



**Grant Elementary School**  
(03-4380-060)  
Grades Offered: KG-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
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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



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### School Contact Information

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

Type	Contact Information
County	Bergen
District	Ridgefield Park Public School District
Principal Name	Mr. James Donohue
Address	104 HENRY ST RIDGEFIELD PARK, NJ 07660-2209
Phone Number	201-641-0441
Email Address	<a href="mailto:jdonohue@rpschools.net">jdonohue@rpschools.net</a>
Website	<a href="http://rpps.net">http://rpps.net</a>



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

### Enrollment Trends by Grade

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
1	0	0	26
2	50	37	35
3	34	53	38
4	34	36	44
5	40	38	31
6	37	41	35
Total	195	205	237

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	53.8%	50.2%	51.1%
Male	46.2%	49.8%	48.9%
Economically Disadvantaged Students	50.8%	46.8%	42.2%
Students with Disabilities	6.7%	7.3%	9.7%
English Learners	5.1%	3.9%	11.8%
Homeless Students	0.5%	1.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.9%	18.0%	15.6%
Hispanic	63.1%	61.0%	59.9%
Black or African American	7.2%	7.3%	6.8%
Asian	13.8%	12.7%	16.0%
Native Hawaiian or Pacific Islander	0.0%	1.0%	1.3%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.0%	0.0%	0.0%

### Enrollment by Home Language

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

Home Language	% of Students
English	52.7%
Spanish	29.5%
Korean	6.3%
Bengali	2.1%
Arabic	1.7%
Other Languages	7.6%



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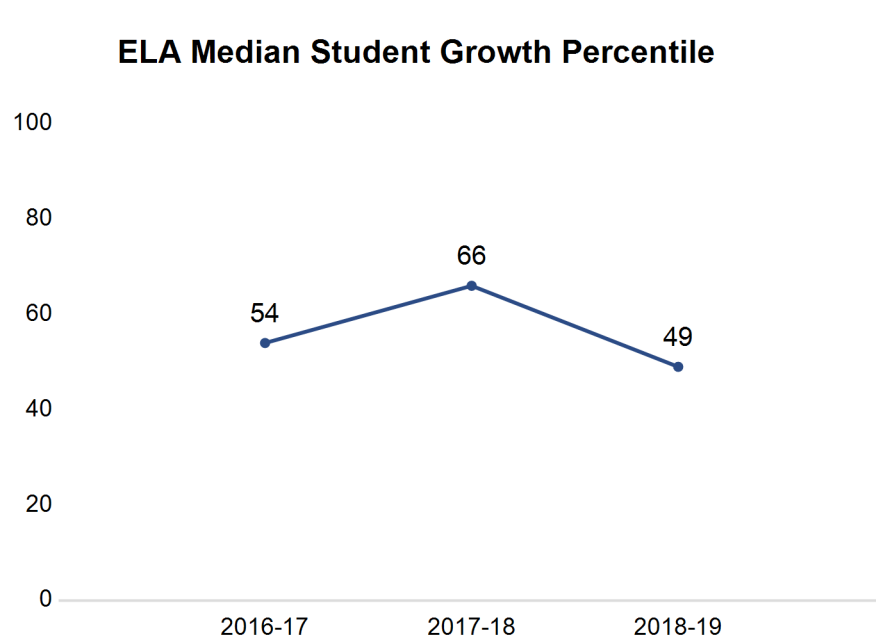
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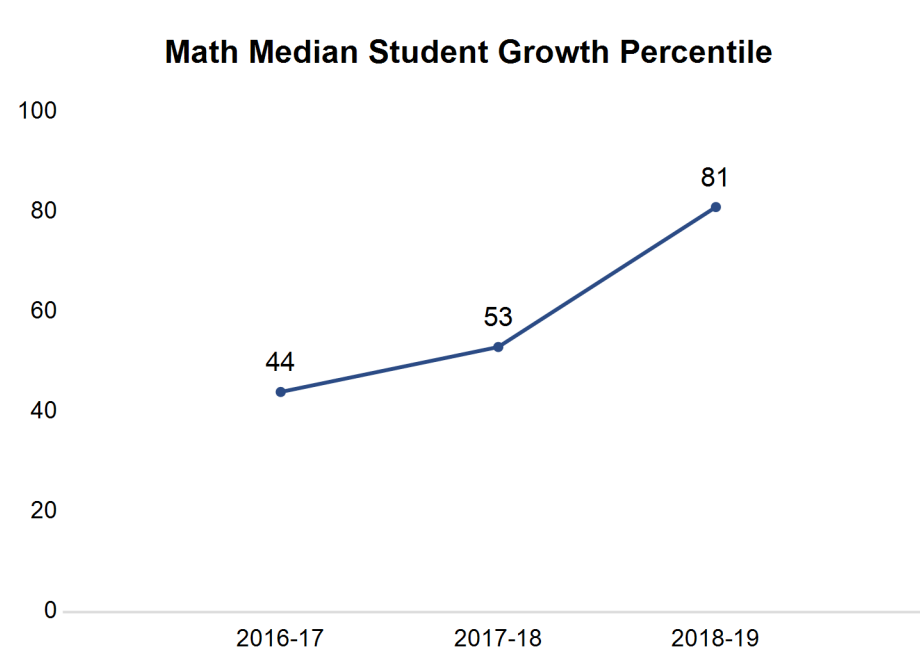
### Student Growth Trends and Progress

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	54	66	49	44	53	81
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49	46	50	Met Standard	81	59.5	50	Exceeds Standard
White	44	44	50	**	64	54	52	**
Hispanic	50.5	45	49	Met Standard	88	61	47	Exceeds Standard
Black or African American	*	32.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	38	62	59	**	79	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	48	49	53	N	73.5	59	50	N
Male	55	44	47	N	84.5	60	51	N
Economically Disadvantaged Students	44	50	48	Met Standard	83.5	54	46	Exceeds Standard
Students with Disabilities	*	32	43	**	*	39	45	**
English Learners	58	60	52	**	91	59	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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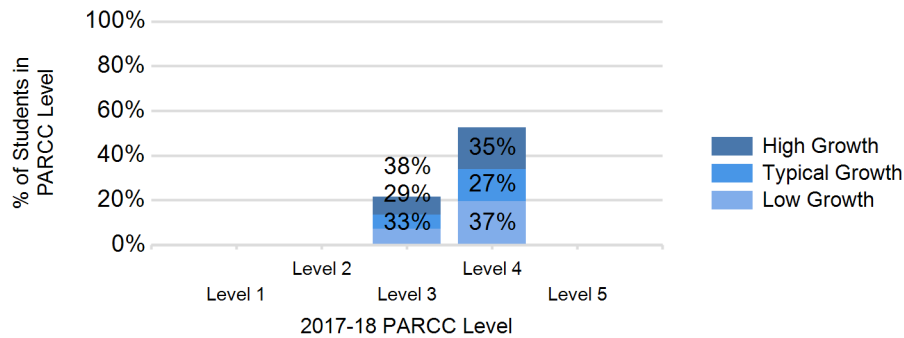
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

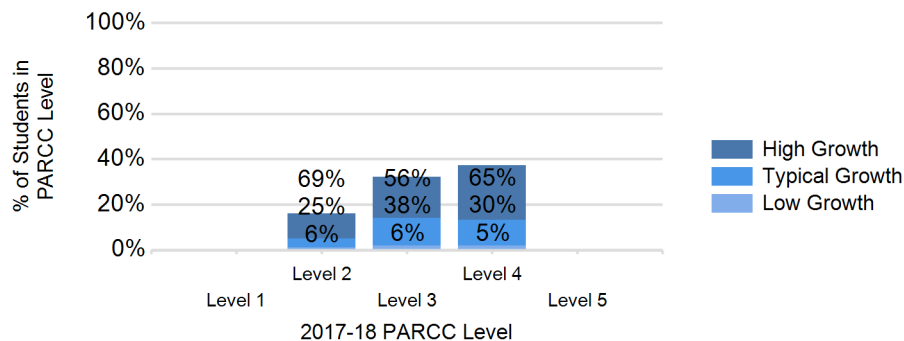
**Student Growth by Performance Level**

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

**ELA**



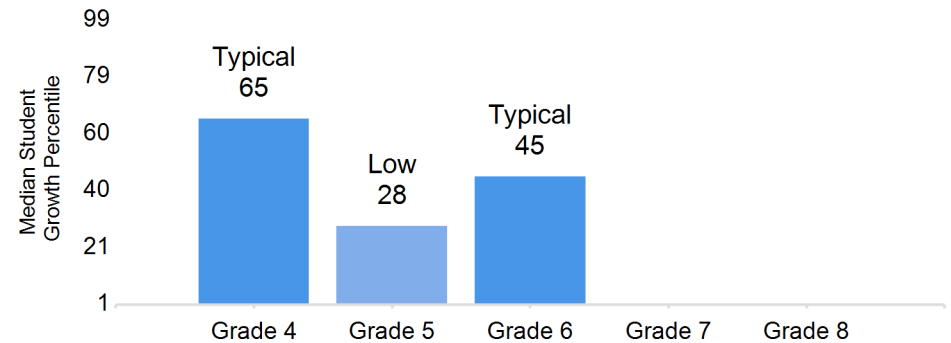
**Math**



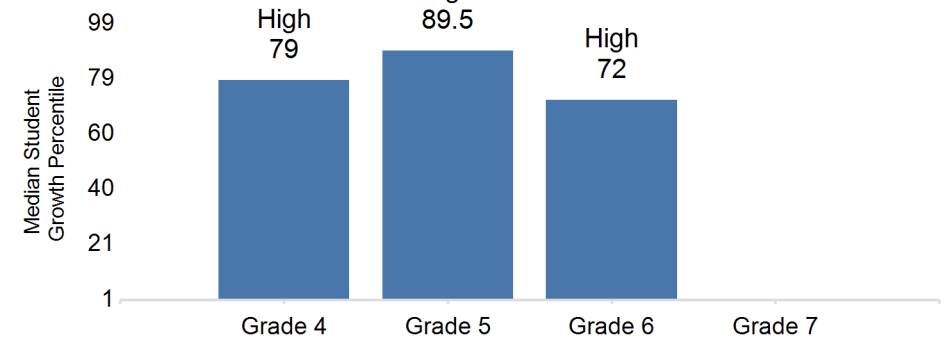
**Student Growth by Grade**

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

**ELA**



**Math**





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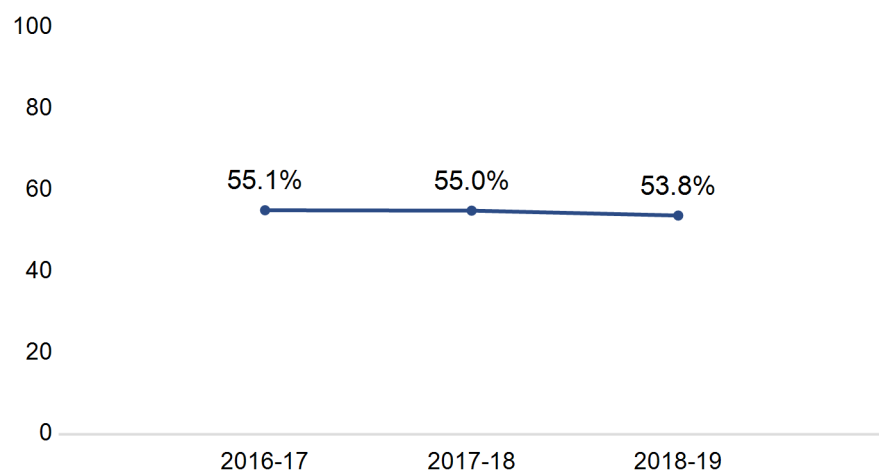
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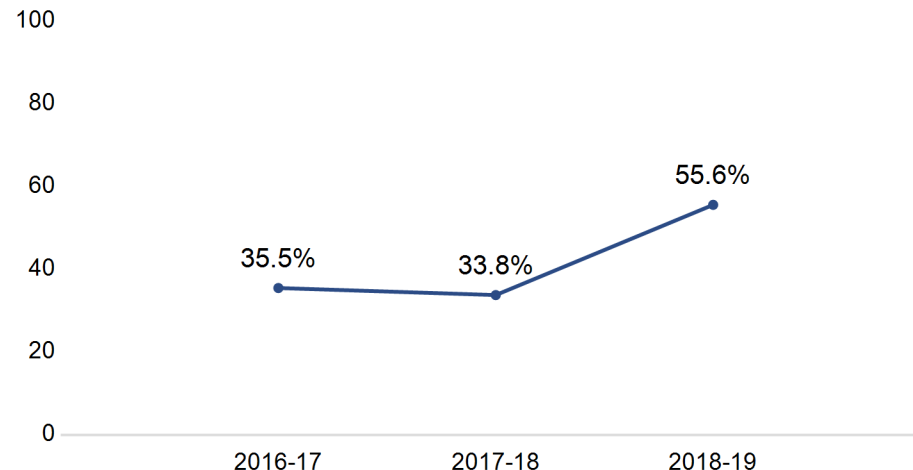
### English Language Arts and Mathematics Performance Trends

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	100.0%	99.4%	100.0%	100.0%	99.4%	100.0%
Proficiency Rate for Federal Accountability	55.1%	55.0%	53.8%	35.5%	33.8%	55.6%
Annual Target	51.5%	53.0%	54.5%	37.9%	40.1%	42.3%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Not Met	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	143	100.0	53.8	54.1	57.9	53.8	54.5	Met Target†
White	23	100.0	34.8	51.7	66.9	34.8	51.4	Not Met
Hispanic	84	100.0	54.8	52.2	43.9	54.8	53.5	Met Target
Black or African American	*	*	*	43.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	69.6	*	82.9	69.6	N	N
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	73	100.0	57.5	59.2	64.8	57.5		
Male	70	100.0	50.0	49.1	51.3	50.0		
Economically Disadvantaged Students	57	100.0	47.4	45.9	40.0	47.4	46	Met Target
Non-Economically Disadvantaged Students	86	100.0	58.1	58.4	67.9	58.1		
Students with Disabilities	13	100.0	15.4	*	22.7	15.4	**	**
Students without Disabilities	130	100.0	57.7	*	65.1	57.7		
English Learners	17	100.0	29.4	30.1	29.3	29.4	**	**
Non-English Learners	126	100.0	57.1	56.3	60.6	57.1		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



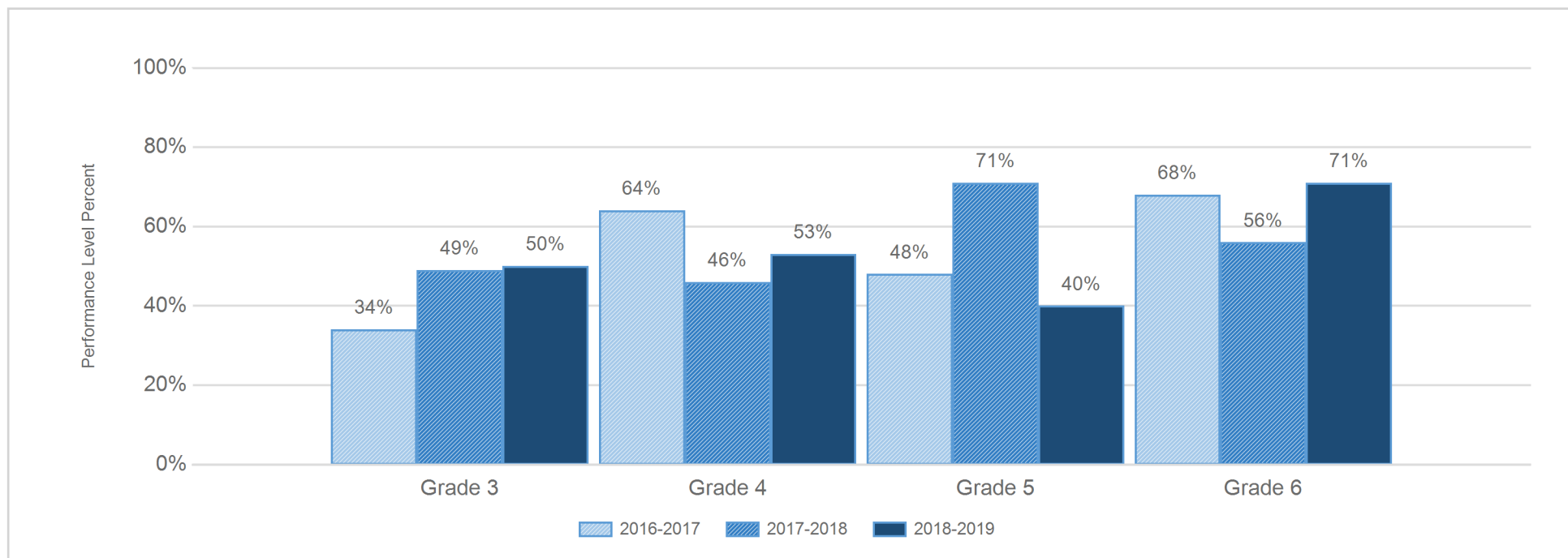
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	38	747	745	748	*	*	26%	*	*	50%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	19	743	742	734	*	*	*	*	*	42%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	21	752	753	753	*	*	*	*	*	48%	55%
Male	17	741	735	743	*	*	*	*	*	53%	46%
Economically Disadvantaged Students	12	731	734	731	*	*	*	*	*	42%	33%
Non-Economically Disadvantaged Students	26	754	749	759	*	*	*	*	*	54%	61%
Students with Disabilities	*	*	704	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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
<b>Schoolwide</b>	43	758	752	755	*	*	35%	*	*	53%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	25	761	756	743	0%	*	*	*	*	56%	44%
Black or African American	*	*	730	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	23	763	756	760	*	*	*	*	*	57%	62%
Male	20	753	749	750	*	*	*	*	*	50%	53%
Economically Disadvantaged Students	19	756	752	740	*	*	*	*	*	47%	40%
Non-Economically Disadvantaged Students	24	761	752	765	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	30	741	754	756	*	*	*	*	*	40%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	20	740	749	743	*	*	*	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	12	751	760	761	*	*	*	*	*	50%	64%
Male	18	733	748	750	*	*	*	*	*	33%	52%
Economically Disadvantaged Students	14	733	741	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	16	748	759	766	*	*	*	*	*	50%	69%
Students with Disabilities	*	*	711	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	760	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	30	741	*	758	*	*	*	*	*	40%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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
<b>Schoolwide</b>	34	759	745	754	*	*	*	*	*	71%	56%
White	*	*	748	762	*	*	*	*	*	*	65%
Hispanic	23	758	741	743	0%	*	*	*	*	70%	43%
Black or African American	*	*	752	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	20	758	748	762	*	*	*	*	*	70%	64%
Male	14	759	743	748	*	*	*	*	*	71%	48%
Economically Disadvantaged Students	13	757	736	740	*	*	*	*	*	77%	39%
Non-Economically Disadvantaged Students	21	759	750	763	*	*	*	*	*	67%	67%
Students with Disabilities	*	*	707	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	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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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	100.0	55.6	36.4	44.5	55.6	42.3	Met Target
White	23	100.0	34.8	35.7	54.1	34.8	48.5	Met Target†
Hispanic	85	100.0	57.6	33.1	28.8	57.6	37.7	Met Target
Black or African American	*	*	*	27.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	23	100.0	82.6	*	76.5	82.6	N	N
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	73	100.0	49.3	33.5	44.9	49.3		
Male	71	100.0	62.0	39.1	44.2	62.0		
Economically Disadvantaged Students	58	100.0	51.7	31.1	26.3	51.7	40.7	Met Target
Non-Economically Disadvantaged Students	86	100.0	58.1	39.2	54.9	58.1		
Students with Disabilities	13	100.0	23.1	*	17.4	23.1	**	**
Students without Disabilities	131	100.0	58.8	*	50.0	58.8		
English Learners	18	100.0	50.0	29.5	25.0	50.0	**	**
Non-English Learners	126	100.0	56.3	37.1	46.5	56.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



