |
| Two or More Races | * | * | * | * |
| Female | 25 | 40 | 30 | 5 |
| Male | 22 | 37 | 28 | 13 |
| Economically Disadvantaged Students | 56 | 29 | 9 | 5 |
| Non-Economically Disadvantaged Students | 16 | 40 | 33 | 10 |
| Students with Disabilities | 56 | 30 | 11 | 3 |
| Students without Disabilities | 15 | 40 | 34 | 11 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | * | * | * | * |
| Migrant Students | N | N | N | N |



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

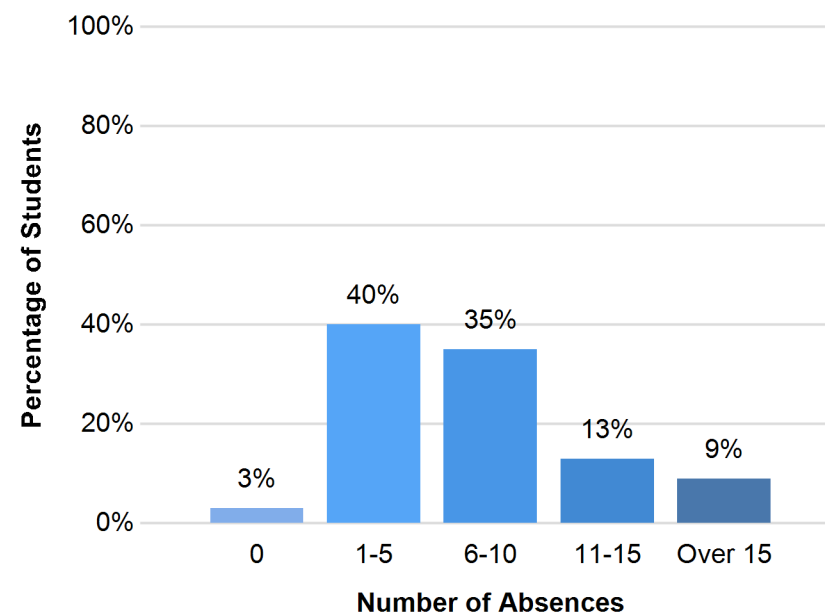
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 46 | 6.7 | 8.0 | Met |
| White | 33 | 6.7 | 8.0 | Met |
| Hispanic | 9 | 9.3 | 8.0 | Not Met |
| Black or African American | 1 | 5.3 | ** | ** |
| Asian, Native Hawaiian, or Pacific | 2 | 2.8 | 8.0 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Female | 21 | 6.3 | | |
| Male | 25 | 7.1 | | |
| Economically Disadvantaged Students | 20 | 16.3 | 8.0 | Not Met |
| Students with Disabilities | 14 | 11.1 | 8.0 | Not Met |
| English Learners | 1 | 9.1 | ** | ** |
| Homeless Students | * | * | | |
| Students in Foster Care | N | N | | |
| Military-Connected Students | * | * | | |
| Migrant Students | N | N | | |

Days Absent

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





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2018-2019

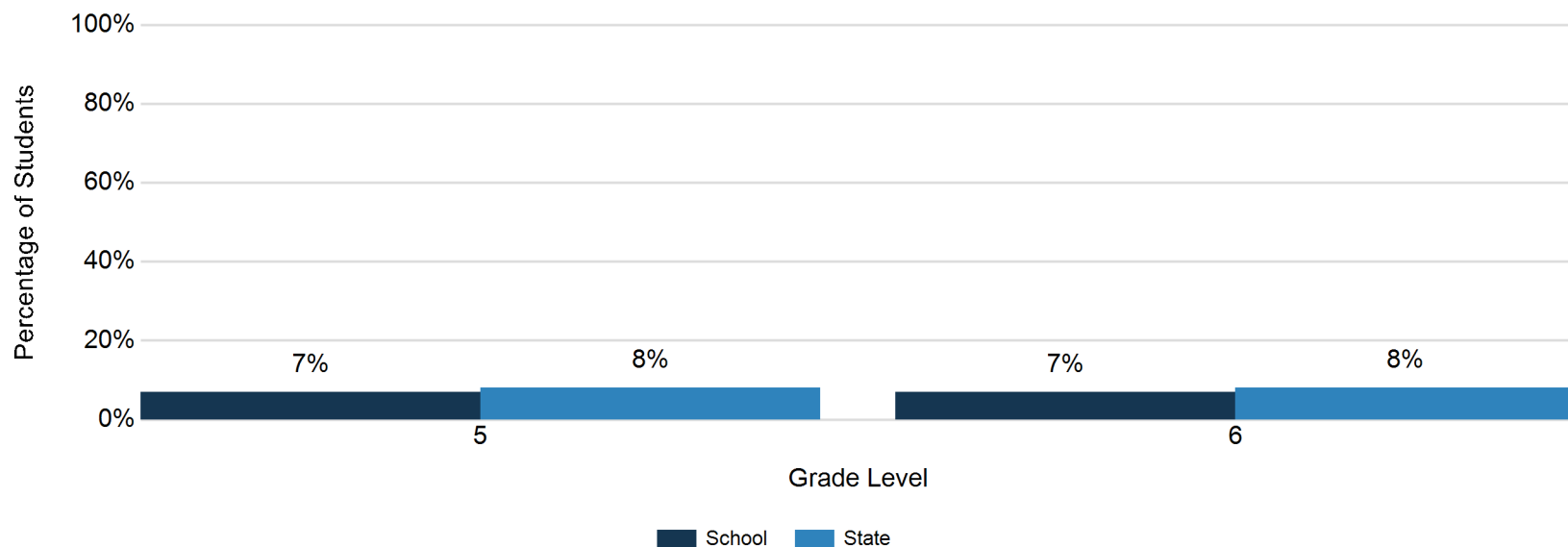
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Chronic Absenteeism by Grade

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 | 3 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 0.73 |

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 1 | 0 | 1 |
| Other | 5 | 1 | 6 |
| No Identified Nature | 0 | | 0 |

Student Disciplinary Removals

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

| Removal Type | Number of Students | Percent of Students |
|------------------------------------|--------------------|---------------------|
| In-School Suspensions | 0 | 0.0% |
| Out-of-School Suspensions | 10 | 1.5% |
| Any Suspension | 10 | 1.5% |
| 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

24



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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 | 8:08 AM |
| Typical End Time | 2:55 PM |
| Length of School Day | 6 Hrs 47 Mins |
| Full Time - Instructional Time | 5 Hrs 42 Mins |
| Shared Time - Instructional Time | 5 Hrs. 42 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 67 | 118,214 |
| Average years experience in public schools | 13.3 | 12.1 |
| Average years experience in district | 11.1 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 82.1% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 10:1 | 9:1 |
| Students to Administrators | 230:1 | 142:1 |
| Teachers to Administrators | 22:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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Teachers and Administrators – Demographics

