NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. John Byrne
Address	50 Grove Street ELIZABETH, NJ 07202-2327
Phone Number	908-436-5828
Email Address	Byrnejo@epsnj.org
Website	https://www.epsnj.org/Domain/27

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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	129	116	112
1	145	114	122
2	92	120	104
3	97	95	119
4	89	100	90
5	89	87	91
6	66	83	99
7	69	69	97
8	58	67	76
Total	834	851	910

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	46.4%	46.2%	46.0%
Male	53.6%	53.8%	54.0%
Economically Disadvantaged Students	78.7%	76.9%	73.8%
Students with Disabilities	11.5%	11.3%	14.7%
English Learners	26.9%	30.3%	27.9%
Homeless Students	1.0%	1.1%	0.2%
Students in Foster Care	0.2%	0.0%	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	8.4%	8.0%	7.6%
Hispanic	77.5%	78.3%	78.6%
Black or African American	10.7%	10.9%	10.9%
Asian	3.4%	2.7%	2.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	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
KG - Half Day	0	0	0
KG - Full Day	129	116	112

Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.9%
English	33.0%
Haitian	2.1%
Arabic	1.9%
Portuguese	1.5%
Other Languages	2.6%

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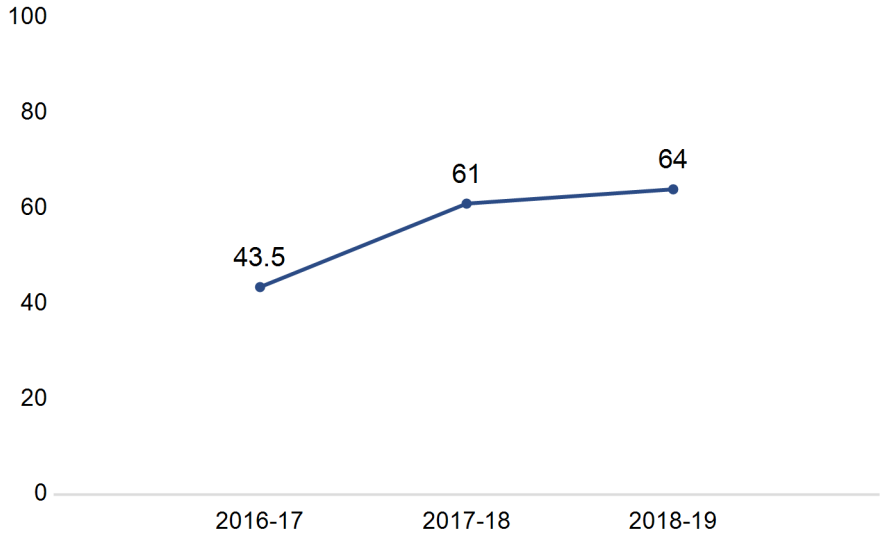
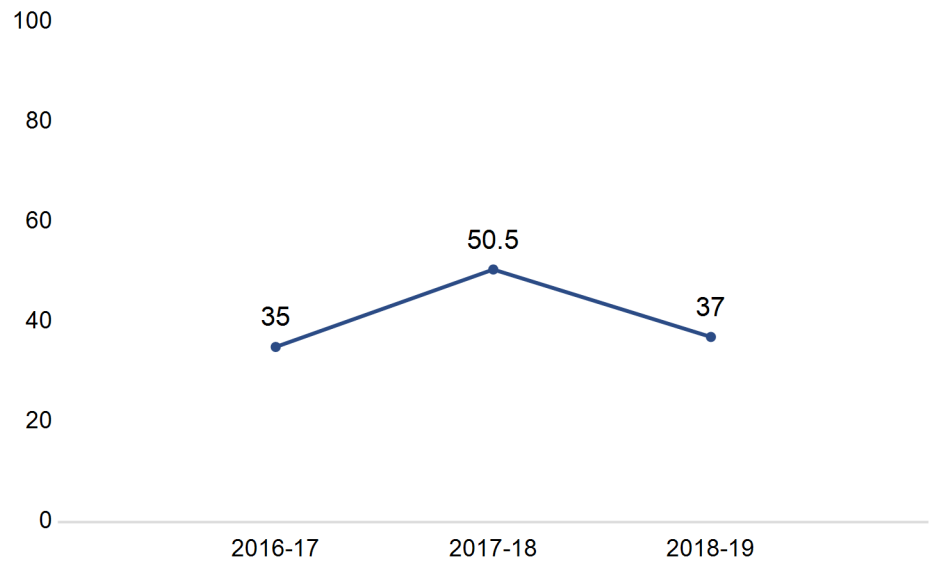
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	43.5	61	64	35	50.5	37
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	64	63	50	Exceeds Standard	37	44	50	Not Met
White	71	63	50	Exceeds Standard	36	47.5	52	Not Met
Hispanic	64	63	49	Exceeds Standard	35	44	47	Not Met
Black or African American	59	61	45	Met Standard	39.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	65	64	53	N	35	43	50	N
Male	62	61	47	N	37	44	51	N
Economically Disadvantaged Students	64	63	48	Exceeds Standard	36	43	46	Not Met
Students with Disabilities	60	52	43	Exceeds Standard	36.5	41	45	Not Met
English Learners	60	65	52	Exceeds Standard	32	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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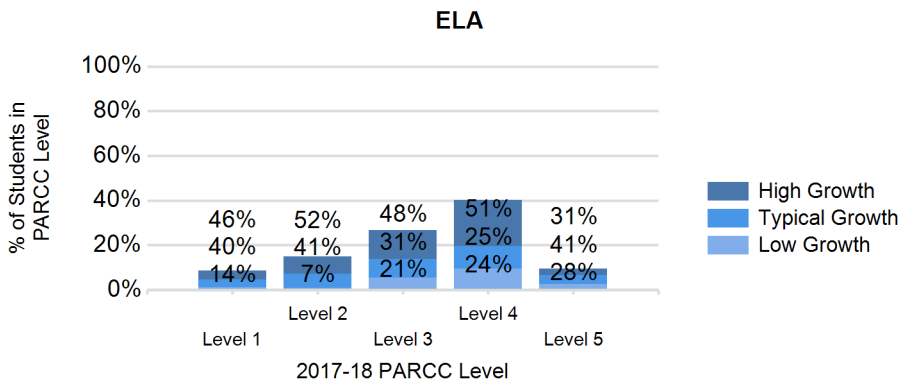
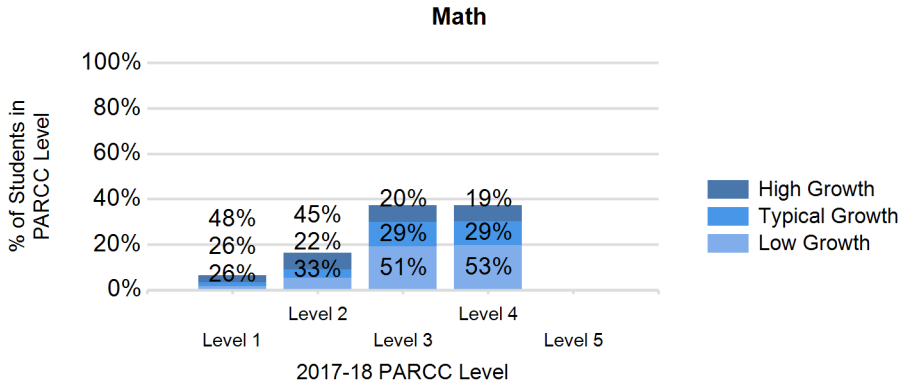
Student Growth by Performance Level