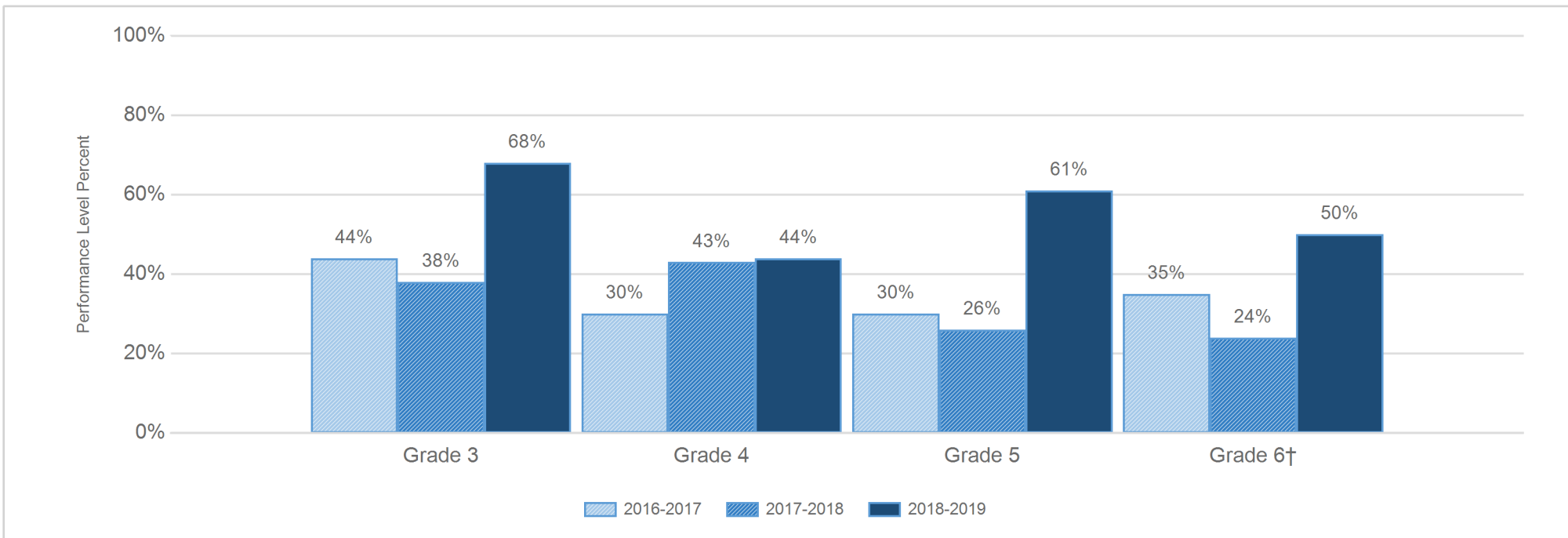
**Grant Elementary School**  
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	38	756	748	752	*	*	*	*	*	68%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	19	760	747	739	*	0%	*	*	*	68%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	21	755	748	751	*	*	*	*	*	57%	54%
Male	17	758	748	752	*	*	*	*	*	82%	56%
Economically Disadvantaged Students	12	744	744	737	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	26	762	749	761	*	*	*	*	*	81%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	43	751	746	749	0%	*	37%	*	*	44%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	25	749	748	737	0%	*	48%	*	*	40%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	23	754	745	749	0%	*	*	*	*	43%	50%
Male	20	748	747	749	0%	*	*	*	*	45%	52%
Economically Disadvantaged Students	19	755	747	734	0%	*	*	*	*	58%	32%
Non-Economically Disadvantaged Students	24	748	746	759	0%	*	*	*	*	33%	63%
Students with Disabilities	*	*	710	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	31	756	745	747	*	*	*	*	*	61%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	21	753	742	735	*	*	*	*	*	62%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	12	762	745	747	*	*	*	*	*	58%	47%
Male	19	753	746	747	*	*	*	*	*	63%	47%
Economically Disadvantaged Students	15	746	737	732	*	*	*	*	*	47%	27%
Non-Economically Disadvantaged Students	16	766	749	757	*	*	*	*	*	75%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	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	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	34	745	735	741	*	*	32%	50%	0%	50%	41%
White	*	*	732	749	*	*	*	*	*	*	51%
Hispanic	23	749	733	729	0%	*	*	61%	0%	61%	24%
Black or African American	*	*	735	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	20	742	733	742	*	*	*	*	*	40%	42%
Male	14	749	736	740	*	*	*	*	*	64%	40%
Economically Disadvantaged Students	13	752	730	726	*	*	*	*	*	62%	21%
Non-Economically Disadvantaged Students	21	741	737	750	*	*	*	*	*	43%	53%
Students with Disabilities	*	*	697	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	740	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### DLM Alternate Assessment - Participation

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

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

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	86.7%	**	**

† 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	20	90.0%	10.0%
3-4	*	*	*
5 or more	N	N	N



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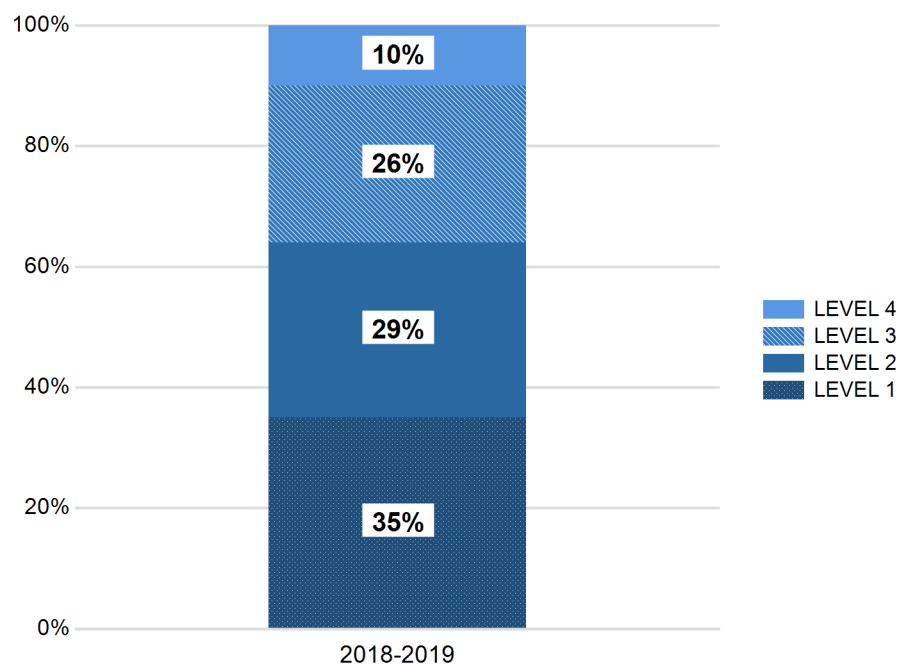
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	35	29	26	10
White	*	*	*	*
Hispanic	38	29	29	5
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	0	42	8
Male	26	47	16	11
Economically Disadvantaged Students	40	33	27	0
Non-Economically Disadvantaged Students	31	25	25	19
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

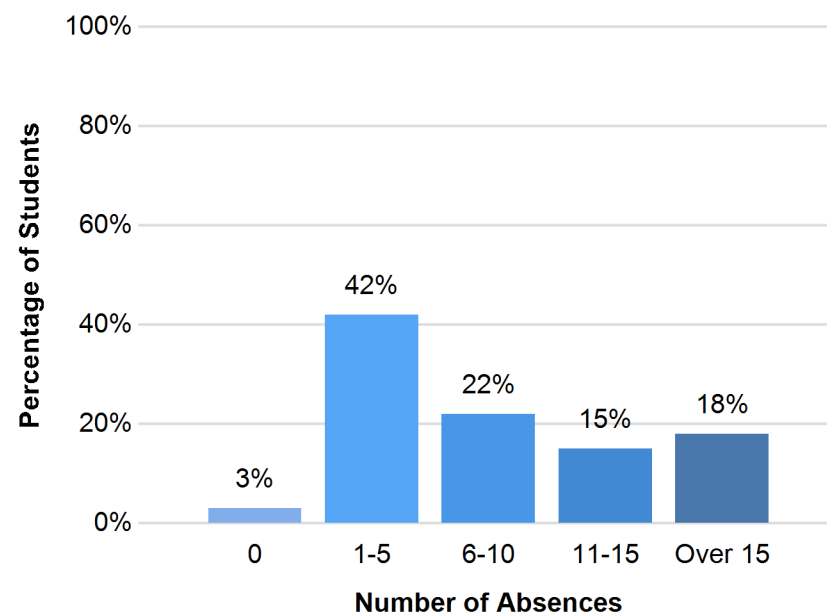
### Chronic Absenteeism

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	34	14.4	8.8	Not Met
White	6	16.2	8.8	Not Met
Hispanic	20	14.2	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	7.3	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	22	18.5		
Male	12	10.3		
Economically Disadvantaged Students	15	15.2	8.8	Not Met
Students with Disabilities	8	32.0	8.8	Not Met
English Learners	2	7.4	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

### Days Absent

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





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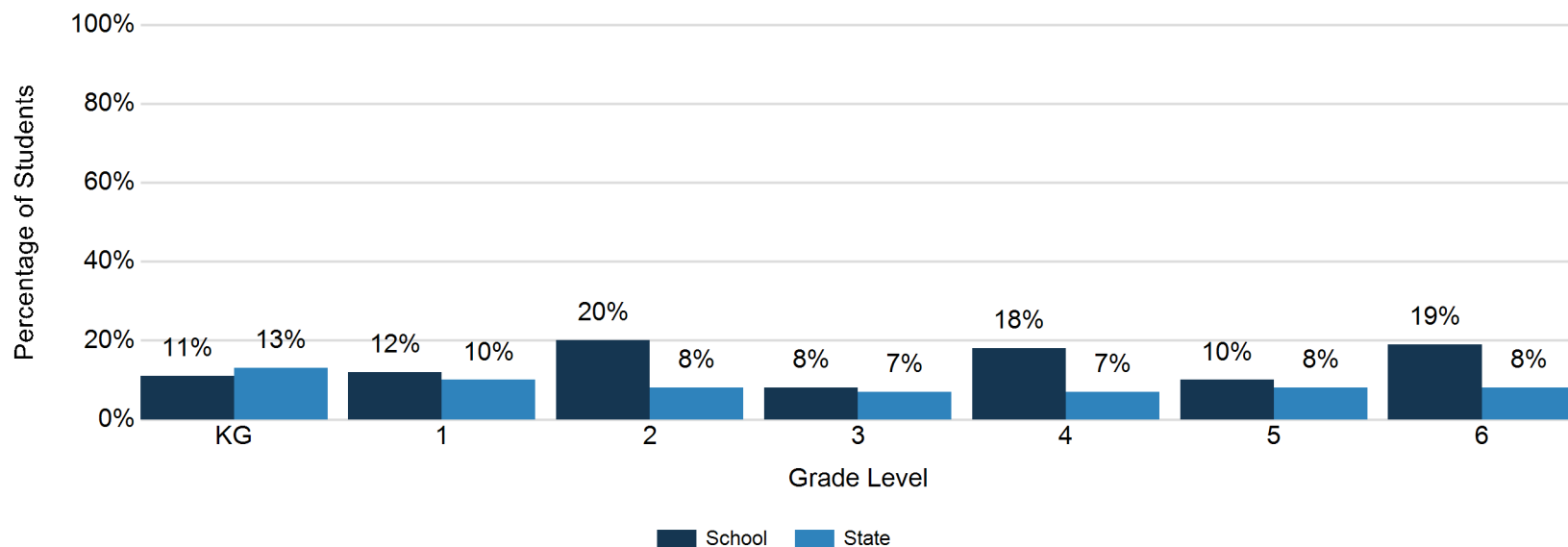
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### Chronic Absenteeism by Grade

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	2.53

### Police Notifications

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

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



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

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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	2	2
No Identified Nature	3		3

### Student Disciplinary Removals

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

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

\*



**Grant Elementary School**  
(03-4380-060)  
Grades Offered: KG-06  
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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### 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	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.0:1



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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	22	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	11.9	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	19.7	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	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	13:1
Students to Administrators	237:1	133:1
Teachers to Administrators	22:1	11:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		452:1
Students to Counselors		251:1
Students to Child Study Team Members		323:1



**Grant Elementary School**  
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**Teachers:** All classroom teachers

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

### Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.1%	86.4%	100.0%	48.4%	77.1%	54.9%
Male	48.9%	13.6%	0.0%	51.6%	22.9%	45.1%
White	15.6%	90.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	59.9%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.8%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	16.0%	4.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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**Teachers:** All classroom teachers

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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### Master's Degree



#### Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.8%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	55.1%	55.0%	53.8%
Math Proficiency	35.5%	33.8%	55.6%
ELA Growth	54	66	49
Math Growth	44	53	81
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	86.7%
Chronic Absenteeism	6.7%	N	14.4%

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



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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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## School Narrative

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



### Highlights:

- In 2010, Grant School was recognized as Blue Ribbon School of Excellence by the United States Department of Education.
- Grant School offers an interdisciplinary approach to teaching and learning. Our curriculum aligns with the NJ Student Learning Standards and incorporates the use of various technology platforms.
- Students at Grant School engage in enrichment activities through the Gifted & Talented program, essay contests, community service projects, and assembly programs.



### Mission, Vision, Theme:

The mission of Grant School is to provide each student with an environment conducive to developing an active and inquisitive mind, strong self-esteem, ethical values, and respect for and acceptance of others in order to meet the academic and social challenges of today's technology rich global society.



### Awards, Recognition, Accomplishments:

In 2010, Grant School was recognized as Blue Ribbon School of Excellence by the United States Department of Education.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Curriculum includes Reader's and Writer's Workshop, Knowing Science, Go Math and various electronic editions and web-based software at all levels. We have full and diversified fine, performing, and practical arts opportunities for all grades. Social-emotional learning is highlighted through monthly classroom guidance lessons and our school-wide Character Recognition program.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Cross Country (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Fall Cross-Country and Spring Track and Field are offered for 6th Grade Boys and Girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Extracurricular activities include Art Club, Intramural Sports, Peer Mentoring, Safety Patrol, Spelling Bee, and Talent Show.</p>





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 <p><b>Before and After School Programs:</b></p>	<p>Grant School offers the Ridgefield Park Before Care/After Care Program. Some of our support staff members also work as Supervisors of the Before Care/After Care Program, which provides stability for students. Supplemental academic instruction is provided to students through Grant School's Title I After School Programs for Math and English Language Arts. Our teachers also offer extra help before and/or after school by appointment.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>The staff of Grant School participate in ongoing Professional Development throughout the school year. Workshops are offered both in-district and out-of-district. In addition, our district is a PLC member of the TMI Education Workshops offered at Ramapo College. Teachers also participate in targeted Professional Learning Communities, monthly faculty meetings, and curriculum development.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>Grant School offers a wide range of student support services, including English as a Second Language (ESL), Resource Room, Basic Skills Instruction (BSI), Gifted and Talented, and Title I Support Programs. The Intervention and Referral Services (I&amp;RS) Team identifies students who may require additional support, and the Child Study Team provides individualized support to students with special needs.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Physical and mental health are promoted at Grant School through the comprehensive Physical Education, Health, and School Counseling programs. Students engage in a variety of structured and unstructured physical activities during Physical Education classes and Recess. Mental health is promoted through monthly classroom guidance lessons, small group and individual counseling, conflict resolution meetings, and school-wide activities, including our Character Shout Out and Pep Rally programs. Several teachers also utilize the GoNoodle platform in their classrooms to incorporate daily brain breaks and movement activities with their students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>We have a very active and supportive PTA that enhances our students' experience at Grant School. The PTA sponsors many events and programs throughout the year, including an Annual Ice Cream Social, school-wide dances, book fairs, movies, assemblies, fundraisers, field trips, and more. Students and staff participate in various fundraisers and collections to support local and county organizations.</p>



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Climate Surveys:

Is a Climate Survey Used: No

**Lincoln Elementary School**

(03-4380-070)

Grades Offered: PK-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](mailto:reportcard@doe.nj.gov) with any questions about the reports

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



**Lincoln Elementary School**  
(03-4380-070)  
Grades Offered: PK-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	Bergen
District	Ridgefield Park Public School District
Principal Name	Dr. Janet Elder
Address	712 LINCOLN AVENUE RIDGEFIELD PARK, NJ 07660
Phone Number	201-994-1830
Email Address	<a href="mailto:jelder@rpschools.net">jelder@rpschools.net</a>
Website	<a href="http://rpps.net">http://rpps.net</a>



**Lincoln Elementary School**  
(03-4380-070)  
Grades Offered: PK-06  
2018-2019

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

### Enrollment Trends by Grade

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	33	39	39
KG	7	9	46
1	6	8	51
2	58	52	48
3	54	60	56
4	58	53	62
5	54	54	53
6	55	55	54
Total	325	330	410

### 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	39.4%	41.2%	41.5%
Male	60.6%	58.8%	58.5%
Economically Disadvantaged Students	44.0%	44.5%	37.6%
Students with Disabilities	29.8%	31.2%	26.2%
English Learners	4.9%	6.1%	5.3%
Homeless Students	0.0%	0.3%	0.7%
Students in Foster Care	0.3%	0.6%	0.5%
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	21.8%	20.9%	22.8%
Hispanic	62.5%	61.8%	62.9%
Black or African American	6.2%	8.2%	7.5%
Asian	9.2%	8.8%	6.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.3%	0.3%	0.2%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	1	14	17
PK - Full Day	32	25	22
KG - Half Day	0	0	0
KG - Full Day	7	9	46

### Enrollment by Home Language

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

Home Language	% of Students
English	64.8%
Spanish	26.2%
Arabic	2.4%
Albanian	1.2%
Chinese	1.0%
Other Languages	4.4%



**Lincoln Elementary School**  
(03-4380-070)  
Grades Offered: PK-06  
2018-2019

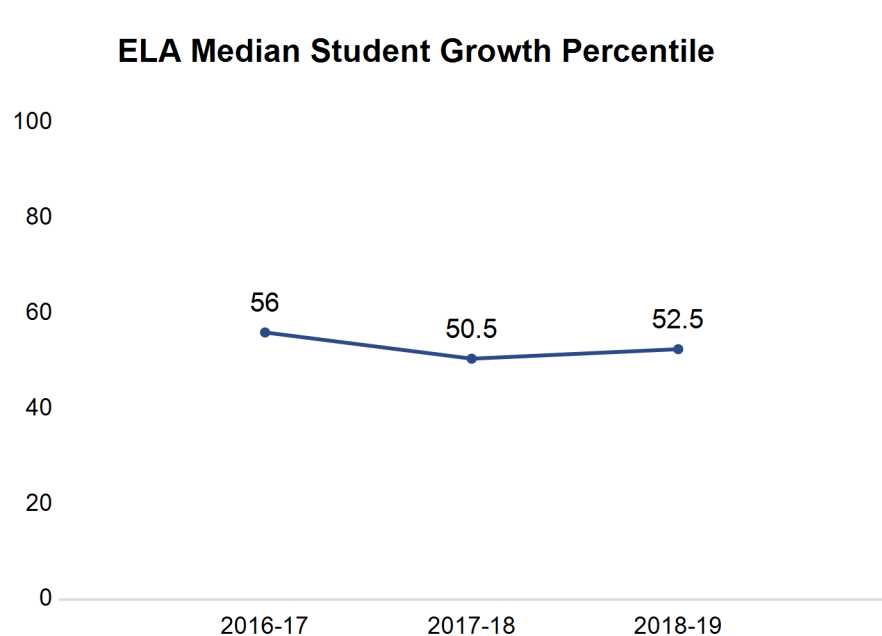
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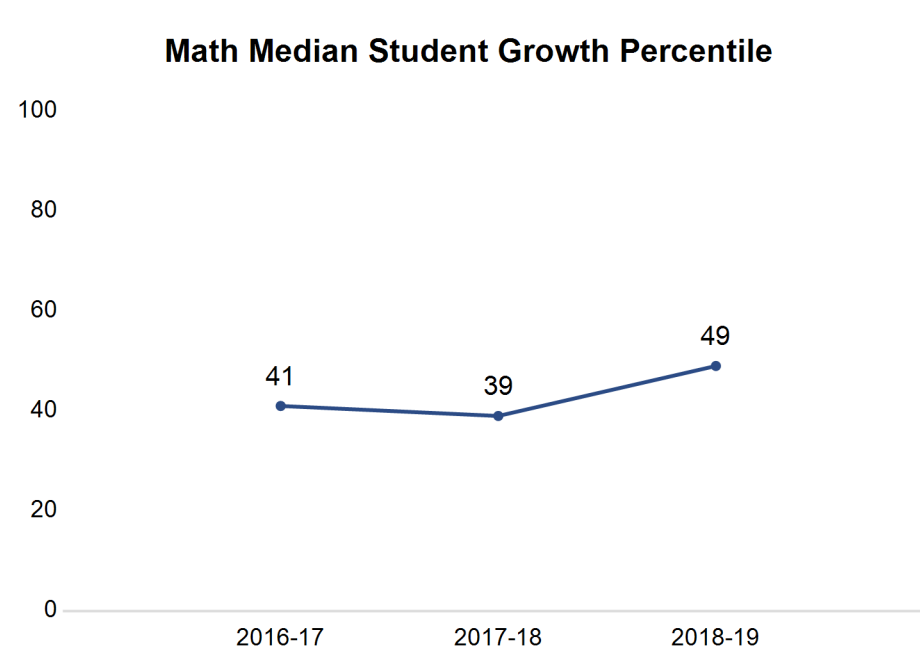
### Student Growth Trends and Progress

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	56	50.5	52.5	41	39	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	52.5	46	50	Met Standard	49	59.5	50	Met Standard
White	42.5	44	50	Met Standard	55.5	54	52	Met Standard
Hispanic	53	45	49	Met Standard	49	61	47	Met Standard
Black or African American	51	32.5	45	**	50	44	43	**
Asian, Native Hawaiian, or Pacific Islander	68	62	59	**	42	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46.5	49	53	N	48.5	59	50	N
Male	54.5	44	47	N	51	60	51	N
Economically Disadvantaged Students	63	50	48	Exceeds Standard	46	54	46	Met Standard
Students with Disabilities	15	32	43	**	18	39	45	**
English Learners	72	60	52	**	38	59	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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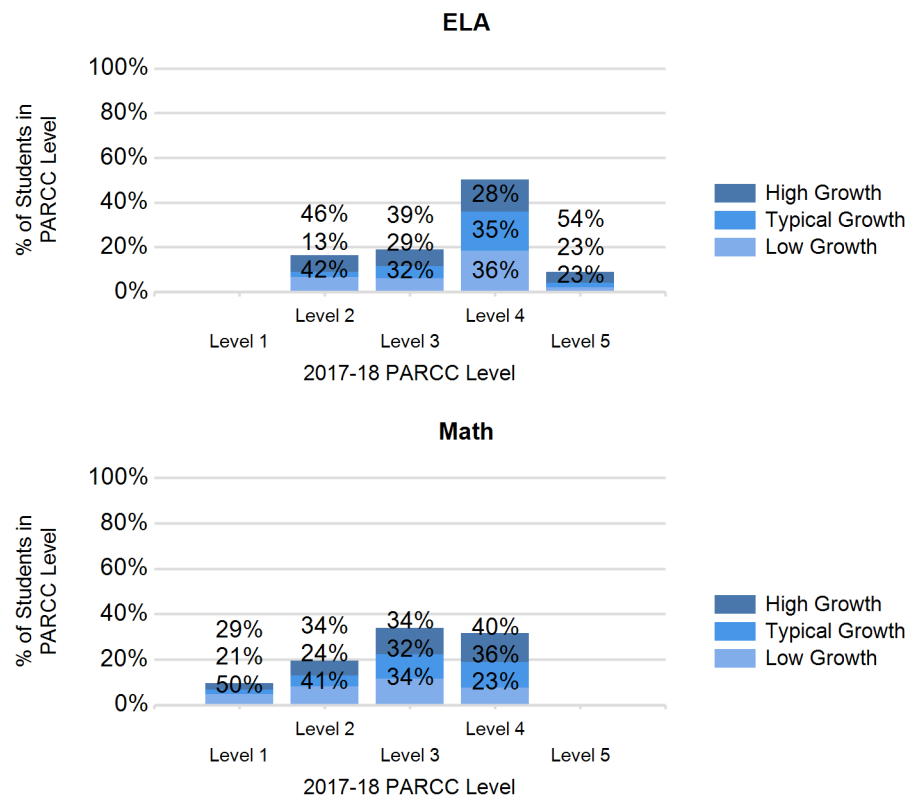
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