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

| Category | Students in School | Teachers in School | Administrators in School | Students in State | Teachers in State | Administrators in State |
|-------------------------------------|--------------------|--------------------|--------------------------|-------------------|-------------------|-------------------------|
| Female | 48.6% | 83.6% | 33.3% | 48.4% | 77.1% | 54.9% |
| Male | 51.4% | 16.4% | 66.7% | 51.6% | 22.9% | 45.1% |
| White | 70.7% | 94.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 14.4% | 1.5% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 2.8% | 1.5% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 10.3% | 3.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.1% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.1% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 1.6% | 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



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 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 | 95.3% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 71.8% | 64.9% | 68.3% |
| Math Proficiency | 71.2% | 69.1% | 63.6% |
| ELA Growth | 47 | 43 | 52 |
| Math Growth | 56 | 62 | 54 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 4.6% | 4.3% | 6.7% |

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

School Narrative

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



Highlights:

- RFIS educates the whole child through engaging and personalized instruction with an emphasis on 21st century skills.
- RFIS is a 1:1 Chromebook school. Technology Integration Specialists work with teachers to move lessons forward in fresh, new unimagined ways.
- RFIS has a music program of more than 500 members in band, chorus, orchestra and guitar ensemble. The RFIS Art and Technology programs are based on student choice and design thinking.



Mission, Vision, Theme:

As a learning community, the Reading-Fleming Intermediate School is committed to providing experiences that nurture our learners so that they can achieve their greatest potential. Together we strive to embody a culture that is informed, inquisitive, responsible, accepting and respectful. As a learning community, we are committed to collaboration, problem-solving, creative thinking, and ethical behavior. Together, we strive to respond to a diverse and ever-changing society.



Awards, Recognition, Accomplishments:

RFIS recognizes weekly "Superhero Awards" for students who exhibit positive character traits. Students receive "Team Awards" from their teachers recognizing both academic success and positive character traits. Staff members are recognized through "Shout-outs" at faculty meetings as well as the monthly "Spirit of the Fish Award". Students are selected to serve as "Peer Leaders" by staff. Each year RFIS participates in the "Great Kindness Challenge" where students keep track of 50 acts of kindness they can demonstrate to others.



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

The RFIS schedule consists of 64min instructional blocks. Students have mathematics and language arts on a daily basis and have science and social studies every other day. Our related arts program operates on a six-day cycle where students receive instruction in music, art, technology, world language and physical education each year. In the Excel block, students receive support services, instrumental music instruction, engage in enrichment opportunities (such as "Genius Hour"), and have access to their core teachers.



Clubs and Activities:

The Reading-Fleming Intermediate School music programs are held within the school day and are comprised of more than 500 members in band, chorus, orchestra and guitar ensemble. We offer a wide array of after-school activities. Students may participate in numerous intramural sports programs as well as a diverse and fluid set of club offerings.



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06



2018-2019

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| | |
|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Before and After School Programs:</p> | <p>RFIS offers a before and after school learning lab that is open for all students to attend three days a week. Designated teachers supervise and provide assistance to students who attend learning lab.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Professional development focuses on educating the whole child through engaging and personalized instruction with an emphasis on social-emotional learning. Professional development also focuses on strategies to have students develop ownership over their own learning. Teachers are encouraged to collaborate with one another as reflective practitioners to meet the diverse needs of today's learners. The staff of RFIS engage in choice-based PLCs in addition to building and district level professional development that is provided.</p> |



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

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School Narrative

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Student Supports and Services:

RFIS offers a tiered program for ELLs. Students identified as needing additional instructional support are assessed through multiple criteria and tiered based on the level of support needed. Students with disabilities receive appropriate services through a variety of self-contained, resource, and inclusion programs across all content areas depending on the needs of the individual student. Classroom teachers integrate practices associated with the RTI model and RFIS has an Intervention and Referral Team available for staff and students. School counselors manage 504 programs and also serve as school anti-bullying specialists.



Student Health and Wellness:

In addition to the Physical Education program, RFIS students participate in "Expressions" on a daily basis either before or after lunch. Expressions consists of recess as well as opportunities for students to further explore their interests in the RFIS related arts offerings. Mindfulness practices are implemented in the classroom setting and breakfast is offered on a daily basis.



Parent and Community Involvement:

The Reading-Fleming Intermediate School PTO plays a powerful role in our school community. The PTO sponsors cultural arts programs, student activity nights, historical and environmental walking field trips (within Flemington) and the 6th Grade Sendoff.



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

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Facilities:

The building housing RFIS has undergone many additions over its 100+ year history. As a building formerly utilized as a middle school, RFIS students have access to secondary level science and related arts learning spaces. This includes but is not limited to: two gymnasiums, two art classrooms, a computer lab designated for coding, a maker space, media center, and a musical arts wing.



Reading-Fleming Intermediate School

(19-1510-040)

Grades Offered: 05-06

2018-2019

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Technology and STEM:

We believe we can make anything we imagine. We believe in design thinking - designing with empathy, in order to help others or society. These are the core beliefs that guide our Design and Technology programs. The RFIS Makerspace is a DIY space where students can gather to create, invent, and learn. We have 3D printers, software, electronics, craft and hardware supplies and tools, and more. For the coding portion of our program, 5th grade students utilize Tinkercad to learn 3D design skills and 6th grade students utilize Scratch to learn computer programming. Design thinking is encouraged throughout all courses. This approach and the learning tools associated with it are not limited to a lab or one single "space" within the school.



Reading-Fleming Intermediate School
(19-1510-040)
Grades Offered: 05-06
2018-2019

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School Narrative

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Other Information

Reading-Fleming Intermediate School serves approximately 700 students in grades 5 and 6. Our school and programs are designed to meet the developmental needs of our students as they begin to enter early adolescence, transitioning between an elementary school model and the middle school model. Our 5th grade students receive core instruction from two partner teachers who share their respective homerooms. 5th grade students move throughout their daily schedule traveling as a homeroom class. 6th grade students are members of an interdisciplinary team comprised of teachers who are content area specialists.



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Robert Hunter Elementary School**

(19-1510-050)

Grades Offered: KG-04

2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|-----------------------------------------------------------------------------------------------|
| County | Hunterdon |
| District | Flemington-Raritan Regional School District |
| Principal Name | Dr. Kathy Suchorsky |
| Address | 8 DAYTON ROAD FLEMINGTON, NJ 08822-9104 |
| Phone Number | 908-284-7620 |
| Email Address | ksuchors@frsd.k12.nj.us |
| Website | https://www.frsd.k12.nj.us/Domain/381 |
| Facebook | https://www.Facebook.com/flemrarschools |
| Twitter | https://twitter.com/roberthunteres |