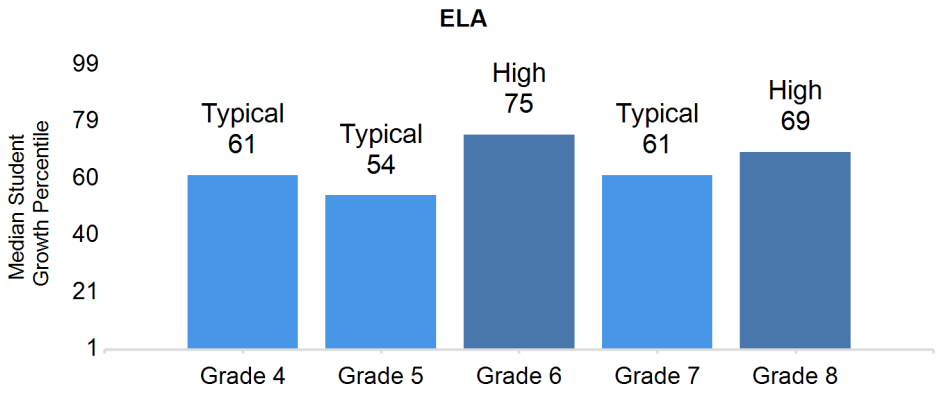
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