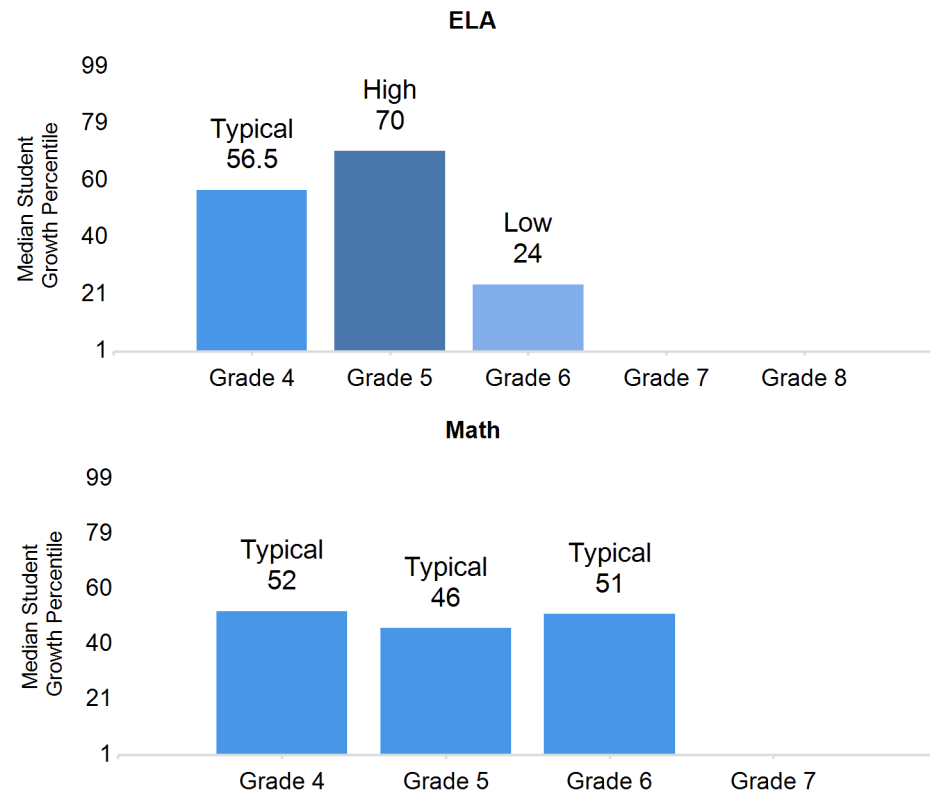
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





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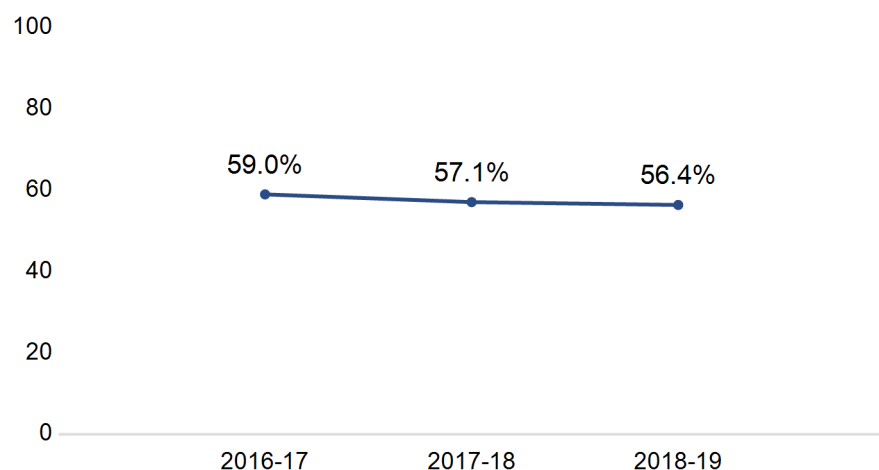
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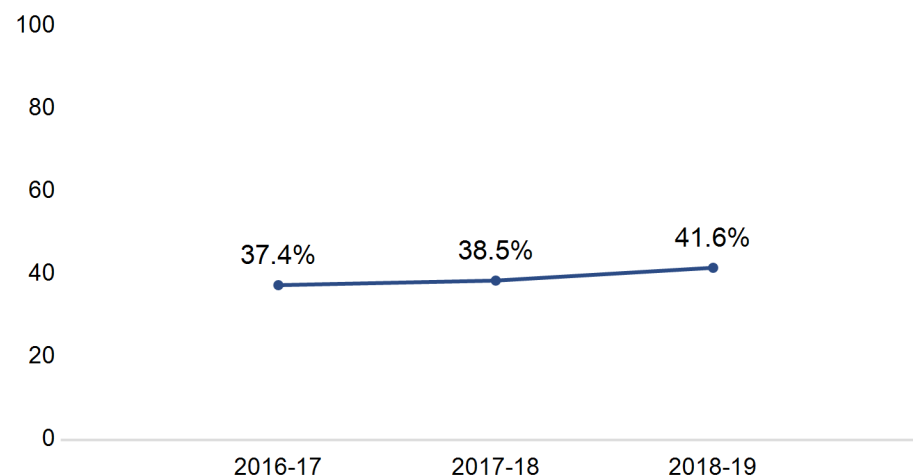
## English Language Arts and Mathematics Performance Trends

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	98.2%	100.0%	100.0%	98.2%	100.0%	100.0%
Proficiency Rate for Federal Accountability	59.0%	57.1%	56.4%	37.4%	38.5%	41.6%
Annual Target	53.6%	55.0%	56.4%	41.7%	43.7%	45.7%
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	220	100.0	56.4	54.1	57.9	56.4	56.4	Met Target
White	41	100.0	46.3	51.7	66.9	46.3	61.1	Not Met
Hispanic	137	100.0	56.2	52.2	43.9	56.2	56.5	Met Target†
Black or African American	24	100.0	54.2	43.0	38.5	54.2	N	N
Asian, Native Hawaiian, or Pacific Islander	18	100.0	83.3	*	82.9	83.3	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	96	100.0	55.2	59.2	64.8	55.2		
Male	124	100.0	57.3	49.1	51.3	57.3		
Economically Disadvantaged Students	87	100.0	50.6	45.9	40.0	50.6	52.5	Met Target†
Non-Economically Disadvantaged Students	133	100.0	60.2	58.4	67.9	60.2		
Students with Disabilities	45	100.0	46.7	*	22.7	46.7	40.3	Met Target
Students without Disabilities	175	100.0	58.9	*	65.1	58.9		
English Learners	22	100.0	45.5	30.1	29.3	45.5	N	N
Non-English Learners	198	100.0	57.6	56.3	60.6	57.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



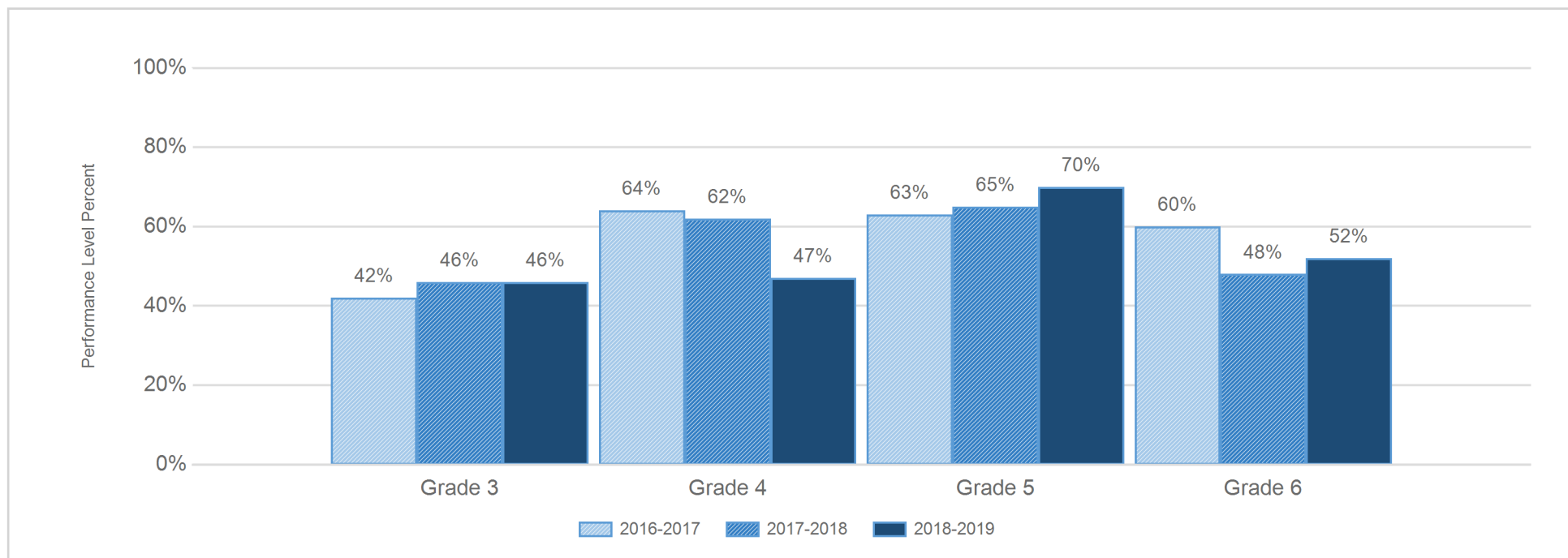
**Lincoln Elementary School**  
(03-4380-070)  
Grades Offered: PK-06  
2018-2019

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### English Language Arts Assessment - Performance Trends

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





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### English Language Arts Assessment - Performance by Grade: Grade 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
<b>Schoolwide</b>	50	754	745	748	*	*	36%	*	*	46%	50%
White	12	736	*	757	*	*	*	*	*	25%	60%
Hispanic	27	754	742	734	0%	*	*	*	*	48%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	33	761	753	753	*	*	*	*	*	55%	55%
Male	17	741	735	743	*	*	*	*	*	29%	46%
Economically Disadvantaged Students	12	735	734	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	38	760	749	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	704	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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
<b>Schoolwide</b>	57	751	752	755	*	*	30%	28%	19%	47%	57%
White	13	731	*	763	*	*	*	*	*	31%	67%
Hispanic	36	757	756	743	*	*	33%	*	*	50%	44%
Black or African American	*	*	730	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	18	753	756	760	*	*	*	*	*	39%	62%
Male	39	750	749	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	31	755	752	740	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	26	747	752	765	*	*	*	*	*	46%	69%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	765	754	756	*	*	*	*	*	70%	58%
White	*	*	760	764	*	*	*	*	*	*	68%
Hispanic	27	759	749	743	*	*	*	*	*	67%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	21	778	760	761	*	*	*	*	*	71%	64%
Male	25	755	748	750	*	*	*	*	*	68%	52%
Economically Disadvantaged Students	15	753	741	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	31	771	759	766	*	*	*	*	*	84%	69%
Students with Disabilities	*	*	711	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	760	762	*	*	*	*	*	*	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	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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### 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
<b>Schoolwide</b>	48	748	745	754	*	*	25%	*	*	52%	56%
White	*	*	748	762	*	*	*	*	*	*	65%
Hispanic	32	748	741	743	*	*	31%	*	*	47%	43%
Black or African American	*	*	752	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	21	755	748	762	*	*	*	*	*	57%	64%
Male	27	742	743	748	*	*	*	*	*	48%	48%
Economically Disadvantaged Students	16	746	736	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	32	749	750	763	*	*	*	*	*	50%	67%
Students with Disabilities	*	*	707	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	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	221	100.0	41.6	36.4	44.5	41.6	45.7	Met Target†
White	42	100.0	35.7	35.7	54.1	35.7	47.1	Met Target†
Hispanic	137	100.0	40.1	33.1	28.8	40.1	42.3	Met Target†
Black or African American	24	100.0	41.7	27.8	23.0	41.7	N	N
Asian, Native Hawaiian, or Pacific Islander	18	100.0	66.7	*	76.5	66.7	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	97	100.0	40.2	33.5	44.9	40.2		
Male	124	100.0	42.7	39.1	44.2	42.7		
Economically Disadvantaged Students	87	100.0	43.7	31.1	26.3	43.7	38.7	Met Target
Non-Economically Disadvantaged Students	134	100.0	40.3	39.2	54.9	40.3		
Students with Disabilities	45	100.0	44.4	*	17.4	44.4	46	Met Target†
Students without Disabilities	176	100.0	40.9	*	50.0	40.9		
English Learners	23	100.0	34.8	29.5	25.0	34.8	N	N
Non-English Learners	198	100.0	42.4	37.1	46.5	42.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



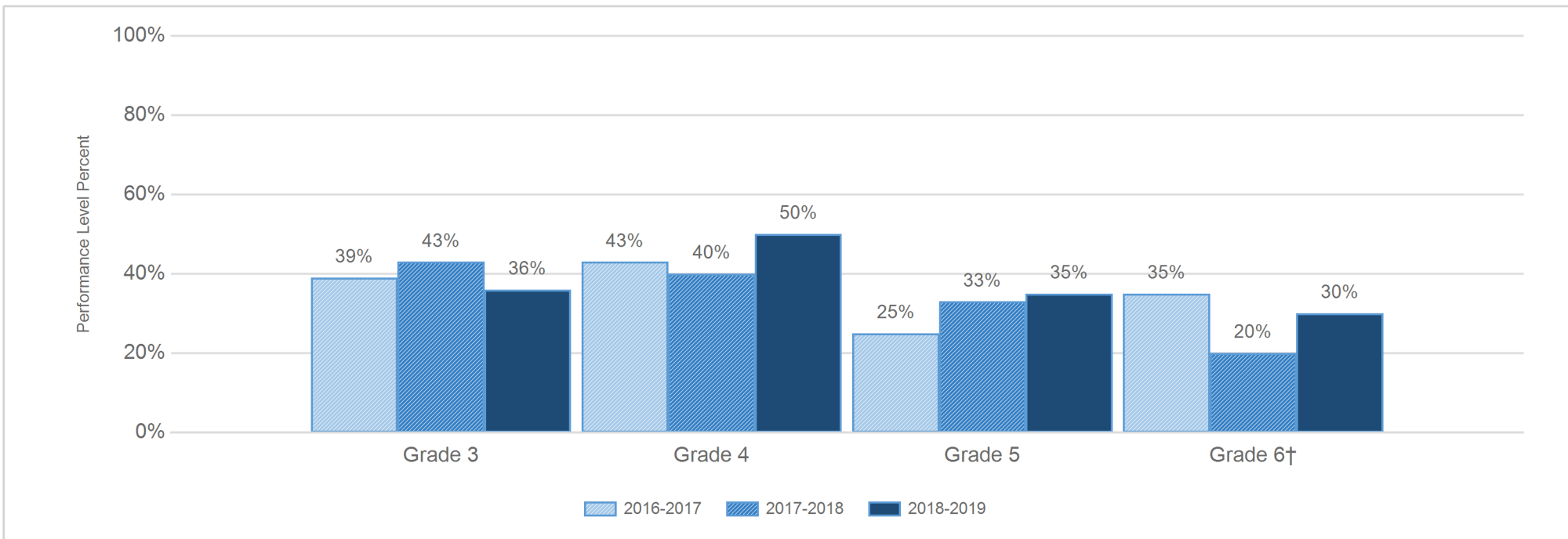
**Lincoln Elementary School**  
 (03-4380-070)  
 Grades Offered: PK-06  
 2018-2019

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**Mathematics Assessment – Performance Trends**

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



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



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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	742	748	752	*	*	40%	*	*	36%	55%
White	12	730	*	760	*	*	*	*	*	33%	66%
Hispanic	27	744	747	739	0%	*	44%	*	*	33%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	33	743	748	751	*	*	*	*	*	36%	54%
Male	17	741	748	752	*	*	*	*	*	35%	56%
Economically Disadvantaged Students	12	737	744	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	38	744	749	761	*	*	*	*	*	39%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	56	744	746	749	*	*	29%	*	*	50%	51%
White	13	730	*	757	*	*	*	*	*	31%	62%
Hispanic	35	747	748	737	*	*	*	54%	0%	54%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	18	744	745	749	*	*	*	*	*	50%	50%
Male	38	744	747	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	31	744	747	734	*	*	*	*	*	52%	32%
Non-Economically Disadvantaged Students	25	744	746	759	*	*	*	*	*	48%	63%
Students with Disabilities	*	*	710	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	46	742	745	747	*	24%	35%	*	*	35%	47%
White	*	*	750	755	*	*	*	*	*	*	58%
Hispanic	27	738	742	735	*	*	41%	*	*	26%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	21	747	745	747	*	*	*	*	*	43%	47%
Male	25	738	746	747	*	*	*	*	*	28%	47%
Economically Disadvantaged Students	15	736	737	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	31	745	749	757	*	*	*	*	*	35%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	749	752	*	*	*	*	*	*	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	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	50	732	735	741	*	32%	26%	*	*	30%	41%
White	*	*	732	749	*	*	*	*	*	*	51%
Hispanic	32	734	733	729	*	44%	*	*	*	28%	24%
Black or African American	*	*	735	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	23	733	733	742	*	*	*	*	*	35%	42%
Male	27	730	736	740	*	*	*	*	*	26%	40%
Economically Disadvantaged Students	16	731	730	726	*	*	*	*	*	19%	21%
Non-Economically Disadvantaged Students	34	732	737	750	*	*	*	*	*	35%	53%
Students with Disabilities	*	*	697	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	740	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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### DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*

### English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	76.9%	**	**

† 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	16	81.3%	18.8%
3-4	*	*	*
5 or more	N	N	N



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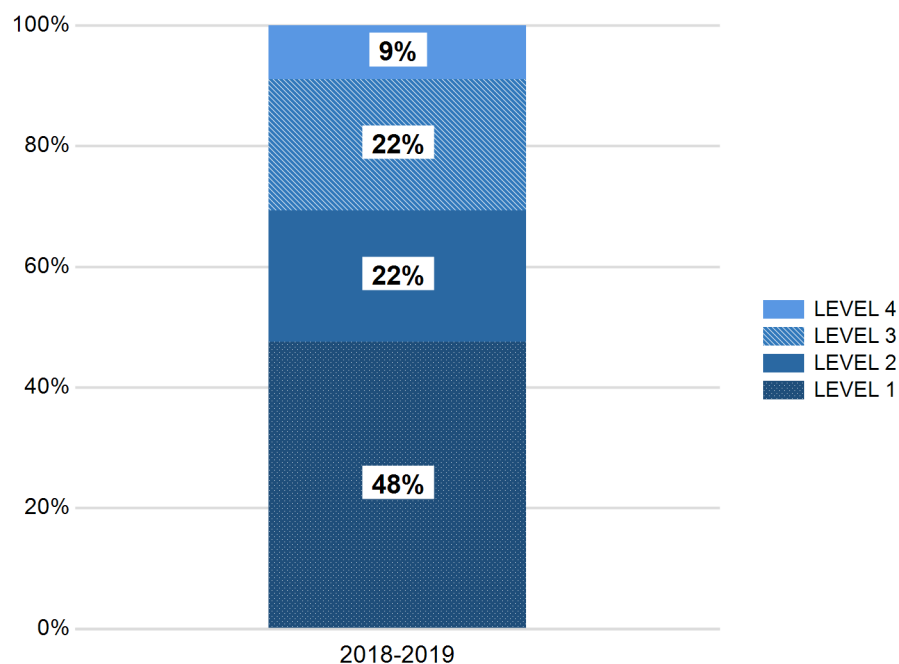
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	48	22	22	9
White	*	*	*	*
Hispanic	56	26	11	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	19	24	14
Male	52	24	20	4
Economically Disadvantaged Students	53	13	27	7
Non-Economically Disadvantaged Students	45	26	19	10
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

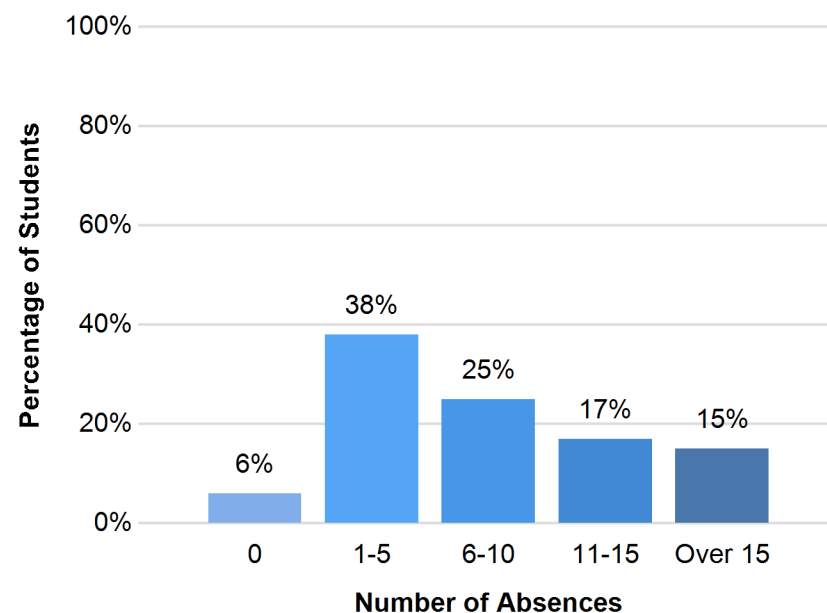
### Chronic Absenteeism

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	44	11.9	8.8	Not Met
White	7	9.1	8.8	Not Met
Hispanic	34	14.4	8.8	Not Met
Black or African American	2	6.9	8.8	Met
Asian, Native Hawaiian, or Pacific	1	3.7	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	15	9.5		
Male	29	13.6		
Economically Disadvantaged Students	25	17.7	8.8	Not Met
Students with Disabilities	15	18.5	8.8	Not Met
English Learners	3	14.3	8.8	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.