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
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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 | 71 | 81 | 83 |
| 1 | 63 | 79 | 80 |
| 2 | 74 | 69 | 86 |
| 3 | 56 | 76 | 75 |
| 4 | 89 | 56 | 77 |
| Total | 353 | 361 | 401 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 45.9% | 46.0% | 46.9% |
| Male | 54.1% | 54.0% | 53.1% |
| Economically Disadvantaged Students | 26.9% | 22.4% | 19.0% |
| Students with Disabilities | 17.8% | 21.6% | 22.4% |
| English Learners | 5.1% | 6.1% | 9.2% |
| Homeless Students | 0.0% | 0.3% | 0.0% |
| Students in Foster Care | 0.3% | 0.3% | 0.5% |
| Military-Connected Students | 0.0% | 0.3% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 69.1% | 65.4% | 60.6% |
| Hispanic | 16.4% | 17.2% | 19.5% |
| Black or African American | 2.0% | 2.8% | 2.2% |
| Asian | 11.6% | 13.3% | 16.5% |
| Native Hawaiian or Pacific Islander | 0.3% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.3% | 0.3% | 0.0% |
| Two or More Races | 0.3% | 1.1% | 1.2% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 71 | 81 | 83 |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 76.6% |
| Spanish | 14.2% |
| Telugu | 2.0% |
| Gujarati | 1.7% |
| Arabic | 1.0% |
| Other Languages | 4.5% |



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

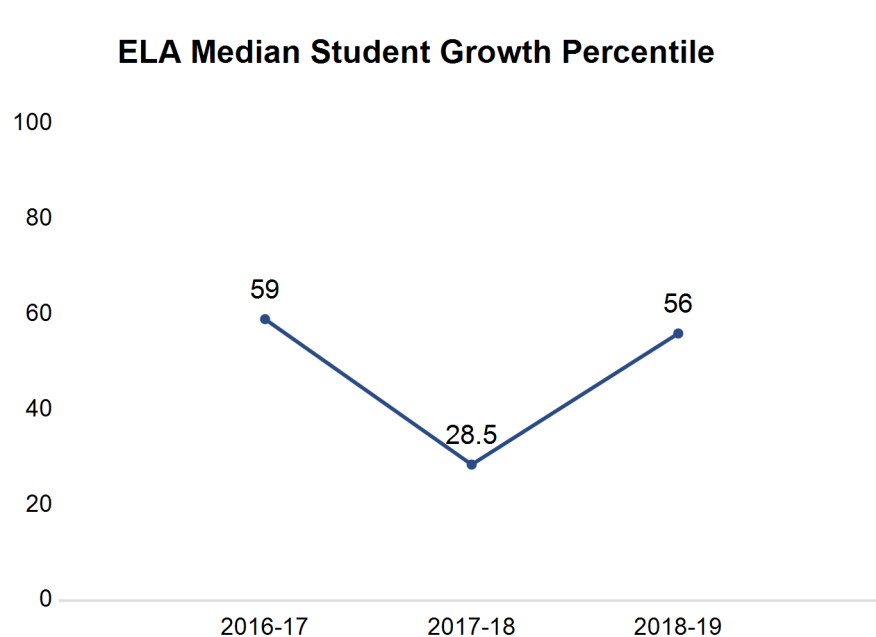
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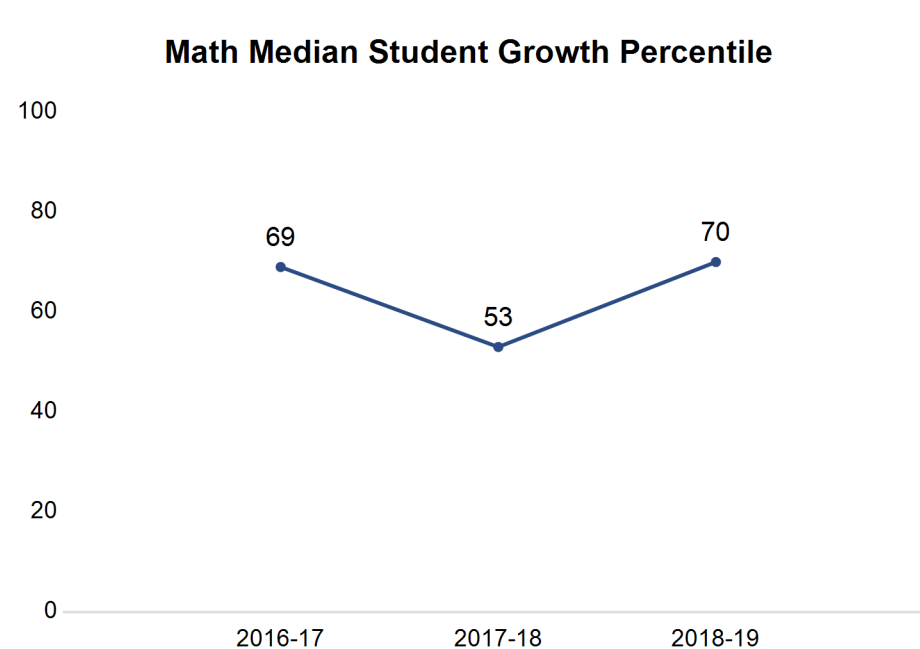
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---------------------------------------------|----------------|----------------|----------------|------------------|-----------------|------------------|
| Median Student Growth Percentile | 59 | 28.5 | 56 | 69 | 53 | 70 |
| Met Standard (40-59.5)? | Met Standard | Not Met | Met Standard | Exceeds Standard | Met Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40-59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40-59.5) |
|---------------------------------------------|--------------------|----------------------|-----------------------|-----------------------------|---------------------|-----------------------|------------------------|------------------------------|
| Schoolwide | 56 | 53 | 50 | Met Standard | 70 | 58 | 50 | Exceeds Standard |
| White | 46.5 | 52 | 50 | Met Standard | 70.5 | 56 | 52 | Exceeds Standard |
| Hispanic | * | 51 | 49 | ** | * | 54.5 | 47 | ** |
| Black or African American | N | 59 | 45 | ** | N | 73 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 75.5 | 58 | 59 | ** | 76 | 67 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 41 | 49 | ** | * | 47 | 52 | ** |
| Female | 63.5 | 54.5 | 53 | N | 74 | 55 | 50 | N |
| Male | 48 | 52 | 47 | N | 67.5 | 60 | 51 | N |
| Economically Disadvantaged Students | * | 52.5 | 48 | ** | * | 55 | 46 | ** |
| Students with Disabilities | 25 | 46 | 43 | ** | 51.5 | 52 | 45 | ** |
| English Learners | * | 53 | 52 | ** | * | 59 | 50 | ** |
| Homeless Students | N | N | 43 | N | N | N | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | N | 44 | N |
| Military-Connected Students | N | * | 49 | N | N | * | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