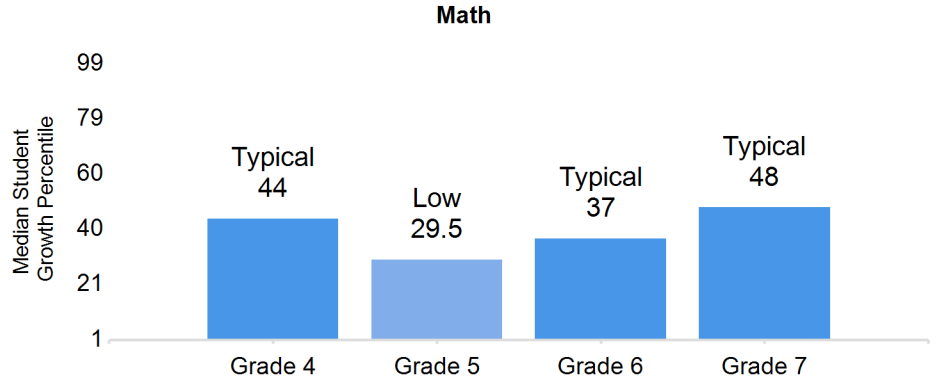




Student Growth by Grade

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





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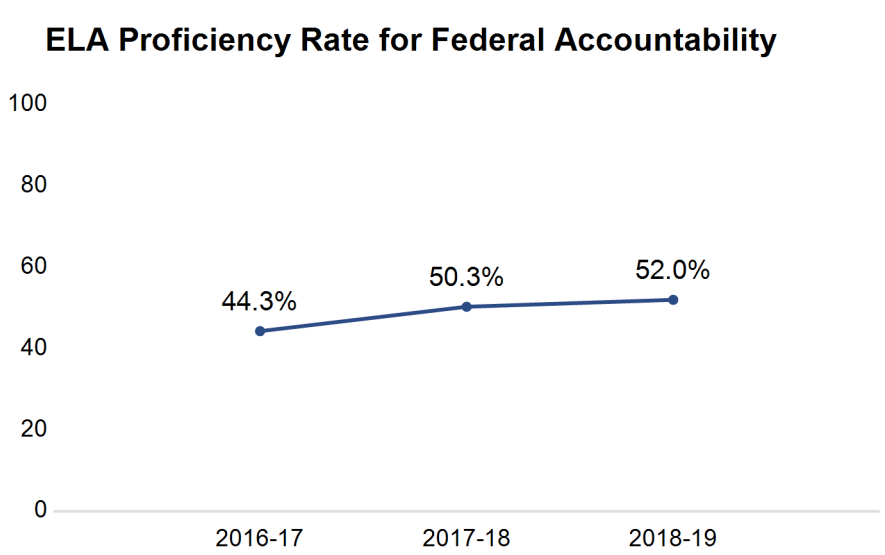
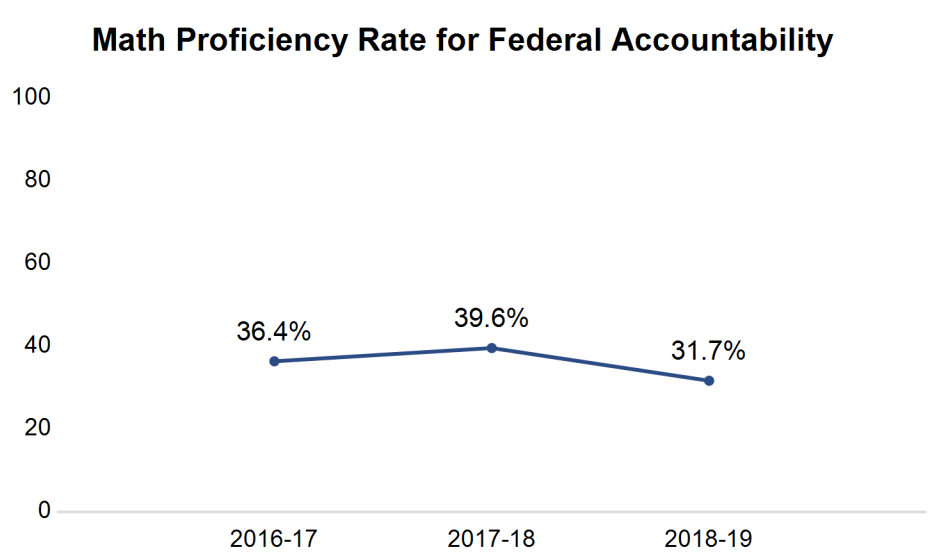
English Language Arts and Mathematics Performance Trends