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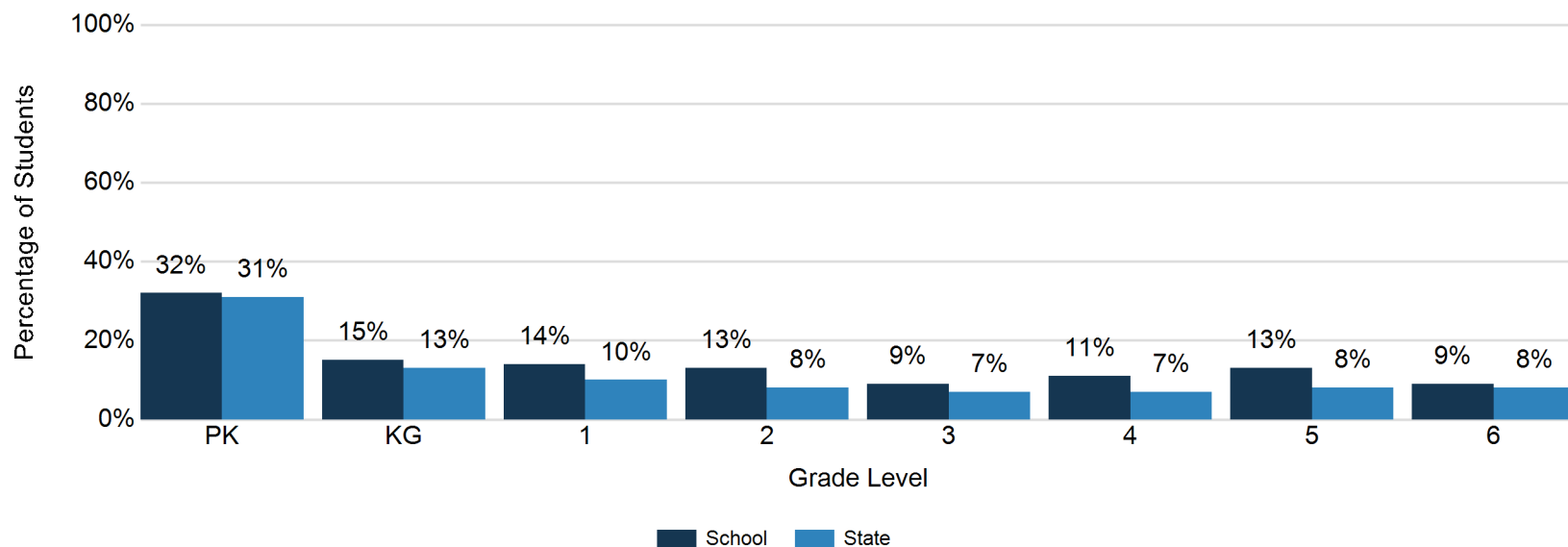
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### Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.49

### Police Notifications

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

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



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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	2	2
No Identified Nature	3		3

## Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.5:1



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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	34	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	91.2%	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	17	9,530
Average years experience in public schools	19.7	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	13:1
Students to Administrators	412:1	133:1
Teachers to Administrators	34:1	11:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		452:1
Students to Counselors		251:1
Students to Child Study Team Members		323:1



**Lincoln Elementary School**  
(03-4380-070)  
Grades Offered: PK-06  
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 – 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	41.5%	85.3%	0.0%	48.4%	77.1%	54.9%
Male	58.5%	14.7%	100.0%	51.6%	22.9%	45.1%
White	22.8%	91.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	62.9%	2.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	5.9%	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	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



**Lincoln Elementary School**  
(03-4380-070)  
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2018-2019

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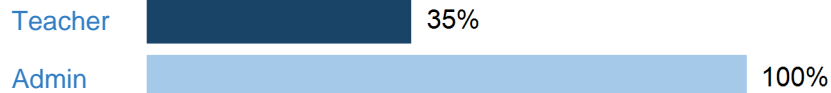
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	98.6%



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### Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.0%	57.1%	56.4%
Math Proficiency	37.4%	38.5%	41.6%
ELA Growth	56	50	52
Math Growth	41	39	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		81.8%	76.9%
Chronic Absenteeism	8.2%	*	11.9%

† 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:

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

- Comprehensive Guidance and Character Education programs support social and emotional learning for all students.
- Lincoln School offers extensive programs to support students with autism and multiple disabilities.
- Supplemental academic instruction is provided to students through Lincoln School's Title I After School and Summer School Programs.



### Mission, Vision, Theme:

The mission of Lincoln School is to provide an interactive learning environment that encourages students to develop understanding, skills, and confidence by engaging them in a variety of student-centered learning experiences that promote academic excellence, responsibility, respect, ethical values, critical thinking, and a lifelong commitment to learning.



### Awards, Recognition, Accomplishments:

In 2011, Lincoln School was recognized as Blue Ribbon School of Excellence by the United States Department of Education.



### Lincoln Elementary School

(03-4380-070)

Grades Offered: PK-06




2018-2019

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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>A dynamic curriculum includes the ELA Readers and Writers Workshop, Go Math, Knowing Science, student computer and literacy skills, an extensive Fine Arts Program and a variety of programs that support students with special needs including Music &amp; Movement, Occupational and Physical Therapy, and a Speech and Therapy Language Program.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Cross Country (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls)</p> <p>Fall Cross-Country and Spring Track and Field are offered for 6th Grade Boys and Girls.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Ecology Club, Friendship Club, Newcomer's Club, Humanitarian Association, Safety Patrol and Intramurals.</p>



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### Before and After School Programs:

The district currently contracts with the Ridgefield Park After-Care program to provide paid before-care and after-care services to district families. In addition, supplemental academic instruction is provided to students through Lincoln School's Title I After School Programs for Math and English Language Arts.



### Staff and Professional Learning:

The staff of Lincoln School is committed to ongoing and sustainable professional growth. Professional development opportunities include involvement in Professional Development Communities, in-house and off-campus professional development workshops, peer to peer professional development, and regularly scheduled staff meetings.



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 <p><b>Student Supports and Services:</b></p>	<p>Lincoln School offers a wide range of student services: Basic Skills Instruction (BSI), English as a Second Language (ESL), Resource Room, Gifted and Talented instruction (G&amp;T), and a comprehensive Guidance Program. Students with special needs are supported by a full Child Study Team, OT/PT programs, and a Speech and Language program.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Developing the "whole" child is an important aspect of each child's education at Lincoln School. Lincoln School students participate in a robust health curriculum. Physical activity is offered in physical education and the recess program. Additionally, many classes participate daily in the "Get Ready to Learn" yoga program and the district's Music and Movement program. The breakfast program, which includes "After the Bell," is available to all students.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The involvement of the community at Lincoln School is truly special. The Lincoln School PTA provides our students with multiple educational programs and activities throughout the school year that enhance both the educational and social experiences of our students. Annual events such as the beginning of the year Ice Cream Social, school-wide dances, and grade level Field Days promote a positive culture for all students.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Lincoln School was originally built in 1912. In 1999, the building underwent extensive reconstruction. Additions at that time included a new gymnasium, a building elevator, a new media center, and air conditioning for all classrooms.</p>



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Early Childhood Education:

In February of 2018, Lincoln School added a half-day Pre-K inclusive program. The applicants were selected through a lottery system. A monthly tuition fee is charged.



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Other Information

The Staff of Lincoln School is dedicated to developing each student socially, emotionally, physically, and cognitively utilizing research-based strategies and differentiated instruction. Each child is seen as an intricate, unique individual. We work hard to improve children's challenges, support their strengths, and care for their needs. The goal is to engage each student with challenging and exciting lessons, interactive group discussions, and hands-on student-centered projects that will lead to a lifetime of learning.



Ridgefield Park Jr Sr High School  
(03-4380-050)  
Grades Offered: 07-12  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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

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**Ridgefield Park Jr Sr High School**  
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School Contact Information

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

Type	Contact Information
County	Bergen
District	Ridgefield Park Public School District
Principal Name	Mr. Eric Koenig
Address	1 OZZIE NELSON DRIVE RIDGEFIELD PARK, NJ 07660
Phone Number	201-440-1440
Email Address	<a href="mailto:ekoenig@rpschools.net">ekoenig@rpschools.net</a>
Website	<a href="http://rpps.net">http://rpps.net</a>
Twitter	<a href="http://@rpscarletsprincipal">http://@rpscarletsprincipal</a>



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

**Enrollment Trends by Grade**

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	151	155	160
8	129	156	159
9	232	186	220
10	240	222	194
11	261	239	225
12	224	258	235
Total	1,237	1,216	1,193

**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	51.2%	51.3%	51.8%
Male	48.8%	48.7%	48.2%
Economically Disadvantaged Students	39.0%	36.6%	36.0%
Students with Disabilities	12.1%	12.3%	12.9%
English Learners	4.8%	4.8%	5.4%
Homeless Students	0.1%	0.2%	0.3%
Students in Foster Care	0.3%	0.2%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

**Enrollment by Racial and Ethnic Group**

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	28.4%	27.8%	25.2%
Hispanic	53.5%	53.9%	56.8%
Black or African American	5.2%	5.4%	5.0%
Asian	12.4%	11.9%	11.7%
Native Hawaiian or Pacific Islander	0.3%	0.8%	1.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.1%	0.1%	0.1%

**Enrollment Trends by Full and Shared Time Status**

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,226	1,207	1,185
Shared Time Students	20	17	14
Full Time Equivalent	1,236	1,216	1,192

**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	56.8%
Spanish	29.1%
Arabic	3.4%
Korean	2.3%
Tagalog	2.0%
Other Languages	6.4%



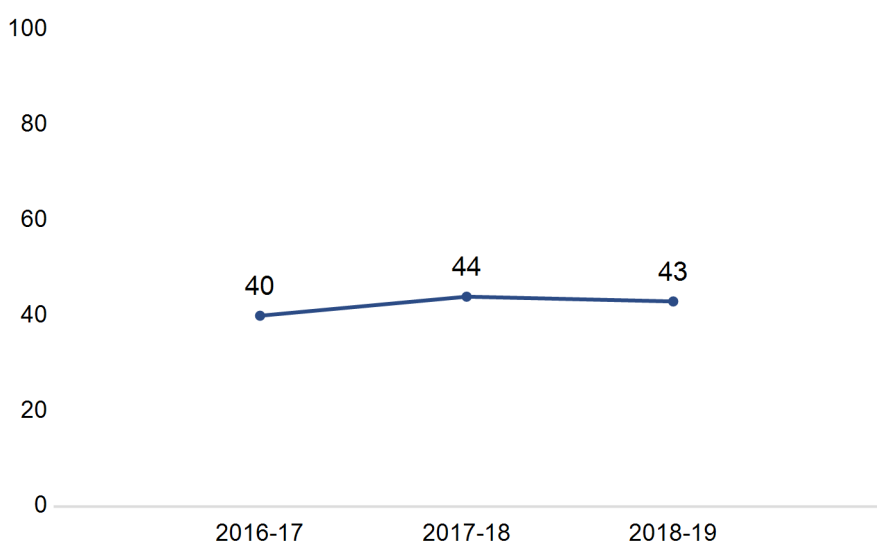
**Ridgefield Park Jr Sr High School**  
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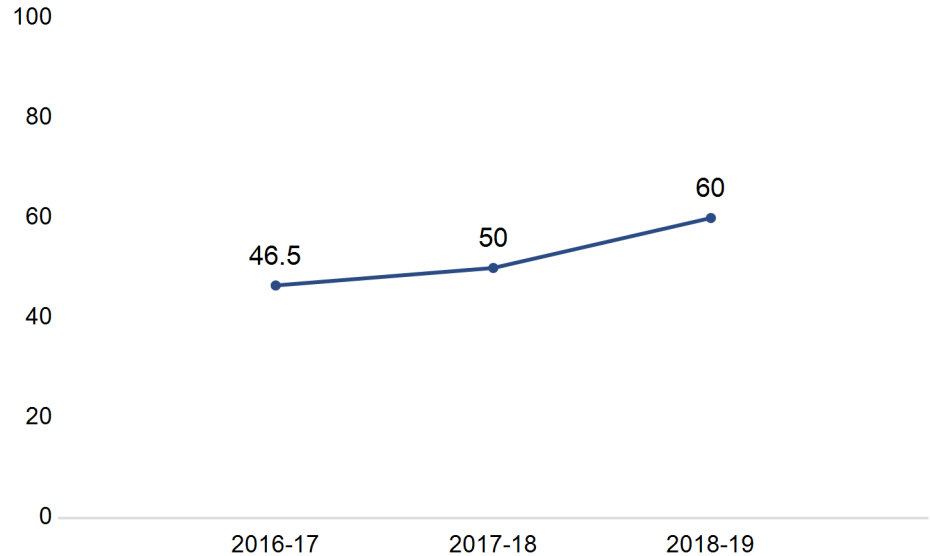
**Student Growth Trends and Progress**

These graphs illustrate trends in student growth over the last three years. Student growth is 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	40	44	43	46.5	50	60
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

**Student Growth**

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43	46	50	Met Standard	60	59.5	50	Exceeds Standard
White	38	44	50	Not Met	59	54	52	Met Standard
Hispanic	42	45	49	Met Standard	60	61	47	Exceeds Standard
Black or African American	20	32.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	54	62	59	Met Standard	68	65	60	**
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	50	49	53	N	60	59	50	N
Male	37	44	47	N	59	60	51	N
Economically Disadvantaged Students	43	50	48	Met Standard	54	54	46	Met Standard
Students with Disabilities	47	32	43	Met Standard	45	39	45	**
English Learners	*	60	52	**	*	59	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



**Ridgefield Park Jr Sr High School**  
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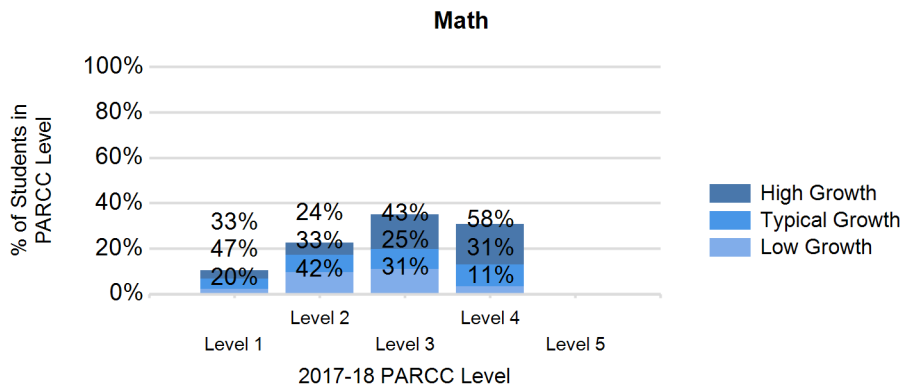
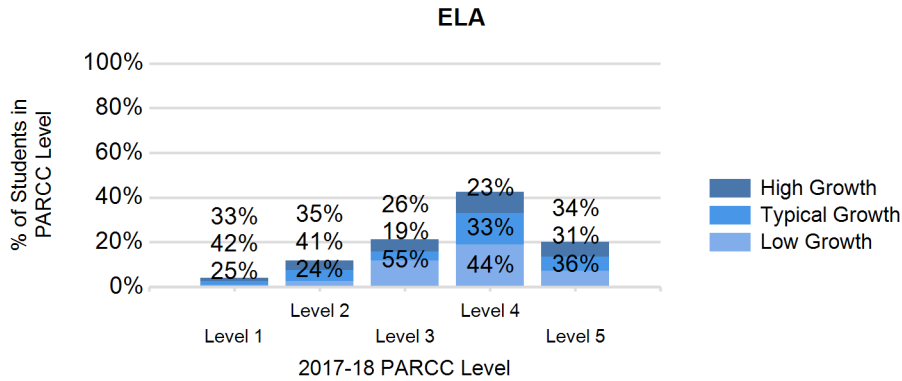
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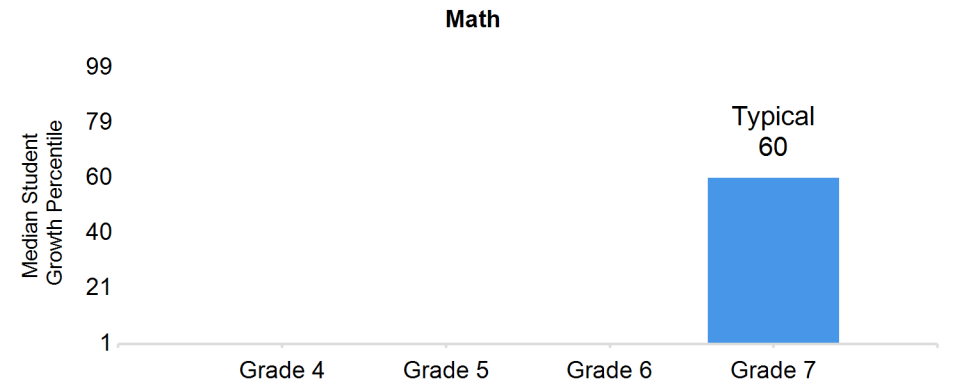
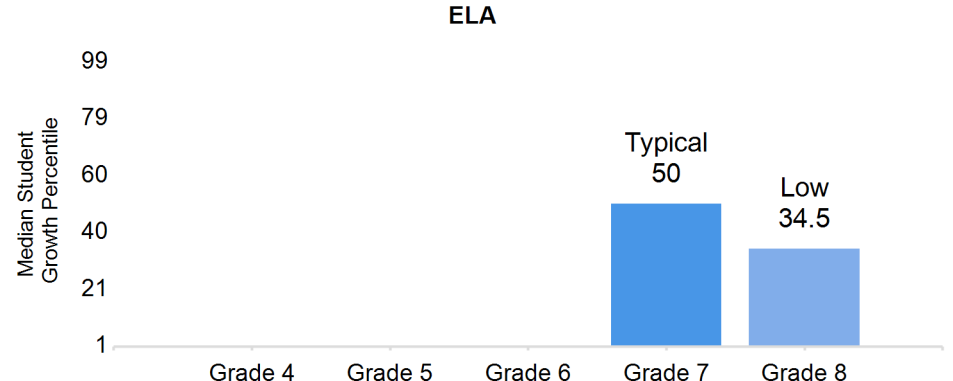
**Student Growth by Performance Level**

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.



**Student Growth by Grade**

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



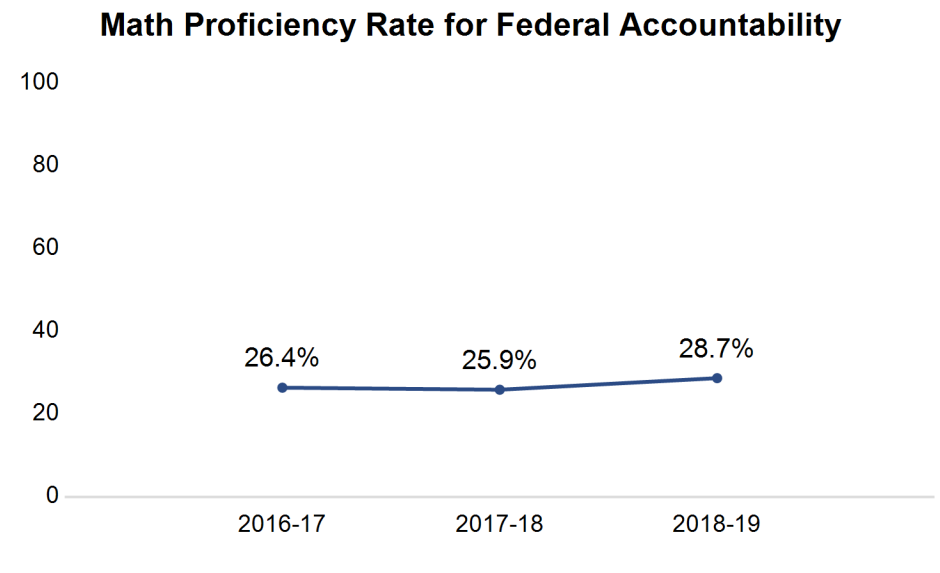
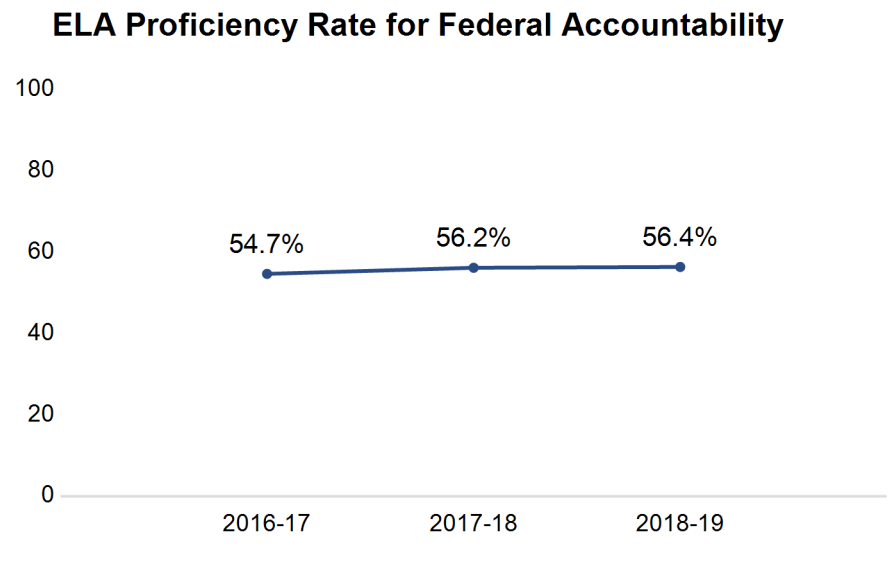


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**English Language Arts and Mathematics Performance Trends**

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.4%	98.3%	98.8%	99.3%	98.4%
Proficiency Rate for Federal Accountability	54.7%	56.2%	56.4%	26.4%	25.9%	28.7%
Annual Target	57.3%	58.5%	59.7%	28.9%	31.6%	34.3%
Met Annual Target?	Met Target†	Met Target†	Not Met	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.