Robert Hunter Elementary School
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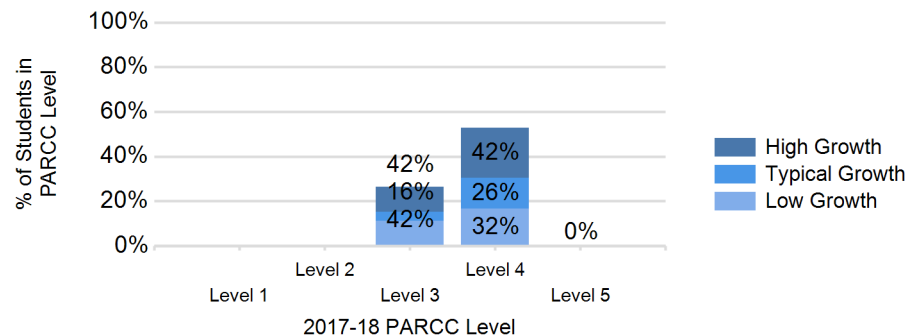
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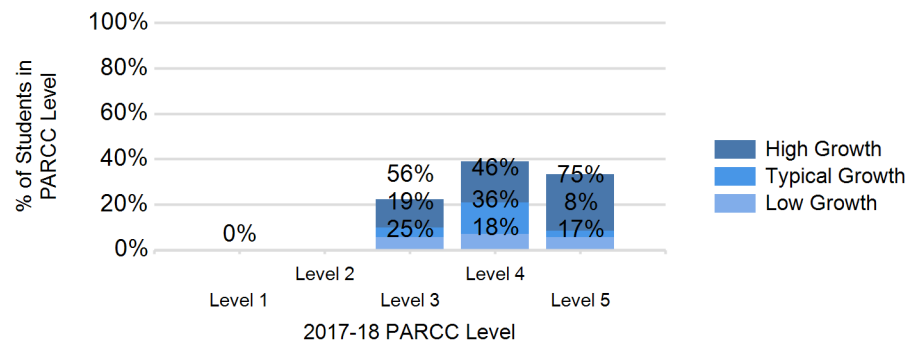
Student Growth by Performance Level

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

ELA



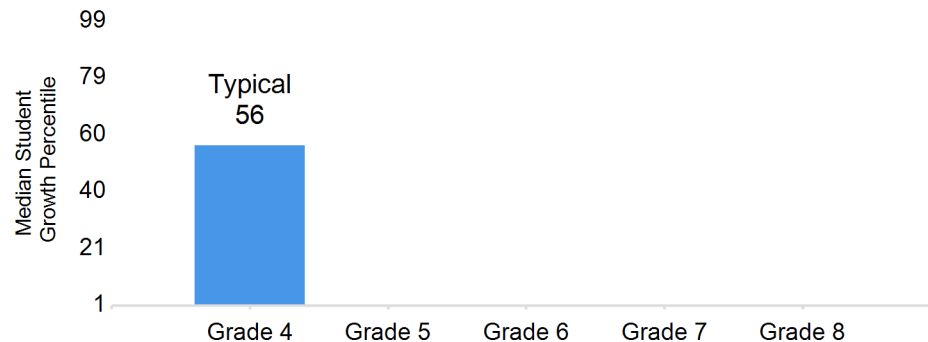
Math



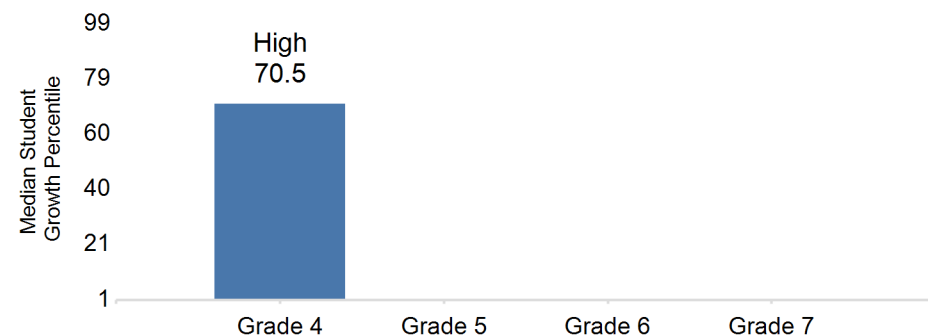
Student Growth by Grade

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

ELA



Math





Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

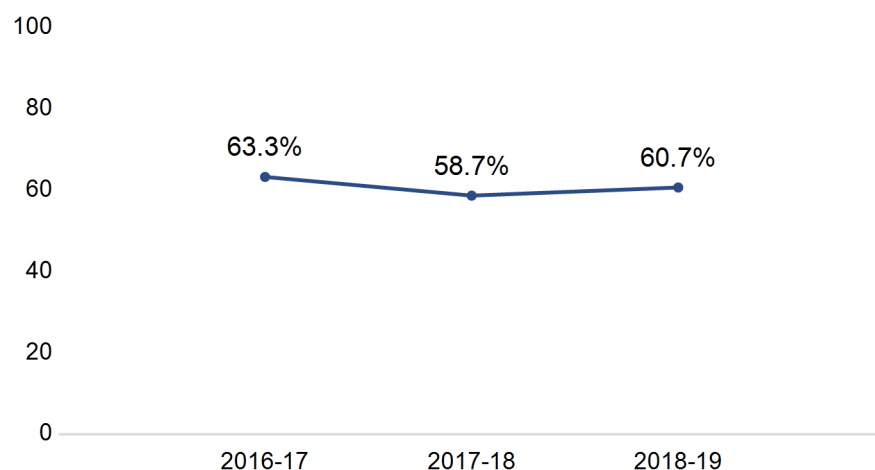
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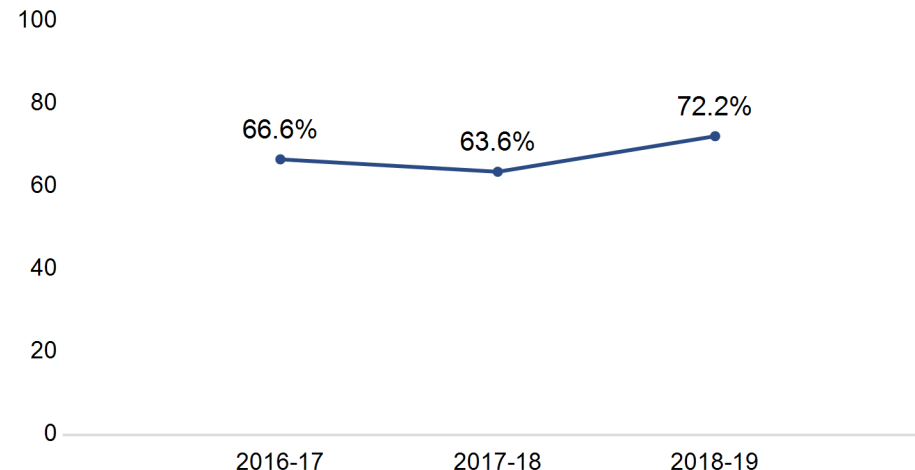
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|-------------------------------------------------------|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 98.0% | 97.7% | 98.7% | 97.3% | 97.7% | 96.7% |
| Proficiency Rate for Federal Accountability | 63.3% | 58.7% | 60.7% | 66.6% | 63.6% | 72.2% |
| Annual Target | 59.4% | 60.5% | 61.6% | 63.9% | 64.8% | 65.6% |
| Met Annual Target? | Met Target | Met Target† | Met Target† | Met Target | Met Target† | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Robert Hunter Elementary School
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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------|---------------------------------------------------|--------------------------|------------------------------|
| Schoolwide | 145 | 98.7 | 60.7 | 69.2 | 57.9 | 60.7 | 61.6 | Met Target† |
| White | 92 | 97.9 | 64.1 | 73.7 | 66.9 | 64.1 | 65.6 | Met Target† |
| Hispanic | 21 | 100.0 | 23.8 | 41.8 | 43.9 | 23.8 | 41.3 | Not Met |
| Black or African American | * | * | * | 48.4 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 100.0 | 72.4 | * | 82.9 | 72.4 | 73.2 | Met Target† |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 62 | 98.4 | 64.5 | 75.0 | 64.8 | 64.5 | | |
| Male | 83 | 98.9 | 57.8 | 64.0 | 51.3 | 57.8 | | |
| Economically Disadvantaged Students | 22 | 100.0 | 31.8 | 39.7 | 40.0 | 31.8 | 37.1 | Met Target† |
| Non-Economically Disadvantaged Students | 123 | 98.4 | 65.9 | 74.3 | 67.9 | 65.9 | | |
| Students with Disabilities | 33 | 94.4 | 27.3 | 30.4 | 22.7 | 27.0 | 35 | Met Target† |
| Students without Disabilities | 112 | 100.0 | 70.5 | 78.6 | 65.1 | 70.5 | | |
| English Learners | 16 | 100.0 | 12.5 | 25.0 | 29.3 | 12.5 | ** | ** |
| Non-English Learners | 129 | 98.5 | 66.7 | 72.5 | 60.6 | 66.7 | | |
| Homeless Students | N | N | N | * | 29.1 | N | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | * | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