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	99.4%	99.0%	99.5%	99.0%	99.4%	99.3%
Proficiency Rate for Federal Accountability	44.3%	50.3%	52.0%	36.4%	39.6%	31.7%
Annual Target	51.0%	52.5%	54.1%	43.0%	45.0%	46.9%
Met Annual Target?	Not Met	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	558	99.5	52.0	52.8	57.9	52.0	54.1	Met Target†
White	43	97.8	48.8	63.5	66.9	48.8	62	Not Met
Hispanic	446	99.6	52.5	53.5	43.9	52.5	53.5	Met Target†
Black or African American	56	100.0	46.4	42.5	38.5	46.4	49.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	13	100.0	69.2	79.5	82.9	69.2	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	261	100.0	58.6	59.1	64.8	58.6		
Male	297	99.1	46.1	46.6	51.3	46.1		
Economically Disadvantaged Students	423	99.8	49.6	50.4	40.0	49.6	52	Met Target†
Non-Economically Disadvantaged Students	135	98.6	59.3	62.8	67.9	59.3		
Students with Disabilities	83	97.8	20.5	18.8	22.7	20.5	22.5	Met Target†
Students without Disabilities	475	99.8	57.5	57.8	65.1	57.5		
English Learners	234	100.0	44.4	40.3	29.3	44.4	40.3	Met Target
Non-English Learners	324	99.1	57.4	58.3	60.6	57.4		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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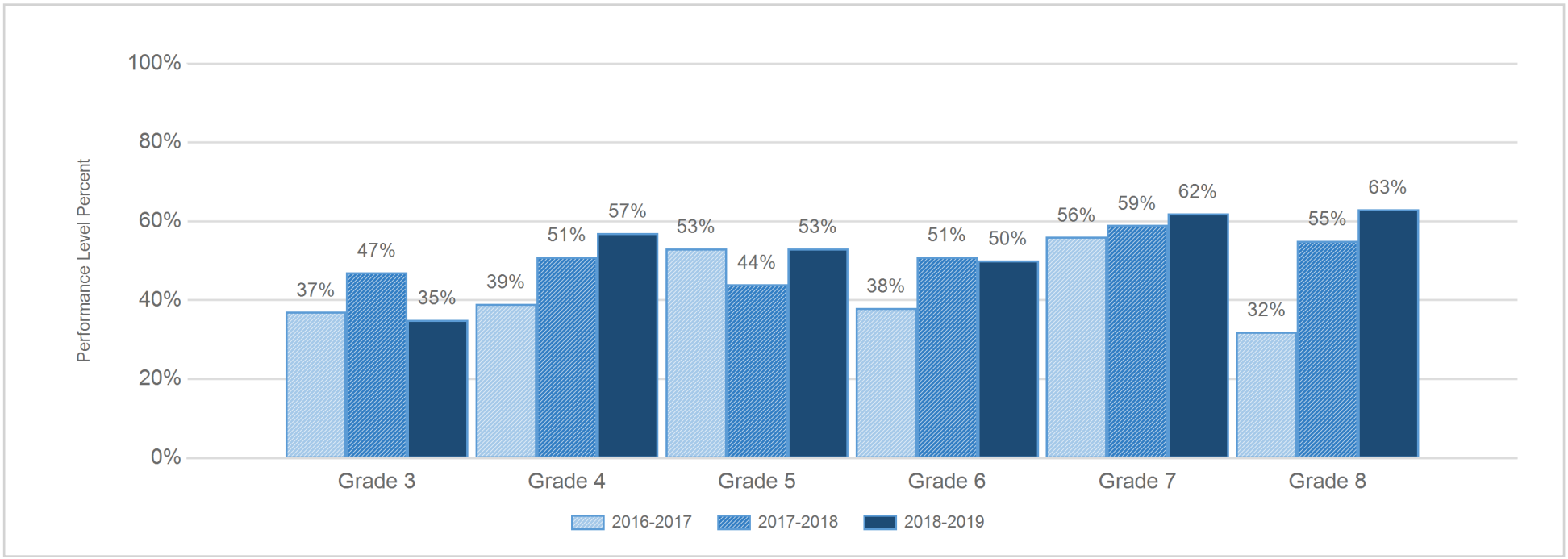
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	734	738	748	19%	23%	23%	*	*	35%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	106	735	738	734	18%	22%	25%	*	*	36%	36%
Black or African American	10	725	729	731	*	*	*	*	*	30%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	53	738	743	753	*	*	32%	*	*	38%	55%
Male	71	732	733	743	*	*	17%	*	*	34%	46%
Economically Disadvantaged Students	95	734	735	731	*	*	*	*	*	32%	33%
Non-Economically Disadvantaged Students	29	738	753	759	*	*	*	*	*	48%	61%
Students with Disabilities	23	706	700	719	52%	*	*	*	*	13%	24%
Students without Disabilities	101	741	743	754	11%	*	*	*	*	41%	56%
English Learners	43	729	719	713	*	30%	*	*	*	28%	17%
Non-English Learners	81	738	746	751	*	19%	*	*	*	40%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	751	748	755	*	13%	20%	*	*	57%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	65	753	748	743	*	15%	20%	*	*	60%	44%
Black or African American	12	738	742	739	*	*	*	*	*	42%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	50	761	753	760	*	*	*	*	*	70%	62%
Male	39	738	743	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	72	751	745	740	*	*	*	*	*	58%	40%
Non-Economically Disadvantaged Students	17	747	759	765	*	*	*	*	*	53%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	26	737	729	720	*	*	*	*	*	42%	17%
Non-English Learners	63	756	754	758	*	*	*	*	*	63%	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	749	751	756	*	13%	25%	*	*	53%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	73	752	751	743	*	*	25%	*	*	56%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	37	758	757	761	*	*	*	*	*	68%	64%
Male	52	743	744	750	*	*	*	*	*	42%	52%
Economically Disadvantaged Students	69	747	748	740	*	17%	*	*	*	49%	39%
Non-Economically Disadvantaged Students	20	756	761	766	*	0%	*	*	*	65%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	17	716	722	713	*	*	*	*	*	*	11%
Non-English Learners	72	757	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	751	750	754	*	15%	32%	*	*	50%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	81	750	752	743	*	17%	32%	*	*	48%	43%
Black or African American	10	763	741	738	0%	0%	*	*	*	70%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	47	755	757	762	*	*	32%	*	*	55%	64%
Male	55	747	744	748	*	*	33%	*	*	45%	48%
Economically Disadvantaged Students	75	749	748	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	27	755	758	763	*	*	*	*	*	52%	67%
Students with Disabilities	12	728	717	722	*	*	*	*	*	17%	19%
Students without Disabilities	90	754	755	761	*	*	*	*	*	54%	64%
English Learners	19	724	717	710	*	*	*	*	*	16%	*
Non-English Learners	83	757	755	756	*	*	*	*	*	58%	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