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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	699	98.3	56.4	54.1	57.9	56.4	59.7	Not Met
White	167	97.1	55.7	51.7	66.9	55.7	59.9	Met Target†
Hispanic	413	98.6	53.5	52.2	43.9	53.5	58.3	Not Met
Black or African American	34	100.0	38.2	43.0	38.5	38.2	48.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	83	98.8	79.5	*	82.9	79.5	72.7	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	354	98.1	64.7	59.2	64.8	64.7		
Male	345	98.6	47.8	49.1	51.3	47.8		
Economically Disadvantaged Students	233	97.9	48.9	45.9	40.0	48.9	55.2	Not Met
Non-Economically Disadvantaged Students	466	98.5	60.1	58.4	67.9	60.1		
Students with Disabilities	97	97.1	26.8	*	22.7	26.8	22	Met Target
Students without Disabilities	602	98.6	61.1	*	65.1	61.1		
English Learners	52	98.1	26.9	30.1	29.3	26.9	25.6	Met Target
Non-English Learners	647	98.4	58.7	56.3	60.6	58.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

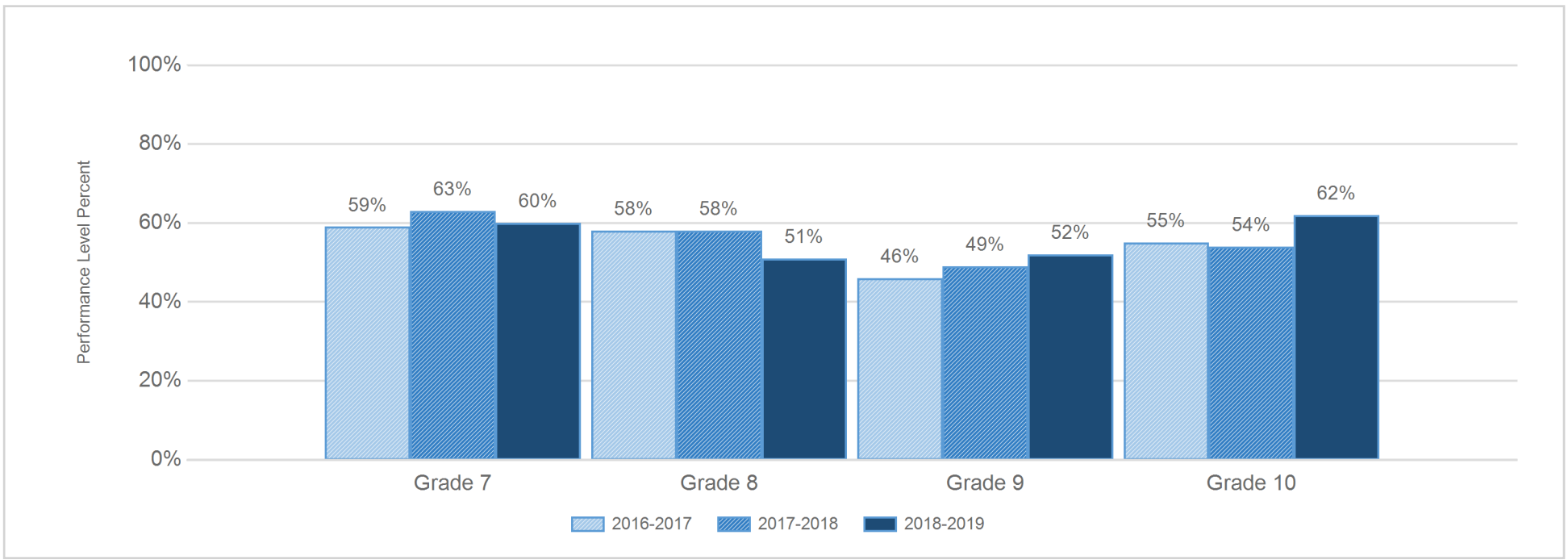


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**English Language Arts Assessment - Performance Trends**

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	149	758	758	761	*	*	23%	36%	23%	60%	63%
White	34	758	758	769	*	*	29%	*	*	56%	72%
Hispanic	90	756	756	747	*	*	20%	37%	22%	59%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	15	772	772	790	0%	0%	*	*	*	87%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	76	765	765	769	*	*	20%	*	*	67%	71%
Male	73	750	750	753	*	*	26%	*	*	52%	55%
Economically Disadvantaged Students	53	745	745	743	*	*	34%	*	*	42%	45%
Non-Economically Disadvantaged Students	96	765	765	771	*	*	17%	*	*	70%	73%
Students with Disabilities	17	721	721	720	*	*	*	*	*	12%	22%
Students without Disabilities	132	763	763	769	*	*	*	*	*	66%	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	154	755	755	762	7%	14%	27%	32%	19%	51%	63%
White	36	757	757	770	*	*	*	*	*	58%	72%
Hispanic	92	750	750	747	*	*	33%	*	*	45%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	17	789	789	794	0%	*	*	*	*	82%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	69	765	765	771	*	*	25%	*	*	59%	71%
Male	85	747	747	753	*	*	29%	*	*	45%	55%
Economically Disadvantaged Students	45	753	753	743	*	*	24%	*	*	53%	45%
Non-Economically Disadvantaged Students	109	756	756	772	*	*	28%	*	*	50%	72%
Students with Disabilities	16	723	723	721	*	*	*	*	*	19%	22%
Students without Disabilities	138	759	759	770	*	*	*	*	*	55%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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**English Language Arts Assessment - Performance by Grade: Grade 9**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	750	750	753	7%	13%	27%	43%	9%	52%	56%
White	51	752	752	762	*	*	31%	*	*	53%	65%
Hispanic	129	747	747	737	9%	13%	30%	*	*	48%	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	115	756	756	760	*	*	30%	*	*	57%	63%
Male	96	743	743	746	*	*	24%	*	*	47%	49%
Economically Disadvantaged Students	74	744	744	734	*	20%	27%	*	*	47%	36%
Non-Economically Disadvantaged Students	137	753	753	762	*	9%	28%	*	*	55%	65%
Students with Disabilities	26	720	720	717	*	*	*	*	*	15%	17%
Students without Disabilities	185	754	754	760	*	*	*	*	*	57%	63%
English Learners	14	717	717	693	*	*	*	*	*	*	*
Non-English Learners	197	752	752	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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**English Language Arts Assessment - Performance by Grade: Grade 10**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	760	760	757	9%	11%	19%	41%	21%	62%	58%
White	47	753	753	767	*	*	*	*	*	60%	67%
Hispanic	103	758	758	738	*	*	22%	46%	16%	61%	43%
Black or African American	10	745	745	733	*	*	*	*	*	40%	38%
Asian, Native Hawaiian, or Pacific Islander	27	783	783	792	*	*	*	*	*	78%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	102	770	770	766	*	*	13%	*	*	75%	66%
Male	85	747	747	749	*	*	26%	*	*	47%	51%
Economically Disadvantaged Students	65	748	748	735	*	*	17%	*	*	52%	40%
Non-Economically Disadvantaged Students	122	766	766	767	*	*	20%	*	*	67%	67%
Students with Disabilities	29	729	729	711	*	*	*	*	*	41%	19%
Students without Disabilities	158	765	765	765	*	*	*	*	*	66%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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	703	98.4	28.7	36.4	44.5	28.7	34.3	Not Met
White	168	97.2	29.2	35.7	54.1	29.2	38.2	Not Met
Hispanic	416	98.6	24.3	33.1	28.8	24.3	29.9	Not Met
Black or African American	34	100.0	20.6	27.8	23.0	20.6	29.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	83	98.8	53.0	*	76.5	53.0	47.4	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	354	98.1	27.7	33.5	44.9	27.7		
Male	349	98.6	29.8	39.1	44.2	29.8		
Economically Disadvantaged Students	234	98.0	22.6	31.1	26.3	22.6	27.6	Not Met
Non-Economically Disadvantaged Students	469	98.6	31.8	39.2	54.9	31.8		
Students with Disabilities	97	97.1	*	*	17.4	*	15.7	Not Met
Students without Disabilities	606	98.6	*	*	50.0	*		
English Learners	57	98.4	15.8	29.5	25.0	15.8	18.8	Met Target†
Non-English Learners	646	98.4	29.9	37.1	46.5	29.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

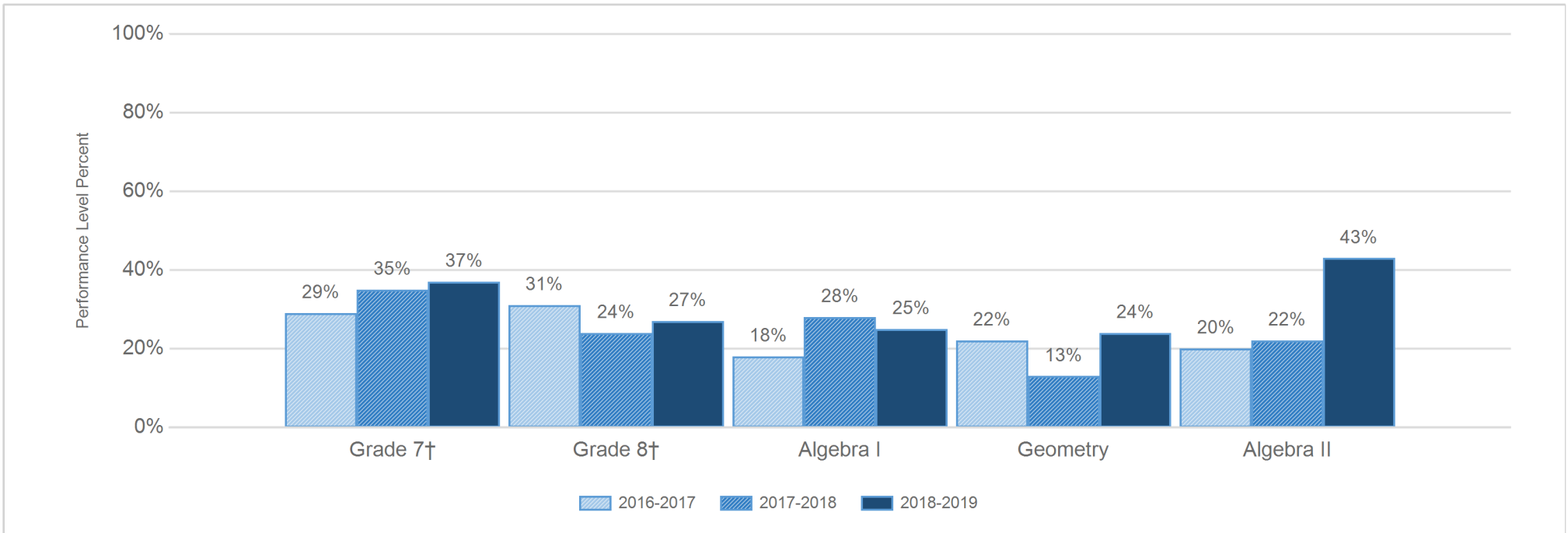


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**Mathematics Assessment – Performance Trends**

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
<b>Schoolwide</b>	151	740	740	744	7%	27%	28%	*	*	37%	42%
White	36	741	741	751	*	*	*	*	*	47%	53%
Hispanic	90	737	737	733	*	29%	32%	*	*	31%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	15	759	759	768	0%	*	*	*	*	53%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	77	739	739	744	*	30%	29%	*	*	35%	42%
Male	74	740	740	743	*	24%	28%	*	*	39%	42%
Economically Disadvantaged Students	53	732	732	731	*	34%	30%	*	*	25%	24%
Non-Economically Disadvantaged Students	98	744	744	751	*	23%	28%	*	*	44%	53%
Students with Disabilities	17	708	708	718	*	*	*	*	*	*	13%
Students without Disabilities	134	744	744	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Ridgefield Park Jr Sr High School**  
 (03-4380-050)  
 Grades Offered: 07-12  
 2018-2019

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**Mathematics Assessment - Performance by Grade: Grade 8**

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	114	729	729	728	18%	25%	30%	27%	0%	27%	29%
White	25	722	722	737	*	*	*	*	*	16%	38%
Hispanic	75	730	730	722	17%	23%	31%	29%	0%	29%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	48	729	729	731	*	25%	35%	*	*	23%	31%
Male	66	729	729	726	*	24%	26%	*	*	30%	27%
Economically Disadvantaged Students	36	727	727	719	*	31%	31%	*	*	22%	20%
Non-Economically Disadvantaged Students	78	730	730	735	*	22%	29%	*	*	29%	36%
Students with Disabilities	16	703	703	707	*	*	*	*	*	13%	10%
Students without Disabilities	98	733	733	734	*	*	*	*	*	30%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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**Mathematics Assessment - Performance by Test: Algebra I**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	237	732	732	744	11%	33%	31%	*	*	25%	42%
White	52	731	731	752	*	29%	29%	*	*	27%	53%
Hispanic	147	729	729	728	9%	39%	35%	*	*	18%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	119	732	732	745	10%	34%	33%	*	*	23%	44%
Male	118	732	732	743	11%	32%	30%	*	*	27%	41%
Economically Disadvantaged Students	85	729	729	727	12%	35%	32%	*	*	21%	23%
Non-Economically Disadvantaged Students	152	734	734	752	10%	32%	31%	*	*	27%	52%
Students with Disabilities	31	714	714	717	32%	39%	*	*	*	10%	12%
Students without Disabilities	206	735	735	748	7%	33%	*	*	*	27%	47%
English Learners	21	715	715	710	*	*	*	*	*	*	*
Non-English Learners	216	734	734	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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**Mathematics Assessment - Performance by Test: Geometry**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	157	730	730	737	10%	29%	37%	24%	0%	24%	35%
White	45	731	731	743	*	33%	36%	*	*	24%	43%
Hispanic	86	728	728	724	12%	29%	38%	21%	0%	21%	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	80	734	734	738	*	*	50%	25%	0%	25%	36%
Male	77	726	726	736	*	*	23%	23%	0%	23%	34%
Economically Disadvantaged Students	52	725	725	722	*	31%	37%	*	*	19%	16%
Non-Economically Disadvantaged Students	105	733	733	743	*	29%	37%	*	*	27%	43%
Students with Disabilities	23	708	708	712	*	*	*	*	*	*	*
Students without Disabilities	134	734	734	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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**Mathematics Assessment - Performance by Test: Algebra II**

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	747	747	755	0%	*	*	43%	0%	43%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	19	747	747	731	0%	*	*	*	*	47%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	13	754	754	777	0%	*	*	*	*	54%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	13	747	747	729	0%	*	*	*	*	38%	32%
Non-Economically Disadvantaged Students	34	747	747	761	0%	*	*	*	*	44%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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**DLM Alternate Assessment - Participation**

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	*	*
8	*	*
9	N	N
10	N	N
11	*	*

**English Language Progress to Proficiency**

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.6%	40.9%	Met Target†

† Target was met within one standard deviation

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

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	41	*	*
3-4	11	81.8%	18.2%
5 or more	*	*	*



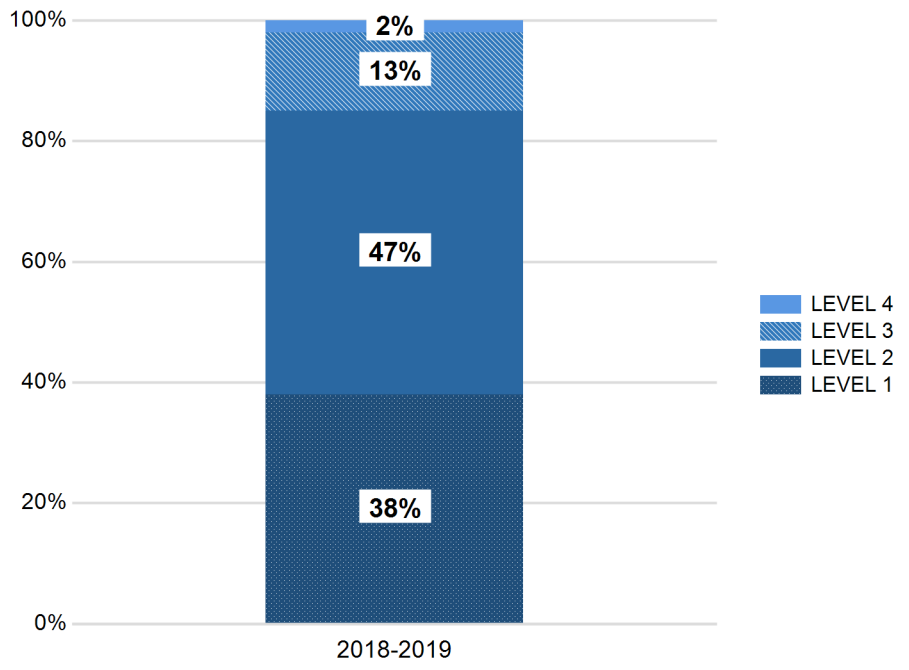
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

**NJSLA Science Assessment: Grade 8 Summary**

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



**NJSLA Science Assessment: Grade 8**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	38	47	13	2
White	38	43	19	0
Hispanic	43	48	6	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	41	13	3
Male	34	52	13	1
Economically Disadvantaged Students	44	42	11	2
Non-Economically Disadvantaged Students	35	49	14	2
Students with Disabilities	75	19	6	0
Students without Disabilities	34	50	14	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



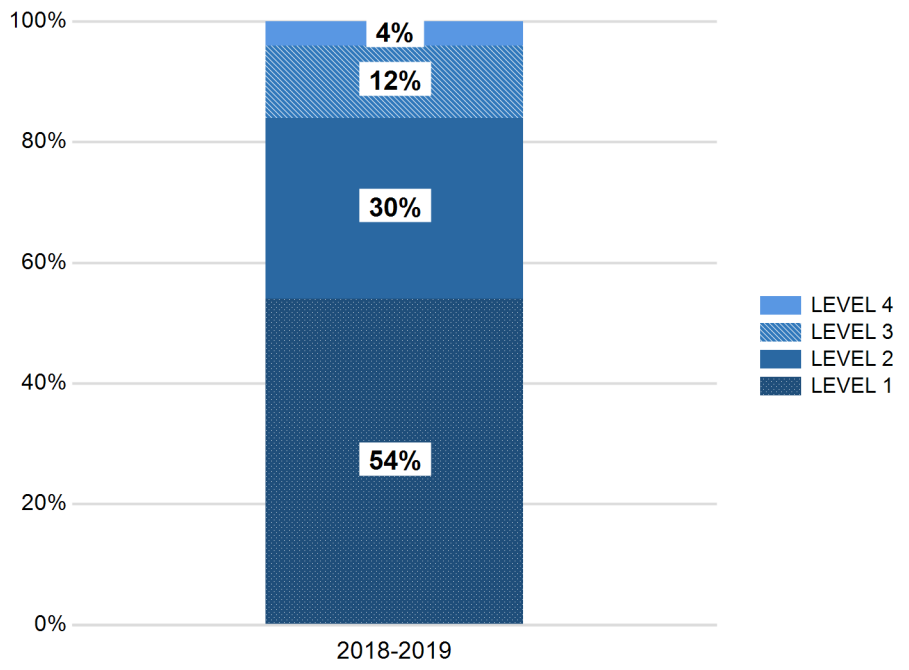
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**NJSLA Science Assessment: Grade 11 Summary**

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



**NJSLA Science Assessment: Grade 11**

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	54	30	12	4
White	46	37	11	6
Hispanic	58	28	11	3
Black or African American	76	18	6	0
Asian, Native Hawaiian, or Pacific Islander	42	31	23	4
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	56	31	11	3
Male	53	29	13	6
Economically Disadvantaged Students	54	36	9	1
Non-Economically Disadvantaged Students	55	26	14	5
Students with Disabilities	88	8	0	4
Students without Disabilities	50	33	13	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

**PSAT, SAT, & ACT - Participation**

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	35.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	74.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	6.0%	19.6%

**PSAT, SAT, & ACT - Performance**

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	506	476	Grade 10: 430 Grade 11: 460	80%	61%
PSAT 10/NMSQT - Math	493	477	Grade 10: 480 Grade 11: 510	43%	43%
SAT - Reading and Writing	528	539	480	74%	70%
SAT - Math	511	541	530	40%	53%
ACT - Reading	22	25	22	50%	66%
ACT - English	24	24	18	64%	81%
ACT - Math	22	24	22	43%	65%
ACT - Science	22	24	23	50%	57%



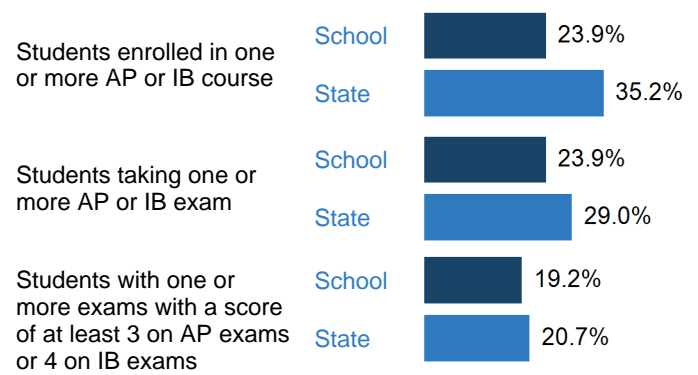
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

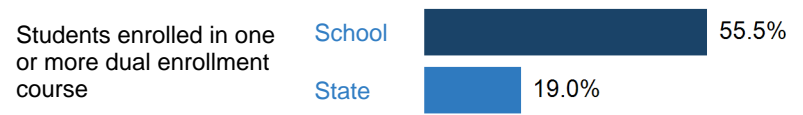
**AP/IB Coursework – Participation and Performance**

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



**Dual Enrollment Coursework - Participation**

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



**AP/ IB Courses Offered**

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	16	16
AP Calculus AB	24	24
AP Chemistry	9	9
AP Computer Science Principles	0	1
AP English Language and Composition	8	8
AP English Literature and Composition	0	8
AP European History	7	7
AP Physics 1	19	19
AP Psychology	23	23
AP Spanish Language	17	17
AP Studio Art—Drawing Portfolio	19	10
AP Studio Art—Three-Dimensional	0	5
AP Studio Art—Two-Dimensional	0	4
AP U.S. History	16	16
<b>Total Exams taken</b>		<b>167</b>
<b>Exams with scores of at least 3 on AP exams or 4 on IB exams</b>		<b>133</b>



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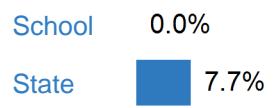
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

**Career and Technical Education Participation**

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

**CTE Participants**

(completed only one course in an approved CTE program)



**CTE Concentrators**

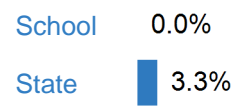
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



**Structured Learning Experiences Participation**

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

**Structured Learning Experiences**





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

**Career and Technical Education Participation by Student Group**

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

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



**Ridgefield Park Jr Sr High School**  
 (03-4380-050)  
 Grades Offered: 07-12  
 2018-2019

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**Industry-Valued Credentials**

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

**Students Earning Industry-Valued Credentials**



**Industry-Valued Credentials by Career Cluster**

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Business Management & Administration	*		
Health Science	*	*	*
Hospitality & Tourism	*		
Human Services	*		
Information Technology	*		
Transportation, Distribution & Logistics	*		
<b>Total (All Clusters)</b>	<b>15</b>	<b>*</b>	<b>*</b>



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

### Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
7	0	0	0	0	0	0	161
8	41	0	0	0	0	0	115
9	180	34	0	0	0	0	7
10	14	134	48	0	1	0	2
11	1	15	67	50	0	0	100
12	0	4	5	47	35	0	70
Total	236	187	120	97	36	0	455
Enrolled in AP/IB Course					24	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

### Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	215	0	0	0	0	0
10	20	174	0	0	0	7
11	14	28	0	0	183	19
12	2	7	0	0	53	37
Total	251	209	0	0	236	63
Enrolled in AP/IB Course	16	9		0	19	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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**Social Studies and History - Course Participation**

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	221	0	0	0	0	18
10	6	184	0	1	0	19
11	2	223	0	73	34	6
12	1	15	0	95	99	41
Total	230	422	0	169	133	84
Enrolled in AP/IB Course	0	16	0	23		7
Enrolled in Dual Enrollment Course	0	18	0	95	106	0

**World Languages - Course Participation**

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	88	0	43	0	0	0	0
8	115	0	22	0	0	0	0
9	161	0	26	0	0	0	0
10	144	0	20	0	0	0	0
11	99	0	18	0	0	0	0
12	38	0	7	0	0	0	0
Total	645	0	136	0	0	0	0
Enrolled in AP/IB Course	17	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	52	0	17	0	0	0	0
Enrolled in Level 3 or Higher	97	0	19	0	0	0	0



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**Computer Science and Information Technology – Course Participation**

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
7	N	N	N	N	N	N
8	N	N	N	N	N	N
9	1	0	0	0	0	0
10	16	0	0	0	0	0
11	10	0	0	0	0	0
12	15	0	0	0	0	0
Total	42	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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**Seal of Biliteracy**

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

Language	Students Earning a Seal of Biliteracy
Total	0



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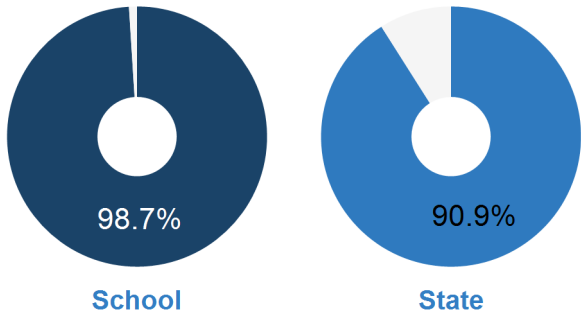
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**Visual and Performing Arts – Course Participation**

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.