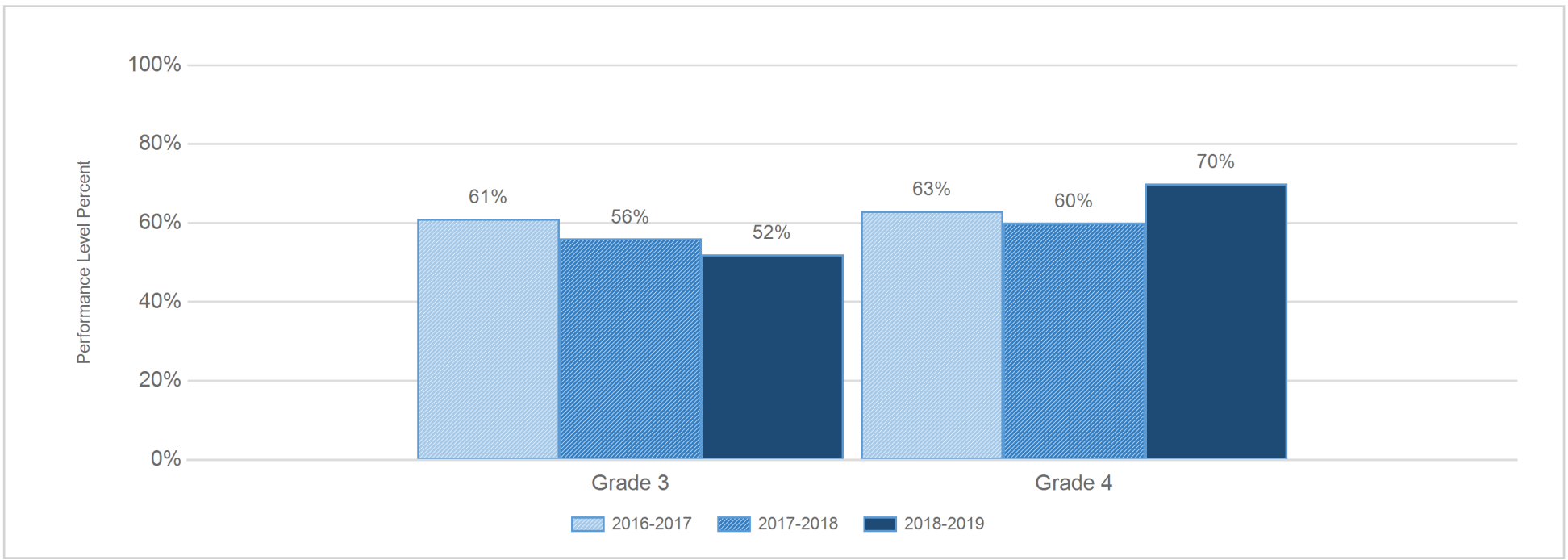


Robert Hunter Elementary School
 (19-1510-050)
 Grades Offered: KG-04
 2018-2019

Report Key:
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 † This indicates a table specific note, see note below table

English Language Arts Assessment - Performance Trends

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





Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
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 | 73 | 748 | 752 | 748 | * | * | 26% | * | * | 52% | 50% |
| White | 41 | 753 | 759 | 757 | * | * | 27% | * | * | 56% | 60% |
| Hispanic | * | * | 723 | 734 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 33% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 754 | 758 | 773 | * | * | * | * | * | 56% | 75% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46% |
| Two or More Races | N | N | * | 756 | N | N | N | N | N | N | 58% |
| Female | 31 | 750 | 757 | 753 | * | * | * | * | * | 55% | 55% |
| Male | 42 | 748 | 748 | 743 | * | * | * | * | * | 50% | 46% |
| Economically Disadvantaged Students | 13 | 731 | 731 | 731 | * | * | * | * | * | 31% | 33% |
| Non-Economically Disadvantaged Students | 60 | 752 | 757 | 759 | * | * | * | * | * | 57% | 61% |
| Students with Disabilities | 18 | 730 | 742 | 719 | * | * | * | * | * | 28% | 24% |
| Students without Disabilities | 55 | 755 | 755 | 754 | * | * | * | * | * | 60% | 56% |
| English Learners | * | * | 713 | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | 754 | 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 | * | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 76 | 763 | 762 | 755 | * | * | 18% | 47% | 22% | 70% | 57% |
| White | 52 | 760 | 766 | 763 | * | * | * | * | * | 69% | 67% |
| Hispanic | * | * | 735 | 743 | * | * | * | * | * | * | 44% |
| Black or African American | * | * | * | 739 | * | * | * | * | * | * | 39% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 783 | 775 | 779 | 0% | 0% | * | * | * | 93% | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Female | 32 | 769 | 768 | 760 | * | * | * | * | * | 75% | 62% |
| Male | 44 | 759 | 758 | 750 | * | * | * | * | * | 66% | 53% |
| Economically Disadvantaged Students | 10 | 744 | 737 | 740 | * | * | * | * | * | 40% | 40% |
| Non-Economically Disadvantaged Students | 66 | 766 | 767 | 765 | * | * | * | * | * | 74% | 69% |
| Students with Disabilities | 16 | 726 | 732 | 725 | * | * | * | * | * | 25% | 25% |
| Students without Disabilities | 60 | 773 | 771 | 761 | * | * | * | * | * | 82% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | N | N | N | 730 | N | N | N | N | N | N | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | * | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---------------------------------------------|--------------|---------------------------|---------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|---------------------------------------------|-----------------------|---------------------------|
| Schoolwide | 144 | 96.7 | 72.2 | 69.0 | 44.5 | 72.2 | 65.6 | Met Target |
| White | 91 | 96.8 | 74.7 | 73.5 | 54.1 | 74.7 | 70.6 | Met Target |
| Hispanic | 21 | 95.7 | 28.6 | 36.4 | 28.8 | 28.6 | 47.2 | Not Met |
| Black or African American | * | * | * | 51.6 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 29 | 96.8 | 93.1 | * | 76.5 | 93.1 | 76.6 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 62 | 98.4 | 69.4 | 67.4 | 44.9 | 69.4 | | |
| Male | 82 | 95.5 | 74.4 | 70.4 | 44.2 | 74.4 | | |
| Economically Disadvantaged Students | 22 | 100.0 | 36.4 | 37.0 | 26.3 | 36.4 | 39 | Met Target† |
| Non-Economically Disadvantaged Students | 122 | 96.2 | 78.7 | 74.7 | 54.9 | 78.7 | | |
| Students with Disabilities | 32 | 91.7 | 43.8 | 32.3 | 17.4 | 42.0 | 35 | Met Target |
| Students without Disabilities | 112 | 98.3 | 80.4 | 77.8 | 50.0 | 80.4 | | |
| English Learners | 16 | 89.5 | 43.8 | 31.6 | 25.0 | 43.8 | ** | ** |
| Non-English Learners | 128 | 97.8 | 75.8 | 72.0 | 46.5 | 75.8 | | |
| Homeless Students | N | N | N | * | 17.1 | N | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | * | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