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

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	90	758	759	761	*	*	19%	40%	22%	62%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	70	757	*	747	*	*	20%	40%	21%	61%	50%
Black or African American	10	750	746	741	0%	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	46	763	765	769	*	*	*	*	*	65%	71%
Male	44	752	753	753	*	*	*	*	*	59%	55%
Economically Disadvantaged Students	68	756	756	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	22	763	768	771	*	*	*	*	*	64%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	16	721	713	706	*	*	*	*	*	25%	12%
Non-English Learners	74	766	765	763	*	*	*	*	*	70%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

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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	81	760	758	762	*	*	20%	40%	23%	63%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	66	759	758	747	*	*	18%	39%	24%	64%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	36	763	764	771	*	*	*	*	*	64%	71%
Male	45	756	753	753	*	*	*	*	*	62%	55%
Economically Disadvantaged Students	51	755	756	743	*	*	*	*	*	61%	45%
Non-Economically Disadvantaged Students	30	768	763	772	*	*	*	*	*	67%	72%
Students with Disabilities	17	728	720	721	*	*	*	*	*	29%	22%
Students without Disabilities	64	768	763	770	*	*	*	*	*	72%	71%
English Learners	10	725	713	708	*	*	*	*	*	30%	12%
Non-English Learners	71	764	764	764	*	*	*	*	*	68%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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(39-1320-170)
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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	568	99.3	31.7	27.2	44.5	31.7	46.9	Not Met
White	43	97.9	32.6	37.3	54.1	32.6	54.5	Not Met
Hispanic	456	99.4	32.9	27.9	28.8	32.9	46.2	Not Met
Black or African American	56	100.0	16.1	17.0	23.0	16.1	46.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	53.8	55.9	76.5	53.8	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	268	99.6	35.8	27.1	44.9	35.8		
Male	300	99.1	28.0	27.3	44.2	28.0		
Economically Disadvantaged Students	428	99.8	31.5	25.4	26.3	31.5	45.7	Not Met
Non-Economically Disadvantaged Students	140	98.1	32.1	34.2	54.9	32.1		
Students with Disabilities	83	97.8	12.0	10.7	17.4	12.0	28.4	Not Met
Students without Disabilities	485	99.6	35.1	29.5	50.0	35.1		
English Learners	244	99.6	32.8	25.9	25.0	32.8	47.9	Not Met
Non-English Learners	324	99.1	30.9	27.8	46.5	30.9		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-170)
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2018-2019