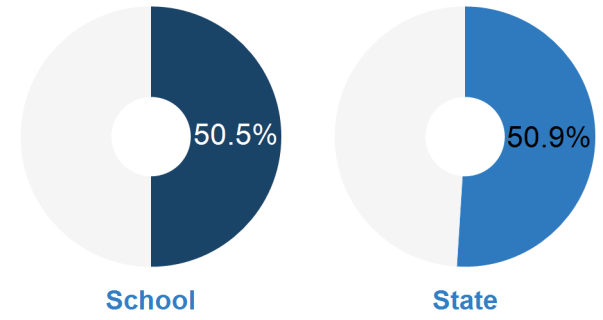
**Grades 6-8:**

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

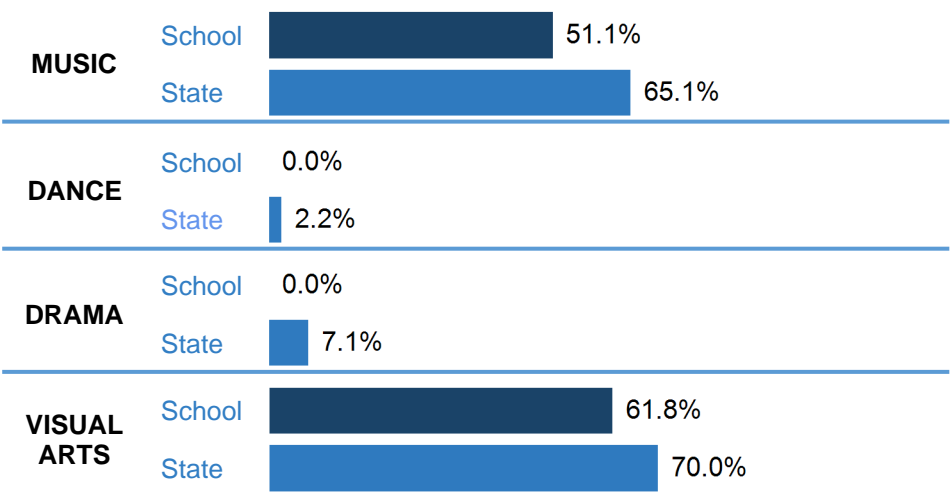


**Grades 9-12:**

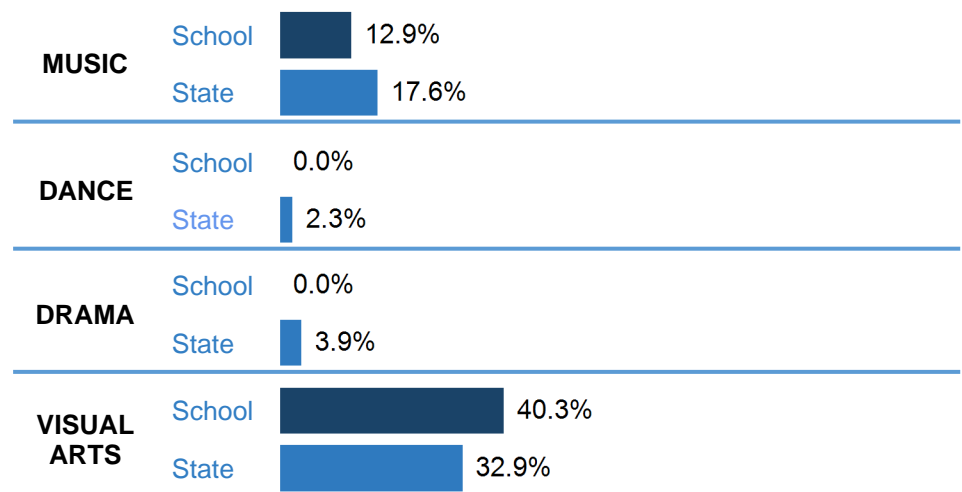
Students enrolled in one or more **visual and performing arts** classes



Students enrolled in one or more classes by discipline:



Students enrolled in one or more classes by discipline:





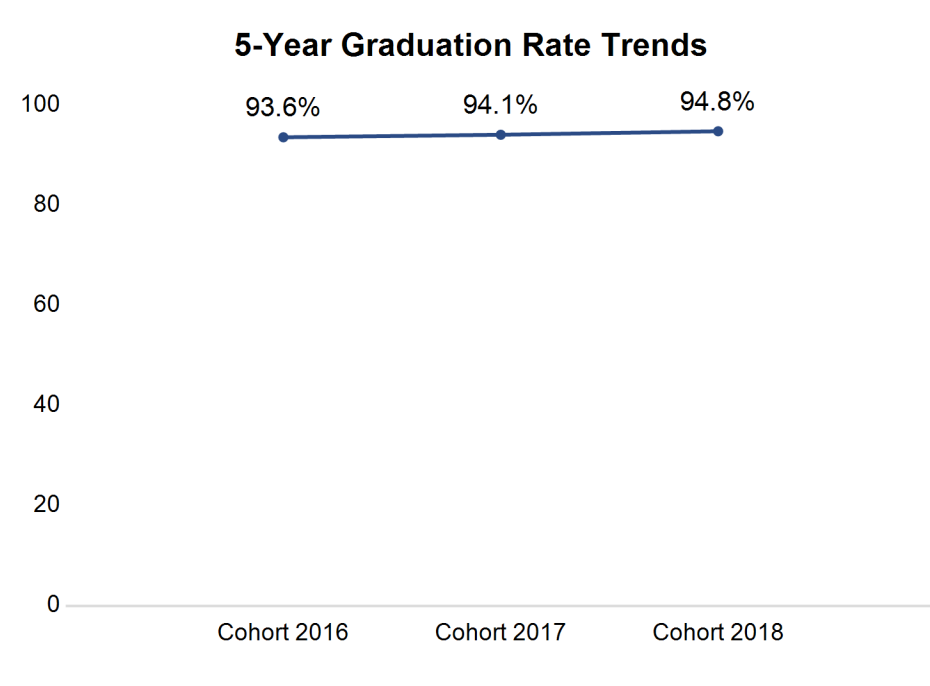
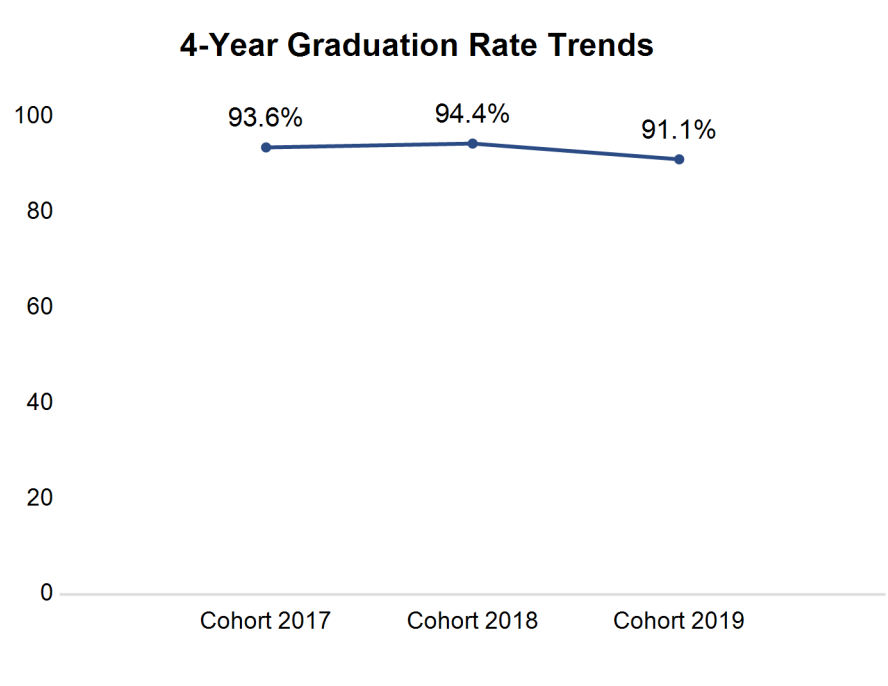
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

**Graduation Rate Trends and Progress**

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.6%	94.4%	91.1%	93.6%	94.1%	94.8%
Annual Target	93.0%	93.1%		93.4%	93.5%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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**Graduation Rates**

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	91.1%	90.6%	94.8%	92.5%	94.4%	93.1%	Met Target	94.1%	93.5%	Met Target
White	89.2%	94.9%	88.9%	95.9%	90.1%	93.7%	Not Met	96.1%	N	Met Goal
Hispanic	93.1%	84.5%	96.5%	87.3%	95.8%	N	Met Goal	91.6%	96.0%	Not Met
Black or African American	61.5%	83.3%	94.7%	87.1%	89.5%	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	97.5%	96.9%	100.0%	97.8%	100.0%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	N	N	N
Female	89.7%	92.8%	97.9%	94.4%	97.9%			95.5%		
Male	92.6%	88.5%	91.6%	90.8%	90.8%			92.8%		
Economically Disadvantaged Students	90.6%	84.0%	95.8%	87.3%	93.7%	85.6%	Met Target	91.0%	91.1%	Not Met
Students with Disabilities	72.7%	79.2%	82.9%	83.8%	79.4%	92.7%	Not Met	91.3%	88.8%	Met Target
English Learners	87.5%	75.4%	84.6%	80.1%	84.6%	**	**	94.4%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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**Graduation Pathways**

**Dropout Rate Trends**

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

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	79.1%	59.8%
Substitute Competency Test	17.1%	35.9%
Portfolio Appeals Process	0.0%	0.0%
Alternate Requirements specified in IEP	3.8%	4.3%
Unknown	0.0%	0.0%

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	2.0%	1.2%
2016-2017	1.6%	1.1%



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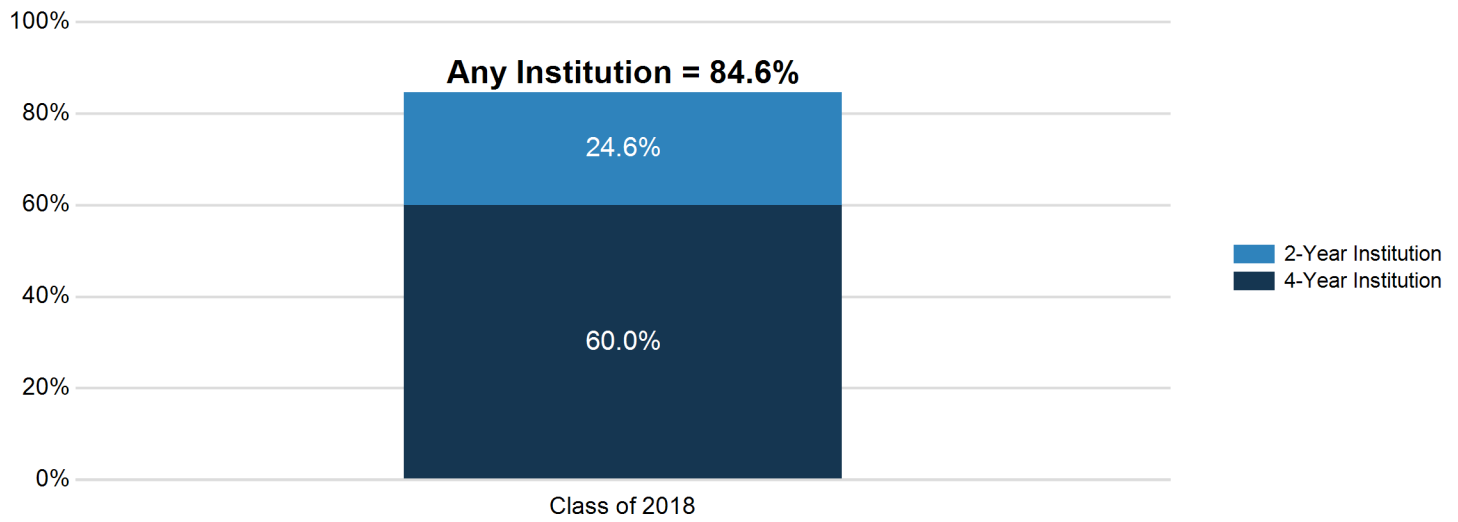
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

**Postsecondary Enrollment Rate Summary**

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

**Postsecondary Enrollment 16 months after Graduation**



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	24.6%
% Enrolled in 4-Year Institution	60.0%
% Enrolled in Any Postsecondary Institution	84.6%



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**Postsecondary Enrollment Rates: Fall**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	75.4%	39.3%	60.7%
White	83.1%	33.3%	66.7%
Hispanic	69.9%	40.7%	59.3%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged	77.9%	41.7%	58.3%
Students with Disabilities	61.1%	72.7%	27.3%
English Learners	*	*	*

**Postsecondary Enrollment Rates: 16 month**

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	84.6%	29.1%	70.9%	74.1%	25.9%	81.4%	18.6%
White	86.8%	23.7%	76.3%	81.4%	18.6%	83.1%	16.9%
Hispanic	83.6%	32.5%	67.5%	70.9%	29.1%	81.2%	18.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.2%	30%	70%	70%	30%	80%	20%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged	81.6%	23.8%	76.3%	77.5%	22.5%	83.8%	16.3%
Students with Disabilities	72.4%	42.9%	57.1%	76.2%	23.8%	90.5%	9.5%
English Learners	*	*	*	*	*	*	*



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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.

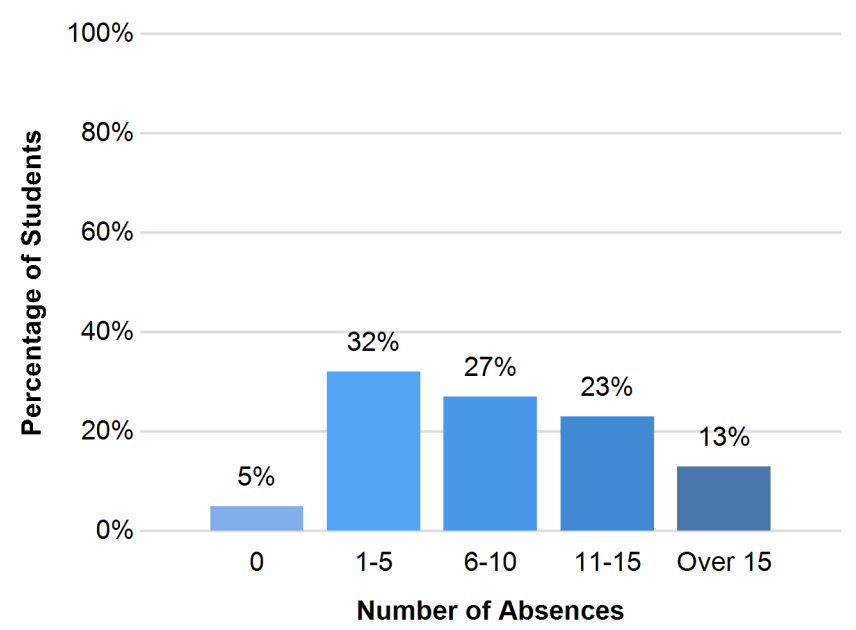
**Chronic Absenteeism**

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	125	10.3	12.6	Met
White	35	11.2	12.6	Met
Hispanic	75	10.9	12.6	Met
Black or African American	*	*	12.6	Met
Asian, Native Hawaiian, or Pacific	7	4.6	12.6	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	54	8.6		
Male	71	12.0		
Economically Disadvantaged Students	51	11.8	12.6	Met
Students with Disabilities	34	19.5	12.6	Not Met
English Learners	4	6.8	12.6	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.





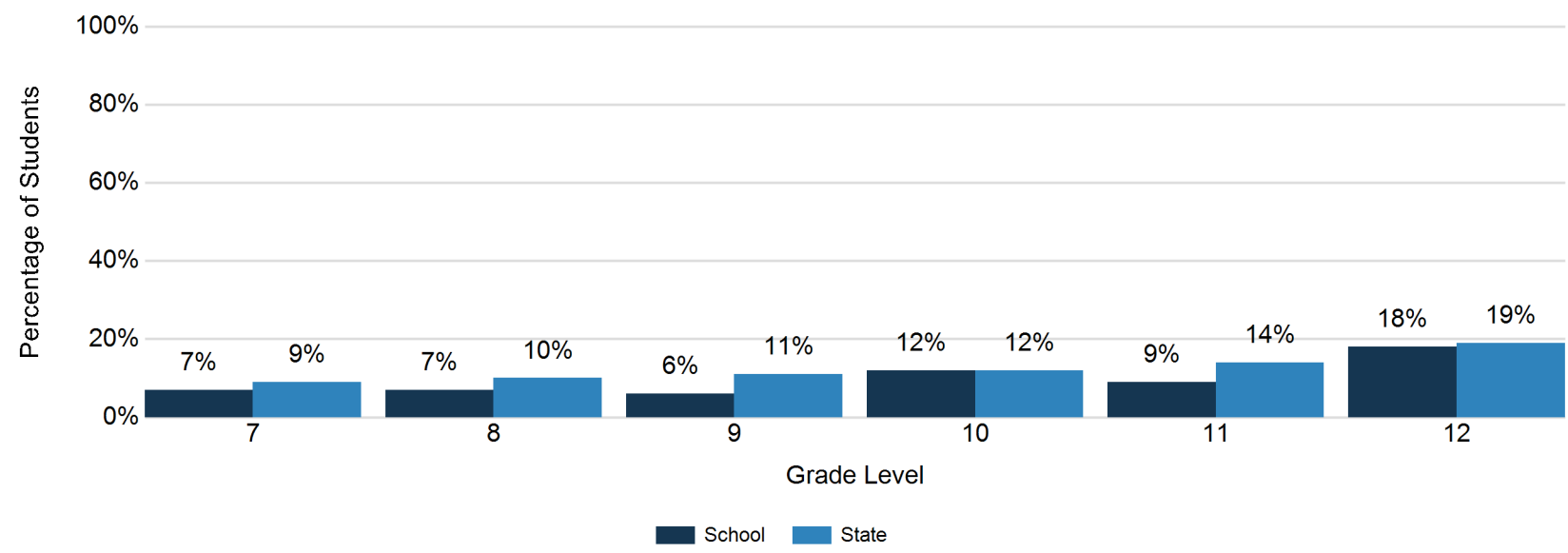
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### Chronic Absenteeism by Grade

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	24
Weapons	2
Vandalism	5
Substances	8
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	44
Incidents Per 100 Students Enrolled	3.69

**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	6
Weapons	1
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	6



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 2018-2019

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

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	3	3
No Identified Nature	3		3

**Student Disciplinary Removals**

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	101	8.5%
Any Suspension	102	8.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
429



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**School Day**

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 50 Mins
Shared Time - Instructional Time	6 Hrs. 50 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	1.3:1



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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	90	118,214
Average years experience in public schools	12.6	12.1
Average years experience in district	11.6	10.8
Percentage of Teachers with 4 or more years experience in the district	80.0%	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	17	9,530
Average years experience in public schools	19.7	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

**Student and Staff Ratios**

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	132:1	133:1
Teachers to Administrators	10:1	11:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		452:1
Students to Counselors		251:1
Students to Child Study Team Members		323:1



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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	51.8%	57.8%	44.4%	48.4%	77.1%	54.9%
Male	48.2%	42.2%	55.6%	51.6%	22.9%	45.1%
White	25.2%	93.3%	77.8%	42.4%	83.6%	77.4%
Hispanic	56.8%	4.4%	22.2%	29.9%	7.3%	7.2%
Black or African American	5.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	11.7%	2.2%	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	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	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.