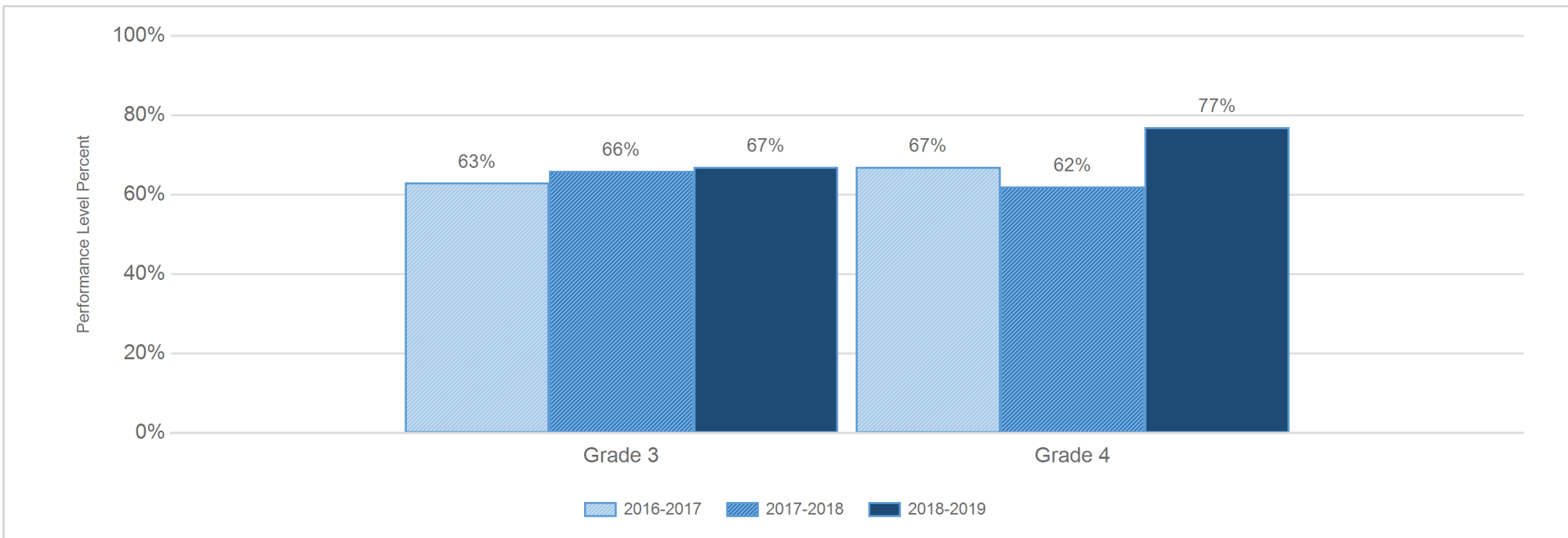
Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
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 | 73 | 763 | 766 | 752 | * | * | 19% | 38% | 29% | 67% | 55% |
| White | 41 | 765 | 772 | 760 | 0% | * | * | 49% | 24% | 73% | 66% |
| Hispanic | * | * | 732 | 739 | * | * | * | * | * | * | 40% |
| Black or African American | * | * | * | 735 | * | * | * | * | * | * | 35% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 781 | 777 | 778 | * | 0% | * | * | * | 88% | 83% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51% |
| Two or More Races | N | N | * | 758 | N | N | N | N | N | N | 62% |
| Female | 31 | 759 | 764 | 751 | * | * | * | * | * | 61% | 54% |
| Male | 42 | 766 | 767 | 752 | * | * | * | * | * | 71% | 56% |
| Economically Disadvantaged Students | 13 | 740 | 742 | 737 | * | * | * | * | * | 31% | 37% |
| Non-Economically Disadvantaged Students | 60 | 768 | 772 | 761 | * | * | * | * | * | 75% | 67% |
| Students with Disabilities | 18 | 745 | 755 | 731 | * | * | * | * | * | 44% | 31% |
| Students without Disabilities | 55 | 769 | 769 | 756 | * | * | * | * | * | 75% | 60% |
| English Learners | * | * | 731 | 728 | * | * | * | * | * | * | 26% |
| Non-English Learners | * | * | 768 | 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 | * | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---------------------------------------------|--------------|------------------|---------------------------|------------------------|------------------------------------------|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|-----------------------------------------|-----------------------------------------------|
| Schoolwide | 75 | 777 | 771 | 749 | * | * | 17% | 44% | 33% | 77% | 51% |
| White | 51 | 774 | 775 | 757 | 0% | * | * | 45% | 29% | 75% | 62% |
| Hispanic | * | * | 738 | 737 | * | * | * | * | * | * | 36% |
| Black or African American | * | * | * | 731 | * | * | * | * | * | * | 29% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 801 | 788 | 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 | 32 | 779 | 767 | 749 | * | * | * | 44% | 34% | 78% | 50% |
| Male | 43 | 775 | 774 | 749 | * | * | * | 44% | 33% | 77% | 52% |
| Economically Disadvantaged Students | 10 | 751 | 742 | 734 | * | * | * | * | * | 50% | 32% |
| Non-Economically Disadvantaged Students | 65 | 781 | 777 | 759 | * | * | * | * | * | 82% | 63% |
| Students with Disabilities | 15 | 744 | 740 | 726 | * | * | * | * | * | 40% | 25% |
| Students without Disabilities | 60 | 785 | 780 | 754 | * | * | * | * | * | 87% | 56% |
| English Learners | * | * | 743 | 722 | * | * | * | * | * | * | 18% |
| Non-English Learners | * | * | 772 | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | N | N | N | 722 | N | N | N | N | N | N | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