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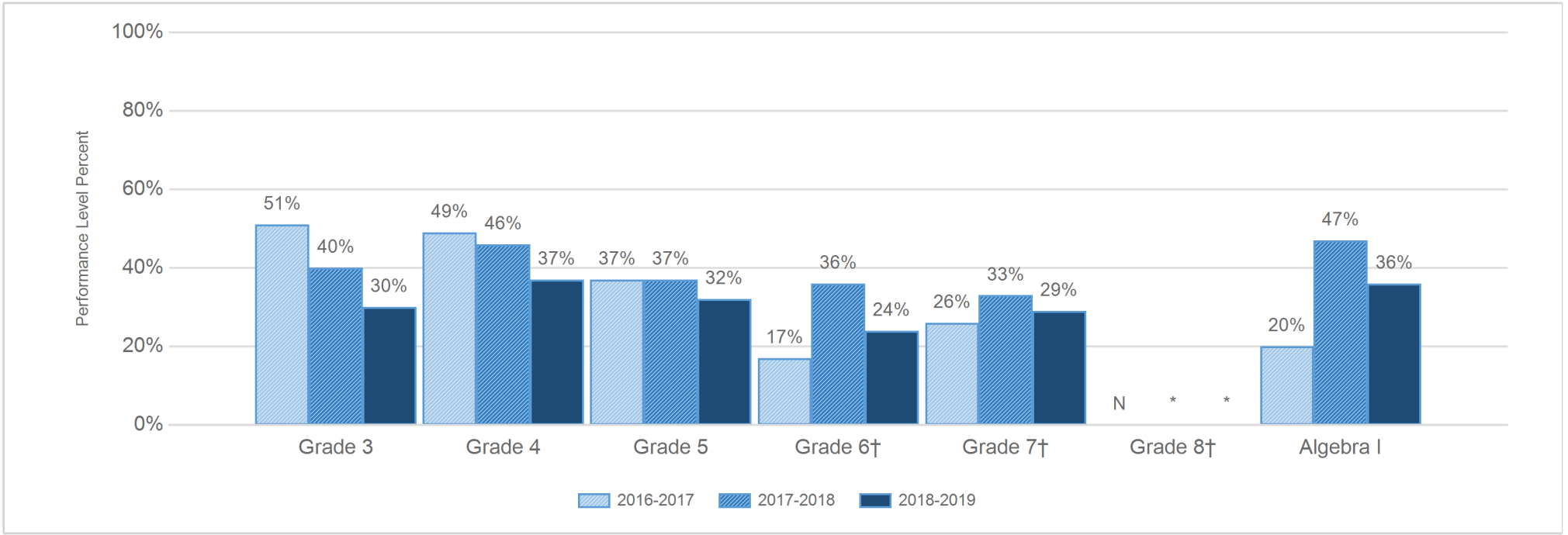
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	125	736	741	752	10%	25%	35%	*	*	30%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	107	738	742	739	*	23%	36%	*	*	33%	40%
Black or African American	10	725	730	735	*	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	53	740	743	751	*	21%	42%	*	*	34%	54%
Male	72	733	740	752	*	28%	31%	*	*	28%	56%
Economically Disadvantaged Students	95	738	740	737	*	22%	35%	*	*	34%	37%
Non-Economically Disadvantaged Students	30	729	747	761	*	33%	37%	*	*	20%	67%
Students with Disabilities	23	715	716	731	*	*	*	*	*	13%	31%
Students without Disabilities	102	741	744	756	*	*	*	*	*	34%	60%
English Learners	44	741	735	728	*	25%	30%	*	*	39%	26%
Non-English Learners	81	733	744	754	*	25%	38%	*	*	26%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-170)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	740	737	749	*	23%	36%	*	*	37%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	67	742	738	737	*	22%	39%	*	*	37%	36%
Black or African American	12	726	728	731	*	*	*	*	*	17%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	52	743	737	749	*	*	*	*	*	37%	50%
Male	40	736	737	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	72	741	736	734	*	*	*	*	*	36%	32%
Non-Economically Disadvantaged Students	20	738	741	759	*	*	*	*	*	40%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	29	727	726	722	*	*	41%	*	*	17%	18%
Non-English Learners	63	746	741	751	*	*	33%	*	*	46%	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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
Schoolwide	90	737	738	747	*	28%	34%	*	*	32%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	73	740	739	735	*	25%	34%	*	*	37%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	37	740	740	747	*	*	32%	*	*	41%	47%
Male	53	736	737	747	*	*	36%	*	*	26%	47%
Economically Disadvantaged Students	69	738	737	732	*	*	29%	*	*	35%	27%
Non-Economically Disadvantaged Students	21	736	742	757	*	*	52%	*	*	24%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	18	721	724	718	*	*	*	*	*	*	12%
Non-English Learners	72	741	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	730	726	741	12%	28%	36%	24%	0%	24%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	85	731	727	729	*	27%	36%	*	*	26%	24%
Black or African American	10	721	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	51	732	727	742	*	33%	29%	*	*	27%	42%
Male	55	729	725	740	*	24%	42%	*	*	20%	40%
Economically Disadvantaged Students	78	728	725	726	*	*	33%	*	*	22%	21%
Non-Economically Disadvantaged Students	28	737	732	750	*	*	43%	*	*	29%	53%
Students with Disabilities	12	714	709	716	*	*	*	*	*	*	12%
Students without Disabilities	94	732	728	746	*	*	*	*	*	*	46%
English Learners	23	729	709	709	*	*	*	*	*	26%	*
Non-English Learners	83	730	729	743	*	*	*	*	*	23%	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	733	728	744	*	31%	31%	*	*	29%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	74	733	*	733	*	27%	35%	*	*	27%	26%
Black or African American	10	722	717	727	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	49	733	728	744	*	29%	*	*	*	29%	42%
Male	45	732	727	743	*	33%	*	*	*	29%	42%
Economically Disadvantaged Students	69	736	727	731	*	28%	*	*	*	29%	24%
Non-Economically Disadvantaged Students	25	724	728	751	*	40%	*	*	*	28%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	20	715	713	716	*	*	*	*	*	15%	10%
Non-English Learners	74	738	730	745	*	*	*	*	*	32%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	733	730	744	16%	27%	22%	36%	0%	36%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	68	732	731	728	15%	28%	24%	34%	0%	34%	24%
Black or African American	*	*	722	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	*	752	N	N	N	N	N	N	51%
Female	37	735	730	745	*	*	*	41%	0%	41%	44%
Male	46	732	731	743	*	*	*	33%	0%	33%	41%
Economically Disadvantaged Students	50	731	729	727	*	24%	*	36%	0%	36%	23%
Non-Economically Disadvantaged Students	33	736	733	752	*	30%	*	36%	0%	36%	52%
Students with Disabilities	15	717	708	717	*	*	*	*	*	13%	12%
Students without Disabilities	68	737	733	748	*	*	*	*	*	41%	47%
English Learners	14	715	712	710	*	*	*	*	*	14%	*
Non-English Learners	69	737	733	745	*	*	*	*	*	41%	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	N	N
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	53.6%	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	93	*	*
3-4	97	87.6%	12.4%
5 or more	64	79.7%	20.3%