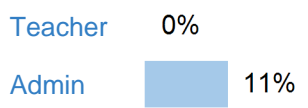
**Bachelor's Degree**



**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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

**Faculty Attendance**

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

School Year	% Days Present
2018-19	97.7%



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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	54.7%	56.2%	56.4%
Math Proficiency	26.4%	25.9%	28.7%
ELA Growth	40	44	43
Math Growth	46	50	60
4-Year Graduation Rate†	93.6%	94.4%	91.1%
5-Year Graduation Rate†	93.6%	94.1%	94.8%
Progress toward English Language Proficiency		70.5%	36.6%
Chronic Absenteeism	13.9%	*	10.3%

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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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.

 <b>Highlights:</b>	<ul style="list-style-type: none"> <li>The school has been honored with a silver award by US News and World Report in the 2018 ranking of the nation's high schools.</li> <li>JSHS has been recognized for its peer mediation and mentoring program which trains and utilizes upperclassmen as mentors to younger students and assist in mediating disputes that occur between them.</li> <li>On the State NJSLS Assessments, students school wide exceeded the Median Student Growth Percentile (MSGP) for Mathematics.</li> </ul>
 <b>Mission, Vision, Theme:</b>	<p>While we are very proud of our academic program, our top priority remains developing well-rounded young adults. Our entire faculty supports a shared mission of combining academic excellence and the development of sound body and mind so that students will be prepared to become productive members of society. The administration and faculty share in a vision to produce students who are emotionally, socially, and intellectually ready for life beyond high school.</p>
 <b>Awards, Recognition, Accomplishments:</b>	<p>Our students routinely excel in all forms of academic and athletic competition. Amongst the awards and accolades received are: 2 students finished in the top 5 of all entries in the Rider University Business Concept competition, our Academic Decathlon team received 7 awards in regional competition, students were successful in the NJ High School Consumer Bowl, the Debate Team received medals at every debate of the season and finished near the top of the county in speaker awards, team record and judging. In the visual arts, our students received awards in regional, state and national competitions, including the AANJ Emerging Artists competition and Scholastic Arts National Competition, DECA competitors saw widespread regional success including one student who scored the highest in his area in the entire region, and the school was also recognized by the NJSIAA with the NJSIAA Sportsmanship Award.</p>






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>AP courses in Biology, Chemistry, Physics, Calculus, English, European History, US History, Spanish, Psychology, and Art are offered to students in grades 10,11 &amp; 12. 165 AP exams were administered in Spring 2019. 79.4% of the exams resulted in a score of 3 or higher. Additionally, 18 dual enrollment courses are offered to students in grades 11 &amp; 12 where college credit can be earned through post secondary partnerships. New program preparation includes CTE programs in Business Management and the Culinary Arts and an Early College Program which will allow students to earn their Associate's Degree while still in high school. these programs will will be offered beginning with the 2019-20 school year.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys &amp; Girls)</p> <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Bowling (Boys &amp; Girls), Cross-Country (Boys &amp; Girls), Football (Boys), Soccer (Boys &amp; Girls), Softball (Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Boys) Ridgefield Park enjoyed an outstanding athletic year. We had 39 fall athletes earn all-division honors, 44 in the winter season and 47 in the spring. Ridgefield Park enjoys a rich history of success in athletic competition. We take pride in the sportsmanship demonstrated by our coaches and athletes which is reflected in the fact that all of our athletes and coaches remained ejection free throughout the 2018-2019 school year.</p>
 <p><b>Clubs and Activities:</b></p>	<p>RPJSHS offers more than 25 extra-curricular clubs/activities to students in grades 7-12; and 8 Academic Honor Societies. Through these activities, students have the opportunity for community service, personal growth, and expression. Additionally, the district has 5 academic competition teams including Academic Decathlon, Debate and Math League.</p>






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 <p><b>Before and After School Programs:</b></p>	<p>At the Ridgefield Park Jr.-Sr. High School, immigrant students may participate in an immigrant transition and support extended day program provided through Title III Immigrant funds. In addition, the Title IV Support Program for At-Risk Students at the Ridgefield Park Jr.-Sr. High School provides supplemental mentoring and academic support for high school students at-risk of not meeting graduation requirements.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Professional development occurs throughout the school year via participation in PLCs, district professional development days and outside conferences and workshops. Topics include: Google Classroom, Supporting Students in Special Education, Recognition of Substance Abuse, Making Content Comprehensible for ELLs, Character Education and Creating Gender Inclusive Classrooms and incorporating Growth Mindset and SEL strategies.</p>
 <p><b>Postsecondary Information:</b></p>	<p>The Ridgefield Park Junior-Senior High School thoroughly prepares students for post-secondary opportunities. The Guidance Department hosts College Night and Financial Aid Night each year for both students and parents. During the school day, colleges, universities, technical schools, and the military visit the school at lunch to provide students with information on the programs offered. An SAT preparation class is also offered as an elective for students in Grade 11.</p>






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 <p><b>Student Supports and Services:</b></p>	<p>The I&amp;RS Team support the needs of students who are experiencing difficulty within the general education program. In collaboration with teachers and parents, the team recommends intervention strategies designed to support the needs of the learner. Special Education provides services via our Autism Program and our MD and BD Programs for middle and high school students. Additionally, we offer resource and in-class support classes.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our Health and Wellness committee ensures that the district is in compliance with the requirements outlined in the policy for the Health and Wellness of our students. Our SAC counselor and student mentors and mediators work extensively with students to address conflicts and the SAC and child study team also work extensively with students having social and/or emotional issues. The school is also embracing SEL and incorporating it into daily instruction and routines. This includes incorporating strategies that help to build growth mindset and the incorporation of mindfulness exercises.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>The PTSA, SEPAC, Project Graduation Committee, Athletic hall of Fame Committee, Athletic Booster Club and Alumni Association meet regularly. Meetings are open to all community members as appropriate for the individual group. Genesis is used to report student progress and attendance through a parent portal which can be found on the district website.</p>






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### School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers</p>
 <p>Facilities:</p>	<p>Upgrades were made to the Air conditioning system with the installation of a new chiller and to the heating system with the addition of new boilers.</p>
 <p>School Safety:</p>	<p>The school has enhanced its security with protocols by updating and adding to the number of security cameras in the building. A security vestibule was also added to the main entrance. A Raptor system to screen and register guests to the building was another welcome addition. Lastly, students are now required to wear IDs to help identify who should or should not be in the building.</p>




**Ridgefield Park Jr Sr High School**  
 (03-4380-050)  
 Grades Offered: 07-12  
 2018-2019

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School Narrative

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 <p>Technology and STEM:</p>	<p>The school continues to expand the technology available to students and staff. Additional Chromebook carts were added this year and two computer labs were updated with new desktops. The school also implemented a school level technology committee to ensure a coherent set of goals and objectives regarding technology adoption, use and integration within the building.</p>
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**Roosevelt Elementary School**  
(03-4380-080)  
Grades Offered: KG-06  
2018-2019

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

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



**Roosevelt Elementary School**  
(03-4380-080)  
Grades Offered: KG-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	Bergen
District	Ridgefield Park Public School District
Principal Name	Mr. Matthew Perrapato
Address	508 TEANECK ROAD RIDGEFIELD PARK, NJ 07660
Phone Number	201-440-0808
Email Address	<a href="mailto:mperrapato@rpschools.net">mperrapato@rpschools.net</a>
Website	<a href="http://rpps.net">http://rpps.net</a>



**Roosevelt Elementary School**  
(03-4380-080)  
Grades Offered: KG-06  
2018-2019

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

### Enrollment Trends by Grade

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	3	0	51
1	1	4	63
2	52	48	52
3	72	53	49
4	73	72	53
5	73	74	71
6	66	73	79
Total	340	324	418

### 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	44.1%	45.1%	50.0%
Male	55.9%	54.9%	50.0%
Economically Disadvantaged Students	34.4%	36.7%	35.6%
Students with Disabilities	14.1%	11.7%	14.6%
English Learners	2.4%	3.1%	7.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.2%
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	24.7%	26.9%	23.4%
Hispanic	57.4%	59.0%	64.4%
Black or African American	4.4%	4.3%	4.1%
Asian	13.5%	9.9%	7.4%
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	0.0%	0.0%	0.7%

### 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	N	0
KG - Full Day	3	N	51

### 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	63.6%
Spanish	28.0%
Korean	2.2%
Arabic	1.4%
Albanian	1.2%
Other Languages	3.6%



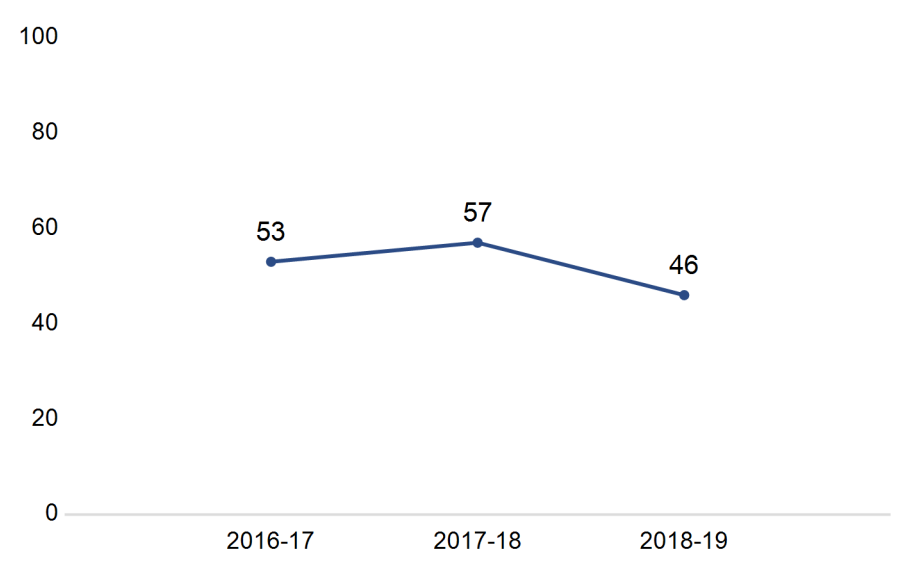
**Roosevelt Elementary School**  
 (03-4380-080)  
 Grades Offered: KG-06  
 2018-2019

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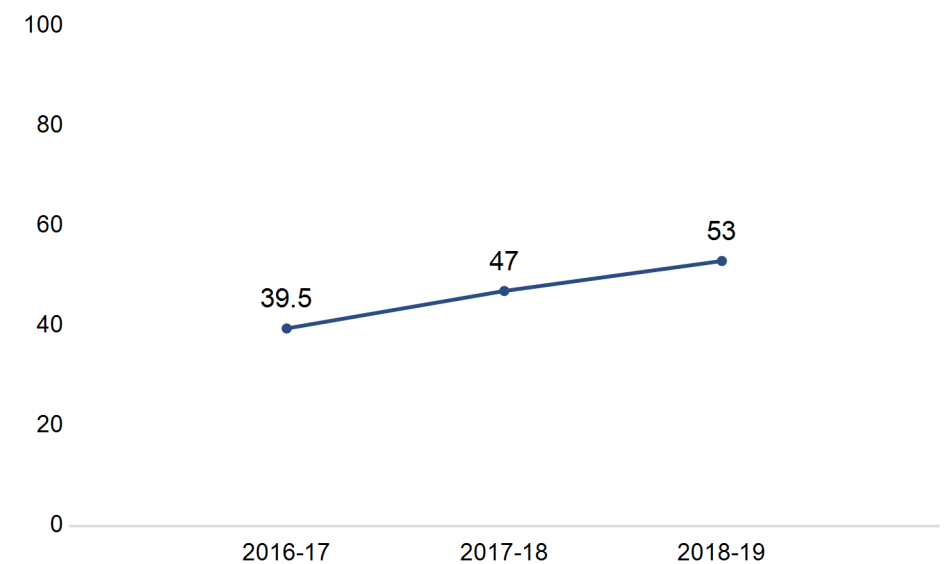
**Student Growth Trends and Progress**

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	53	57	46	39.5	47	53
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

### Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	46	46	50	Met Standard	53	59.5	50	Met Standard
White	52.5	44	50	Met Standard	42.5	54	52	Met Standard
Hispanic	42	45	49	Met Standard	58	61	47	Met Standard
Black or African American	*	32.5	45	**	*	44	43	**
Asian, Native Hawaiian, or Pacific Islander	64.5	62	59	**	55	65	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	45.5	49	53	N	50	59	50	N
Male	46	44	47	N	55	60	51	N
Economically Disadvantaged Students	56	50	48	Met Standard	50	54	46	Met Standard
Students with Disabilities	14	32	43	Not Met	28	39	45	Not Met
English Learners	49	60	52	**	62	59	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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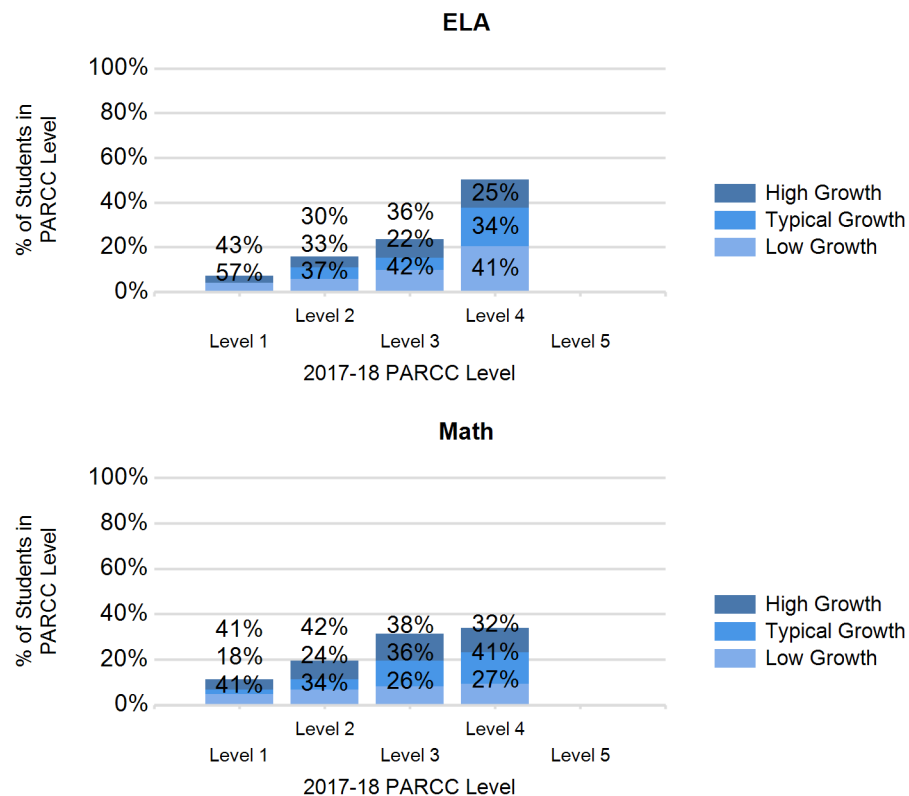
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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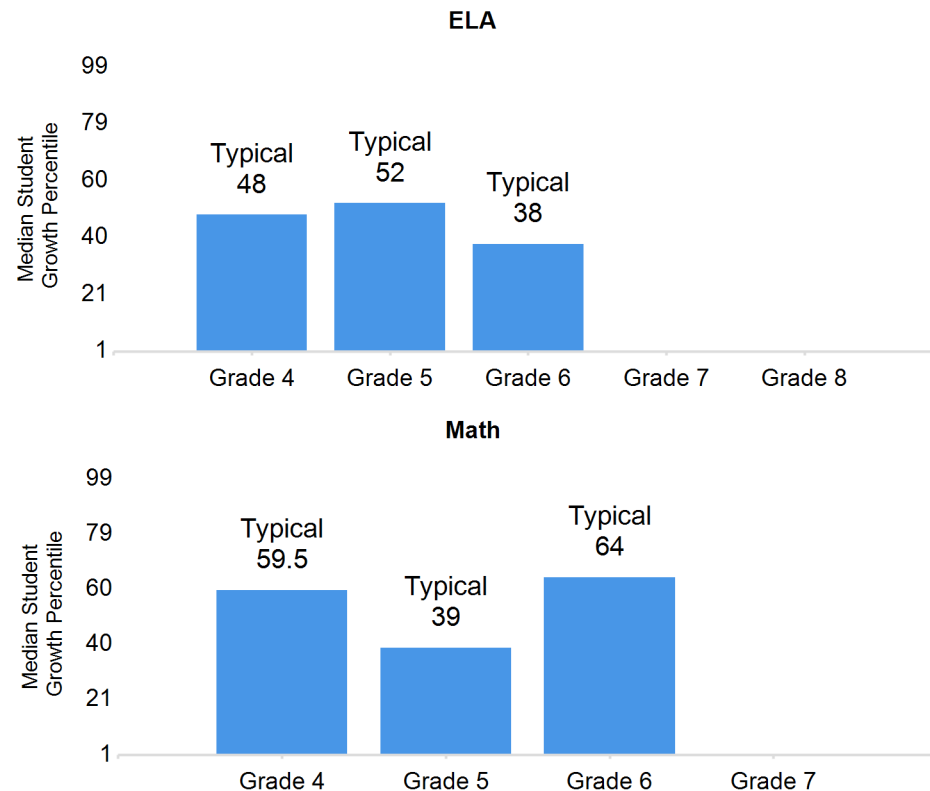
**Student Growth by Performance Level**

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.





**Roosevelt Elementary School**  
(03-4380-080)  
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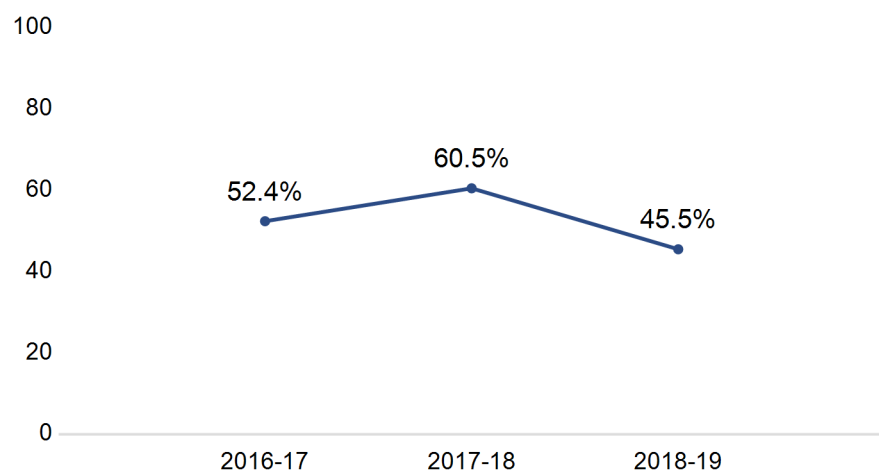
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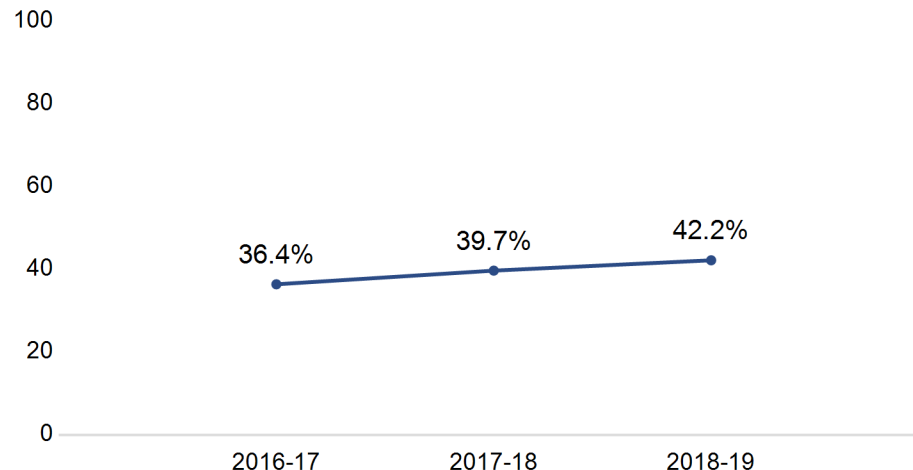
## English Language Arts and Mathematics Performance Trends

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	100.0%	99.6%	98.8%	100.0%	99.6%	98.8%
Proficiency Rate for Federal Accountability	52.4%	60.5%	45.5%	36.4%	39.7%	42.2%
Annual Target	55.5%	56.8%	58.1%	42.8%	44.7%	46.7%
Met Annual Target?	Met Target†	Met Target	Not Met	Not Met	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	242	98.8	45.5	54.1	57.9	45.5	58.1	Not Met
White	67	100.0	50.7	51.7	66.9	50.7	69.5	Not Met
Hispanic	146	98.0	43.2	52.2	43.9	43.2	50.1	Not Met
Black or African American	*	*	*	43.0	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	68.7	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	115	98.3	47.0	59.2	64.8	47.0		
Male	127	99.2	44.1	49.1	51.3	44.1		
Economically Disadvantaged Students	74	100.0	29.7	45.9	40.0	29.7	49.9	Not Met
Non-Economically Disadvantaged Students	168	98.3	52.4	58.4	67.9	52.4		
Students with Disabilities	34	97.2	*	*	22.7	*	30.6	Not Met
Students without Disabilities	208	99.1	*	*	65.1	*		
English Learners	22	100.0	22.7	30.1	29.3	22.7	N	N
Non-English Learners	220	98.7	47.7	56.3	60.6	47.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