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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 |

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 | 73.7% | ** | ** |

† 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 | 73.7% | 26.3% |
| 3-4 | 13 | 84.6% | 15.4% |
| 5 or more | * | * | * |



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 2018-2019

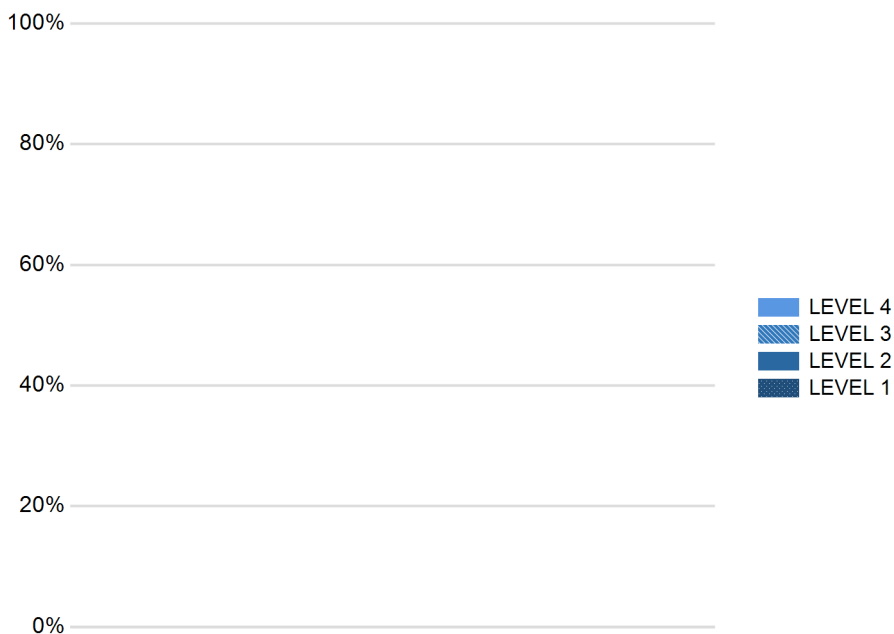
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

| Student Group | % Level 1 | % Level 2 | % Level 3 | % Level 4 |
|---------------|-----------|-----------|-----------|-----------|
| | | | | |



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2018-2019

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

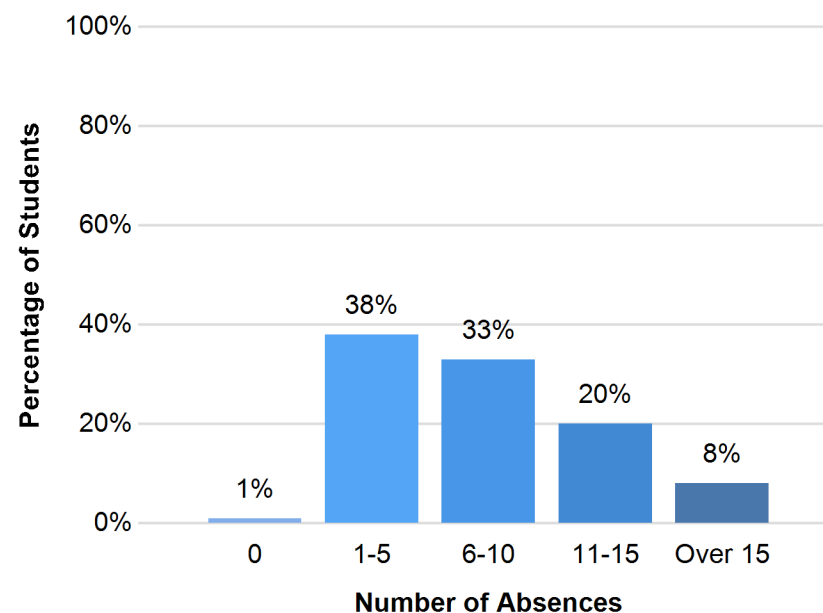
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|----------------------------------------|---------------|--------------------|
| Schoolwide | 25 | 6.3 | 9.2 | Met |
| White | 16 | 6.6 | 9.2 | Met |
| Hispanic | 5 | 6.7 | 9.2 | Met |
| Black or African American | * | * | ** | ** |
| Asian, Native Hawaiian, or Pacific | 4 | 6.0 | 9.2 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | ** | ** |
| Female | 14 | 7.3 | | |
| Male | 11 | 5.3 | | |
| Economically Disadvantaged Students | 8 | 10.0 | 9.2 | Not Met |
| Students with Disabilities | 8 | 8.7 | 9.2 | Met |
| English Learners | 5 | 14.7 | 9.2 | Not 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.





Robert Hunter Elementary School
(19-1510-050)
Grades Offered: KG-04
2018-2019

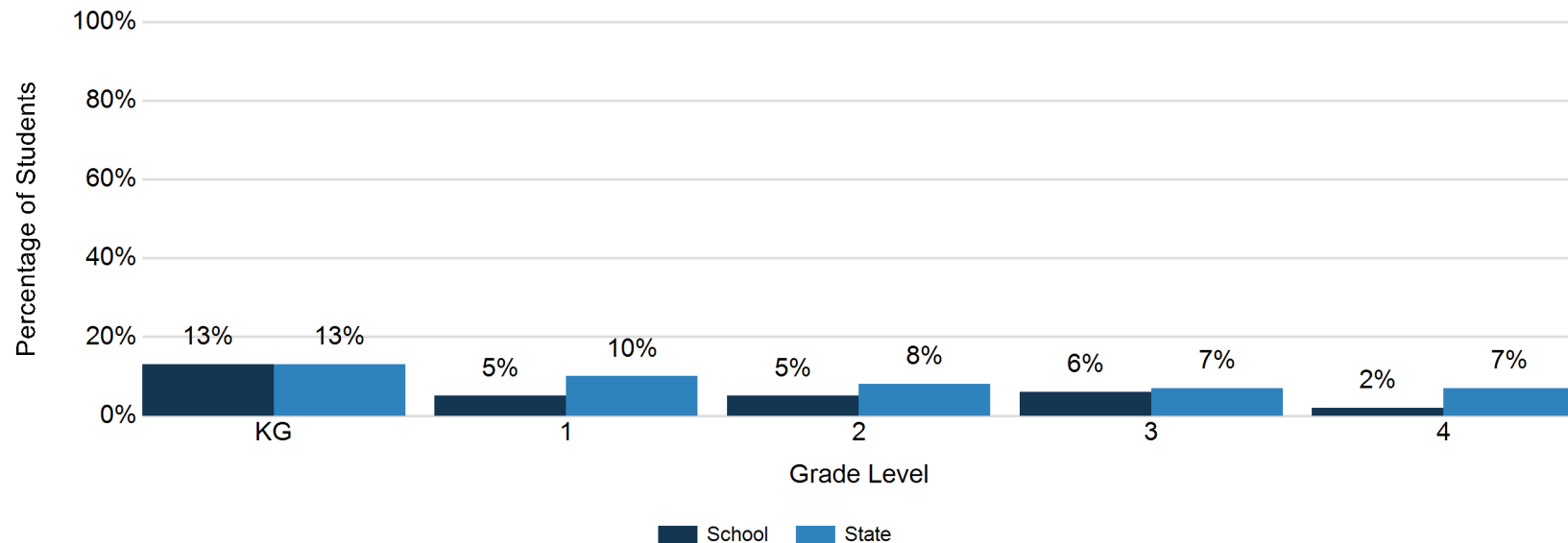
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Robert Hunter Elementary School