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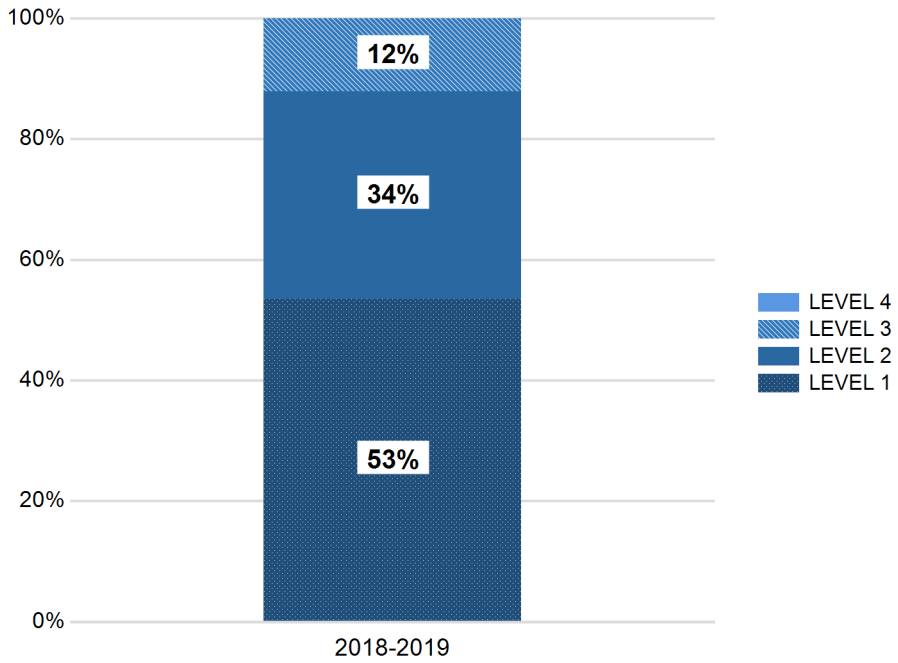
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	34	12	0
White	*	*	*	*
Hispanic	49	37	14	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	43	8	0
Male	57	28	15	0
Economically Disadvantaged Students	58	30	12	0
Non-Economically Disadvantaged Students	38	48	14	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	83	17	0	0
Non-English Learners	46	39	15	0
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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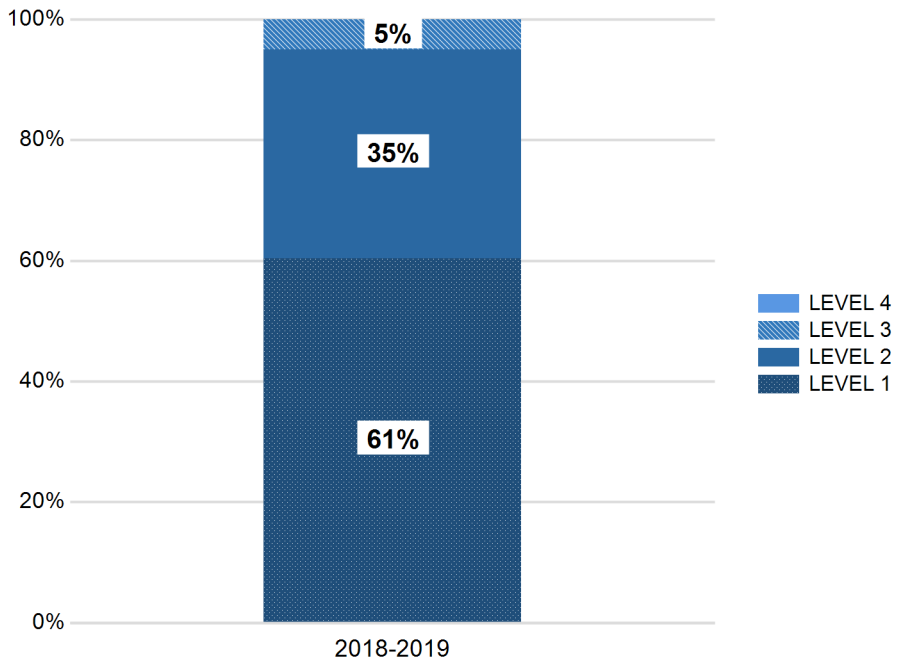
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	35	5	0
White	*	*	*	*
Hispanic	62	33	4	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	61	39	0	0
Male	61	30	9	0
Economically Disadvantaged Students	69	25	6	0
Non-Economically Disadvantaged Students	48	48	3	0
Students with Disabilities	71	24	6	0
Students without Disabilities	58	37	4	0
English Learners	77	23	0	0
Non-English Learners	58	37	6	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	99
7	0	0	97
8	70	0	5
Total	70	0	201