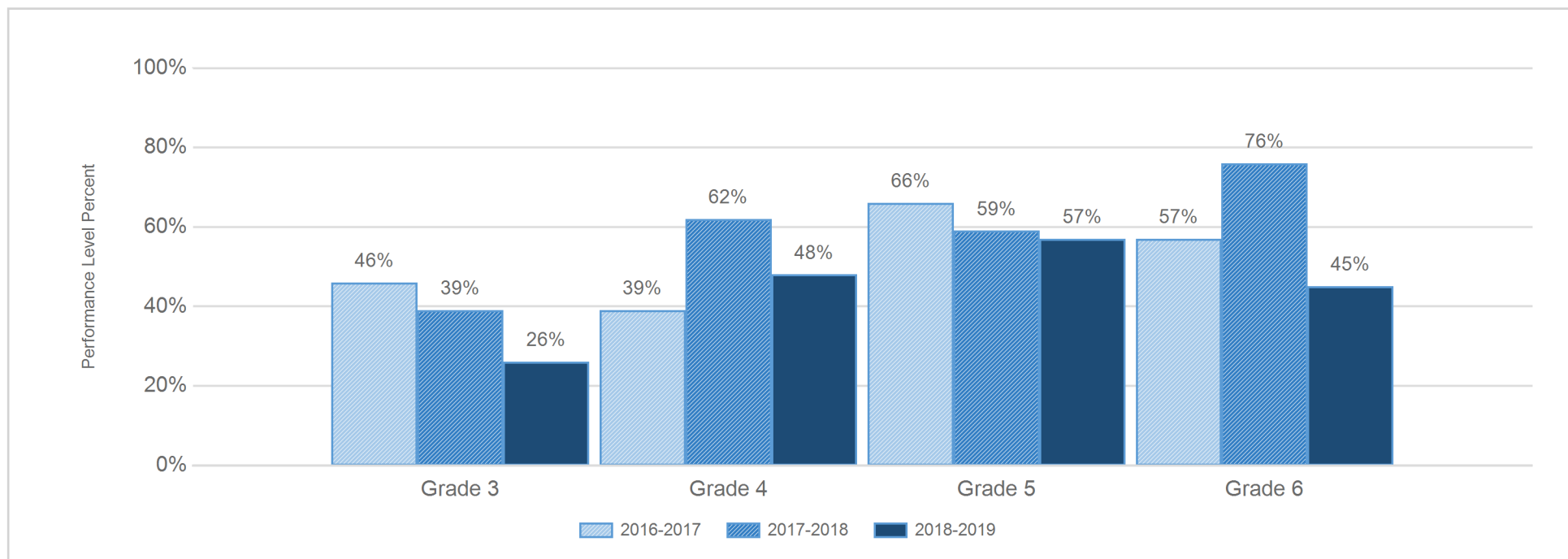
**Roosevelt Elementary School**  
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### English Language Arts Assessment - Performance Trends

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
<b>Schoolwide</b>	46	734	745	748	*	33%	30%	*	*	26%	50%
White	14	742	*	757	*	*	*	*	*	36%	60%
Hispanic	29	729	742	734	*	38%	*	*	*	21%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	20	742	753	753	*	*	*	*	*	35%	55%
Male	26	728	735	743	*	*	*	*	*	19%	46%
Economically Disadvantaged Students	13	737	734	731	*	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	33	733	749	759	*	*	*	*	*	27%	61%
Students with Disabilities	*	*	704	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	748	752	755	*	*	35%	*	*	48%	57%
White	16	745	*	763	*	*	*	*	*	44%	67%
Hispanic	28	752	756	743	0%	*	*	*	*	54%	44%
Black or African American	*	*	730	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	30	752	756	760	*	*	*	*	*	53%	62%
Male	24	744	749	750	*	*	*	*	*	42%	53%
Economically Disadvantaged Students	18	745	752	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	36	750	752	765	*	*	*	*	*	56%	69%
Students with Disabilities	*	*	706	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	757	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	752	754	756	*	*	26%	*	*	57%	58%
White	17	756	760	764	*	*	*	*	*	53%	68%
Hispanic	44	747	749	743	*	*	25%	57%	0%	57%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	34	753	760	761	*	*	*	*	*	53%	64%
Male	36	750	748	750	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	16	738	741	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	54	756	759	766	*	*	*	*	*	63%	69%
Students with Disabilities	11	706	711	724	*	*	*	*	*	18%	23%
Students without Disabilities	59	760	760	762	*	*	*	*	*	64%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	70	752	*	758	*	*	26%	*	*	57%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



**Roosevelt Elementary School**  
(03-4380-080)  
Grades Offered: KG-06  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	75	738	745	754	15%	15%	25%	*	*	45%	56%
White	20	751	748	762	*	*	*	*	*	65%	65%
Hispanic	47	729	741	743	*	*	*	38%	0%	38%	43%
Black or African American	*	*	752	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	34	737	748	762	*	*	*	*	*	41%	64%
Male	41	738	743	748	*	*	*	*	*	49%	48%
Economically Disadvantaged Students	28	721	736	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	47	748	750	763	*	*	*	*	*	55%	67%
Students with Disabilities	14	700	707	722	*	*	*	*	*	*	19%
Students without Disabilities	61	746	752	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	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	244	98.8	42.2	36.4	44.5	42.2	46.7	Met Target†
White	67	100.0	52.2	35.7	54.1	52.2	53.3	Met Target†
Hispanic	148	98.1	37.2	33.1	28.8	37.2	38.4	Met Target†
Black or African American	*	*	*	27.8	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	75	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	115	98.4	35.7	33.5	44.9	35.7		
Male	129	99.2	48.1	39.1	44.2	48.1		
Economically Disadvantaged Students	75	100.0	26.7	31.1	26.3	26.7	39.6	Not Met
Non-Economically Disadvantaged Students	169	98.3	49.1	39.2	54.9	49.1		
Students with Disabilities	34	97.2	14.7	*	17.4	14.7	25.3	Not Met
Students without Disabilities	210	99.1	46.7	*	50.0	46.7		
English Learners	24	100.0	41.7	29.5	25.0	41.7	N	N
Non-English Learners	220	98.7	42.3	37.1	46.5	42.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



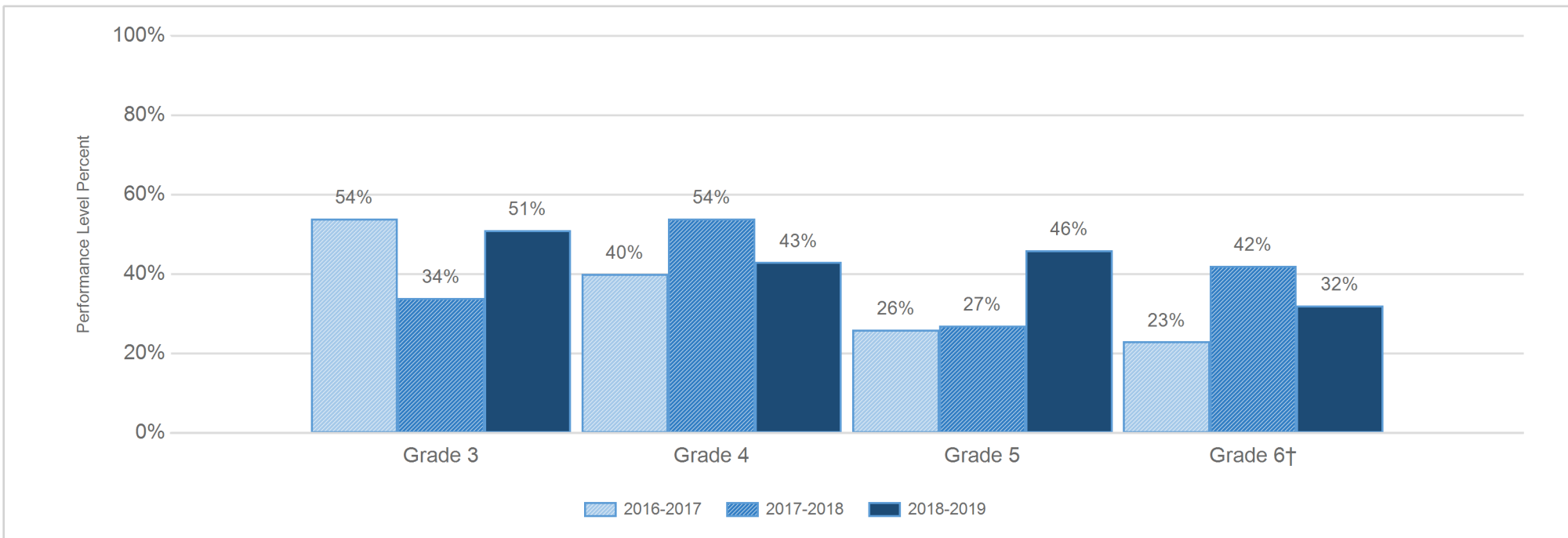
**Roosevelt Elementary School**  
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### Mathematics Assessment – Performance Trends

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
<b>Schoolwide</b>	47	747	748	752	*	*	26%	*	*	51%	55%
White	14	754	*	760	*	*	*	*	*	64%	66%
Hispanic	30	742	747	739	*	*	*	43%	0%	43%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	767	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	21	749	748	751	*	*	*	*	*	52%	54%
Male	26	745	748	752	*	*	*	*	*	50%	56%
Economically Disadvantaged Students	13	750	744	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	34	746	749	761	*	*	*	*	*	53%	67%
Students with Disabilities	*	*	720	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	751	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	54	745	746	749	*	*	35%	*	*	43%	51%
White	16	740	*	757	*	*	*	*	*	44%	62%
Hispanic	28	747	748	737	*	*	46%	43%	0%	43%	36%
Black or African American	*	*	734	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	770	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	30	740	745	749	*	*	*	*	*	37%	50%
Male	24	751	747	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	18	741	747	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	36	746	746	759	*	*	*	*	*	44%	63%
Students with Disabilities	*	*	710	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	750	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	70	743	745	747	*	16%	27%	*	*	46%	47%
White	17	747	750	755	*	*	*	*	*	47%	58%
Hispanic	44	739	742	735	*	*	25%	*	*	45%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	34	737	745	747	*	*	*	*	*	32%	47%
Male	36	748	746	747	*	*	*	*	*	58%	47%
Economically Disadvantaged Students	16	729	737	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	54	747	749	757	*	*	*	*	*	52%	59%
Students with Disabilities	11	710	718	725	*	*	0%	*	*	18%	19%
Students without Disabilities	59	749	749	752	*	*	32%	*	*	51%	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	70	743	*	749	*	16%	27%	*	*	46%	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	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	78	732	735	741	13%	28%	27%	*	*	32%	41%
White	20	742	732	749	*	*	*	*	*	55%	51%
Hispanic	50	725	733	729	*	34%	30%	*	*	20%	24%
Black or African American	*	*	735	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	751	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	35	727	733	742	*	29%	31%	*	*	26%	42%
Male	43	735	736	740	*	28%	23%	*	*	37%	40%
Economically Disadvantaged Students	29	719	730	726	*	*	*	*	*	10%	21%
Non-Economically Disadvantaged Students	49	739	737	750	*	*	*	*	*	45%	53%
Students with Disabilities	14	700	697	716	*	*	*	*	*	*	12%
Students without Disabilities	64	739	740	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	66.7%	**	**

† 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	26	*	*
3-4	*	*	*
5 or more	N	N	N



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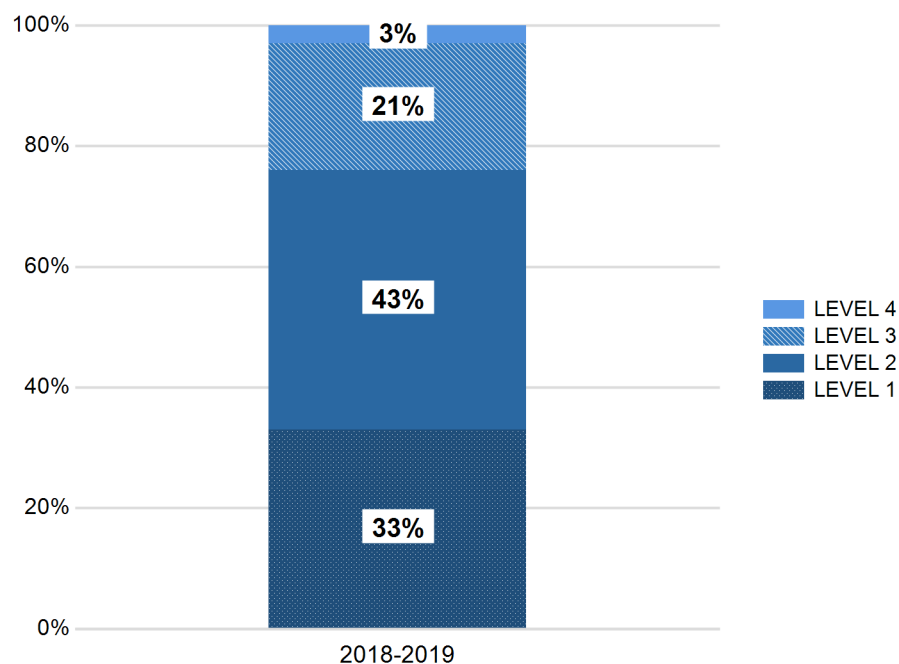
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 5 Summary

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



### NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
<b>Schoolwide</b>	33	43	21	3
White	35	41	12	12
Hispanic	32	45	23	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	32	53	15	0
Male	33	33	28	6
Economically Disadvantaged Students	63	38	0	0
Non-Economically Disadvantaged Students	24	44	28	4
Students with Disabilities	82	0	9	9
Students without Disabilities	24	51	24	2
English Learners	N	N	N	N
Non-English Learners	33	43	21	3
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

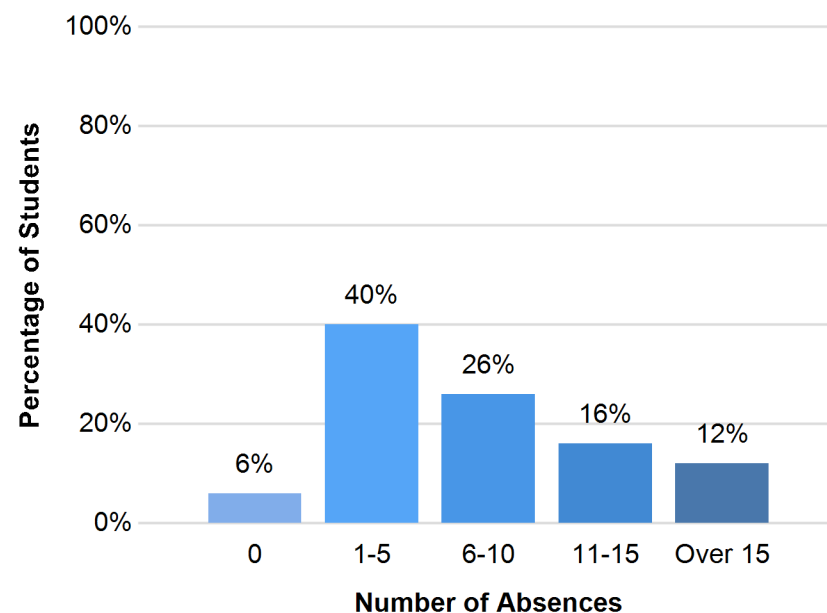
#### Chronic Absenteeism

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	37	8.9	8.8	Not Met
White	12	12.2	8.8	Not Met
Hispanic	20	7.4	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	9.7	8.8	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	9.1		
Male	18	8.6		
Economically Disadvantaged Students	16	10.8	8.8	Not Met
Students with Disabilities	13	21.0	8.8	Not Met
English Learners	3	10.0	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

#### Days Absent

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





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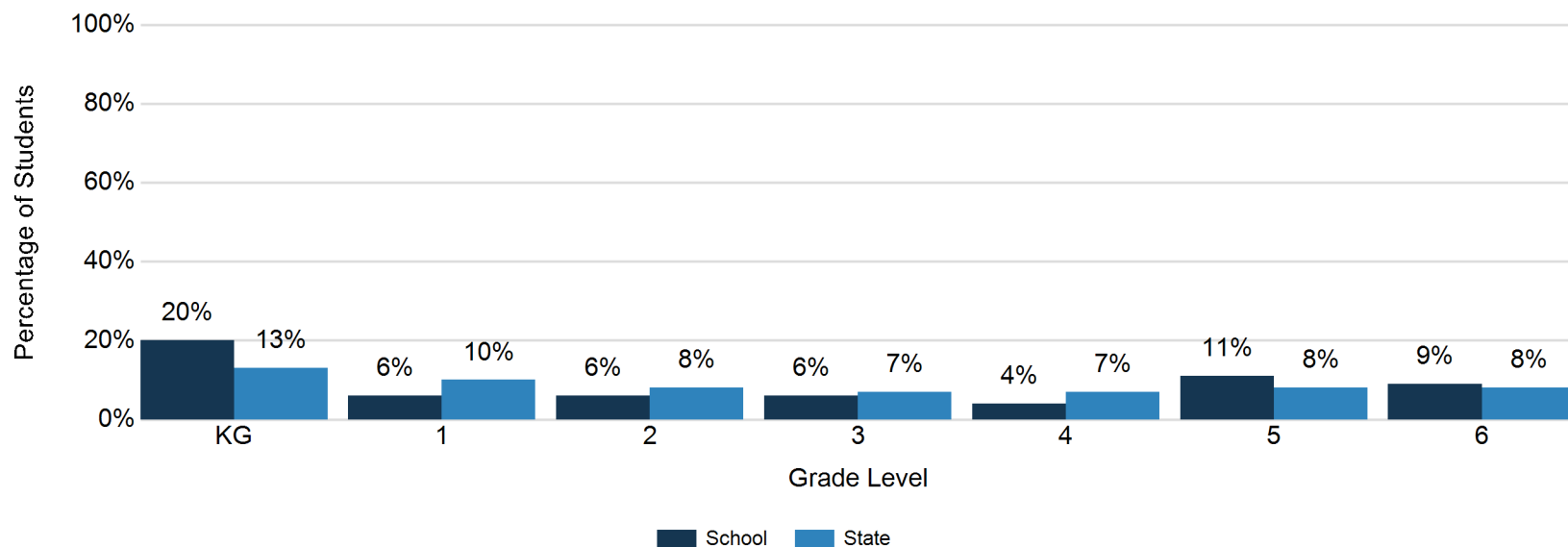
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### Chronic Absenteeism by Grade

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)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.44

### Police Notifications

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

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



## Roosevelt Elementary School

(03-4380-080)

Grades Offered: KG-06

2018-2019

### Report Key:

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

### 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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
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	0	0.0%
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

0



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#### School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 15 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

#### Device Ratios

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	90.3%	75.3%

### Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	17	9,530
Average years experience in public schools	19.7	16.0
Average years experience in district	16.1	12.0
Percentage of Administrators with 4 or more years experience in the district	88.2%	76.9%

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	13:1
Students to Administrators	418:1	133:1
Teachers to Administrators	31:1	11:1
Students to Librarians/Media Specialists		1130:1
Students to Nurses		452:1
Students to Counselors		251:1
Students to Child Study Team Members		323:1



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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	50.0%	87.1%	0.0%	48.4%	77.1%	54.9%
Male	50.0%	12.9%	100.0%	51.6%	22.9%	45.1%
White	23.4%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	64.4%	6.5%	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	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	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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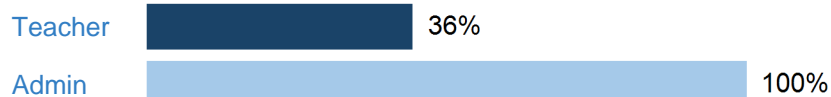
### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree



#### 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	90.7%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.8%



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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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
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	52.4%	60.5%	45.5%
Math Proficiency	36.4%	39.7%	42.2%
ELA Growth	53	57	46
Math Growth	40	47	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	66.7%
Chronic Absenteeism	7.3%	*	8.9%

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

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

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

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

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

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

- Roosevelt School's community involvement is strong, mostly helping others in need. (Locally and Globally)
- Readers' and Writers' Workshop, GOMATH and Knowing Science are utilized throughout Roosevelt School.
- Technology is utilized via Smartboards, the Computer Lab and Chromebook carts throughout Roosevelt School.



### Mission, Vision, Theme:

Mission Statement: Roosevelt School empowers and supports students to achieve personal excellence and to become lifelong learners and global citizens who make a positive difference. Vision Statement: Roosevelt School is a dynamic child-centered learning community committed to providing exemplary programs in a challenging, vibrant, and safe environment. Values: Respect, Personal Excellence, Curiosity and Creative Collaboration.



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 <p>Courses, Curriculum, Instruction:</p>	<p>New Science Program, Knowing Science, Go Math and Readers and Writers Workshop.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross Country (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls) Fall Cross-Country and Spring Track and Field are offered for 6th Grade Boys and Girls.</p>
 <p>Clubs and Activities:</p>	<p>Kindness and Caring Club and Intramurals.</p>



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### Before and After School Programs:

The district proudly supports the Ridgefield Park Before Care/After Care Program. This program provides an opportunity for parents to pay for both before and after school programs. The program is staffed with many members of the district and provides the students with a Homework hour in addition to learning social skills. In addition, supplemental academic instruction is provided to students through Roosevelt School's Title I After School Programs for Math and English Language Arts.



### Staff and Professional Learning:

Professional development occurs throughout the school year via participation in PLCs, district professional development days and outside conferences and workshops. Topics include: Google Classroom, Supporting Students in Special Education, Recognition of Substance Abuse, Making Content Comprehensible for ELL's, Character Education and Creating Gender Inclusive Classrooms to name a few.



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 <p><b>Student Supports and Services:</b></p>	<p>We offer a wide range of student support services. ESL, Resource Room, In Class Support, BSI, and Gifted and Talented. We have a child study team, learning consultants, behaviorist, and a tremendous guidance counselor to assist and advocate for the students of Roosevelt School.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Every student experiences Physical Education and Health for over 2 hours per week with a certified Health/Physical Education instructor. With a focus on developing the 'whole child', it is paramount that a student's well-being (social, emotional, physical, behavioral and creative developments) is balanced against their academic learning goals and personal interests.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Our PTA provides our children with educational programs and activities that enrich our students experience. The members of our PTA plan and present special events such as Book Fairs, grade level field days, assemblies, fundraisers, planners, programs, and field trips. Our students in all grades are provided with take home folders and supplies. Though social media and email blasts the community is well informed and supportive.</p>





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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Roosevelt School was built in 1921. Our Cafeteria was created 7 years ago and is utilized in various capacities.</p>