(19-1510-050)

Grades Offered: KG-04

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|------------------------------------------|---------------------|
| Violence | 4 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 1.00 |

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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(19-1510-050)

Grades Offered: KG-04

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 | 8:45 AM |
| Typical End Time | 3:30 PM |
| Length of School Day | 6 Hrs 45 Mins |
| Full Time - Instructional Time | 5 Hrs 45 Mins |
| Shared Time - Instructional Time | 5 Hrs. 45 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|------------------------------------------------------------------------|--------------------|-------------------|
| Total Number of teachers | 50 | 118,214 |
| Average years experience in public schools | 12.7 | 12.1 |
| Average years experience in district | 10.8 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 74.0% | 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 | 22 | 9,530 |
| Average years experience in public schools | 13.0 | 16.0 |
| Average years experience in district | 8.3 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 59.1% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|------------------------------------------|--------------|----------------|
| Students to Teachers | 8:1 | 9:1 |
| Students to Administrators | 201:1 | 142:1 |
| Teachers to Administrators | 25:1 | 15:1 |
| Students to Librarians/Media Specialists | | 521:1 |
| Students to Nurses | | 391:1 |
| Students to Counselors | | 347:1 |
| Students to Child Study Team Members | | 261:1 |



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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 | 46.9% | 96.0% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 53.1% | 4.0% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 60.6% | 96.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 19.5% | 4.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 2.2% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 16.5% | 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 | 1.2% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|-----------------------------------------------|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 92.2% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | 77.3% | 87.9% |

Faculty Attendance

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

| School Year | % Days Present |
|-------------|----------------|
| 2018-19 | 95.8% |



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|----------------------------------------------|---------|---------|---------|
| ELA Proficiency | 63.3% | 58.7% | 60.7% |
| Math Proficiency | 66.6% | 63.6% | 72.2% |
| ELA Growth | 59 | 28 | 56 |
| Math Growth | 69 | 53 | 70 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 66.7% | 73.7% |
| Chronic Absenteeism | 5.1% | 4.7% | 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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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.

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

- Technology is infused to amplify learning. All grade 3-4 students use Chromebooks and K-2 classroom use i-Pads.
- The Responsive Classroom approach and Second-Step curriculum are the cornerstones of our character education programs.
- Our PTO funds many unique learning and cultural arts opportunities and after-school enrichment clubs.



Mission, Vision, Theme:

The Mission of the Robert Hunter School Community is to educate, inspire, and assist children of all abilities in achieving their full academic potential while nurturing positive relationships and providing opportunities for self-expression.



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Courses, Curriculum, Instruction:

Our school provides high-quality instructional programs that meet each child's individual academic, social and emotional needs. We provide a supportive learning environment that fosters curiosity, a spirit of exploration and ample opportunities for children to be successful. We encourage positive, social development through the Responsive Classroom approach. Our instructional programs are research-based, allow for student choice and prepare students to be college and career ready.



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| | |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Before and After School Programs:</p> | <p>The PTO organizes and funds all our after-school clubs such as Fitness, Crafts, Music and Robotics. Additionally, our students have the opportunity to participate in a Homework Club and Newcomers Club, both funded through Title 3 and Literacy Learning Lab funded through Title 1.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Learning is a lifelong process. Professional growth, development, recognition, and nurturing of our staff are integral parts of a successful educational program. The district supports the development of staff through various targeted professional development programs. Literacy coaching cycles, collegial visits, team based professional learning communities, graduate studies as well as professional book clubs are common venues available to staff for the enhancement of best practice.</p> |



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| | |
|------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p>Student Supports and Services:</p> | <p>Response to Intervention uses a multi-criteria system that supports students in the areas of reading and mathematics. Our district offers special education programs to meet the needs of our diverse population of learners, including programs such as preschool, autism, learning and language disabilities, multiple disabilities, behavioral disabilities, resource room and inclusion. English as a Second Language is delivered through a push-in/pull-out hybrid model with a strong emphasis on SEI.</p> |
|  <p>Student Health and Wellness:</p> | <p>Each elementary school has a certified school nurse on staff to ensure the wellness and safety of our students. In addition to the daily care of our students, the school nurses link care providers, families and community support services. Several of our schools offer a breakfast program in addition to our nutrient dense, age appropriate lunch meals. Our students received 150 minutes of physical education per week and 20 minutes of recess daily.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Each Parent Teacher Organization is committed to enhancing the educational experiences of our students, while also supporting school and evening events. The PTO serves as a resource for parents to become involved and fosters the connection between home and school. Our parent portal system, Genesis, allows parents to view their child's report cards and attendance.</p> |



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Facilities:

Robert Hunter is a K-4 school of approximately 398 students. The school construction was completed in 1961 and is composed of 38 classrooms including a media center, music room gym and technology labs. The school has a court yard with a shade structure. Two playgrounds and outdoor learning center are funded by the PTO are available to students.



School Safety:

Beyond the District's pledge to curriculum and instruction, the District also remains committed to student safety. Each building within the District is equipped with a double-buzzer entry system, which provides an extra layer of protection for students and staff members. All visitors must be granted access to the vestibule area. In the vestibule area, they are then logged in and given an entry badge before being buzzed into the school. Enhancing the front door security, cameras are located throughout the inside and outside of the buildings. Parents are alerted to any emergency situation through our school messenger alert system.



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Technology and STEM:

The Flemington-Raritan Regional School District is committed to developing our students' educational technology and information literacy skills, striving for proficiency in not only the Core Curriculum Content Standards, but also the ISTE Standards for students. Through integration of technology, our district is committed to preparing students for the future. A team of technology Integration Specialists work with teachers to move lessons forward in new and inventive ways. From Skype sessions to globalize the curriculum to using new apps and sites to push student presentation, research, and 21st century skills past the traditional means of communication into new unimagined ways of learning.



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Other Information

The District is committed to meeting all students' needs with specialized programming. Our creative staff works to address the needs of our students, not only in our self-contained kindergarten through fourth grade classrooms, but also through our student support programs, English as Second Language classes, Special Education classes, as well as our enrichment programs, such as Stretch and Gifted and Talented Math classes. The District is also dedicated to strengthening the home-to-school connection by committing to regular and ongoing communications to parents and the community throughout the school year. Virtual backpack and school websites provide families with information at their fingertips while schools regularly use Twitter and school newsletters to help parents stay informed and connected to ongoing activities and school news.