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	99	0	0	0	0	0	0
7	90	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	189	0	0	0	0	0	0

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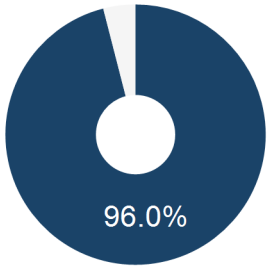
Visual and Performing Arts – Course Participation

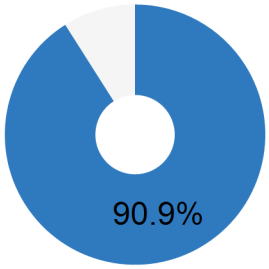
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

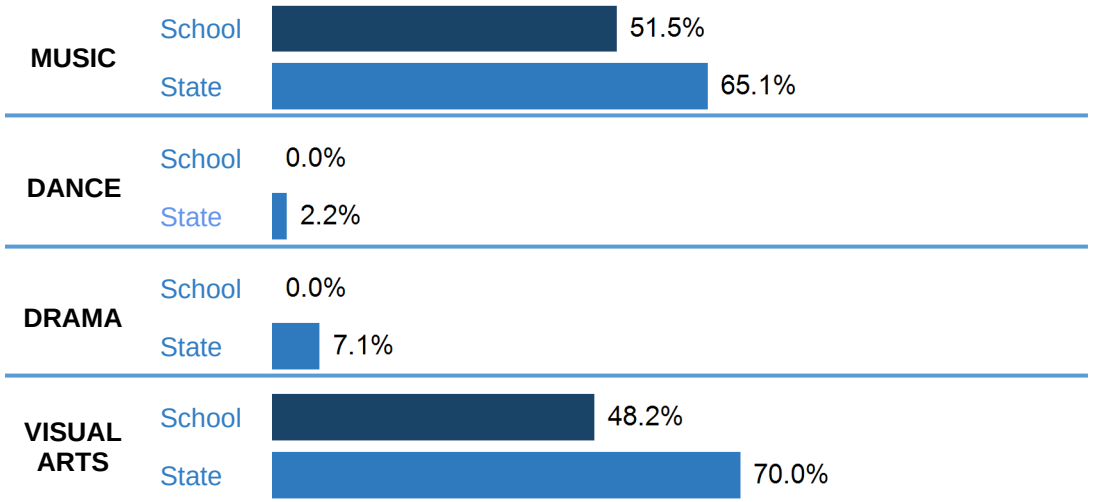


School



State

Students enrolled in one or more classes by discipline:



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

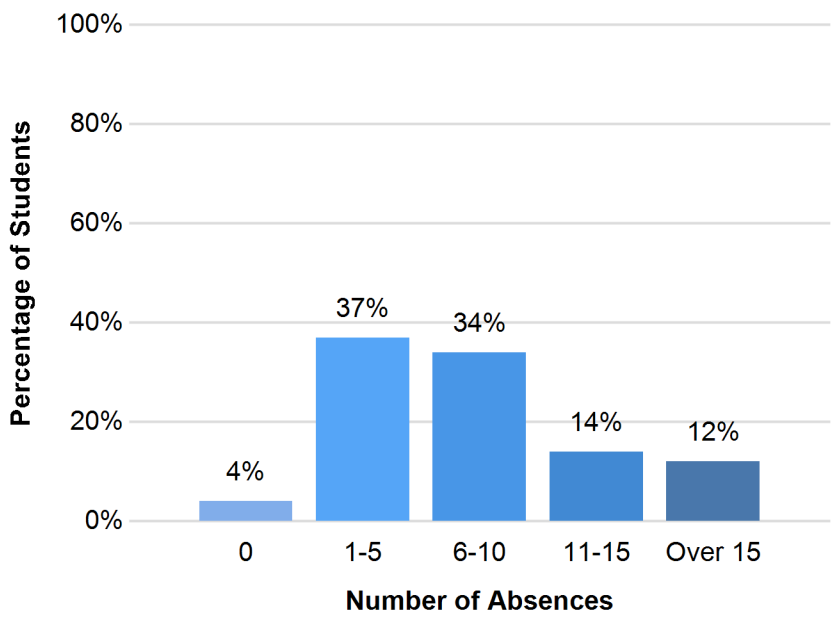
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	84	9.1	9.0	Not Met
White	9	13.2	9.0	Not Met
Hispanic	62	8.4	9.0	Met
Black or African American	9	10.2	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	43	10.0		
Male	41	8.3		
Economically Disadvantaged Students	58	8.5	9.0	Met
Students with Disabilities	27	18.9	9.0	Not Met
English Learners	27	10.2	9.0	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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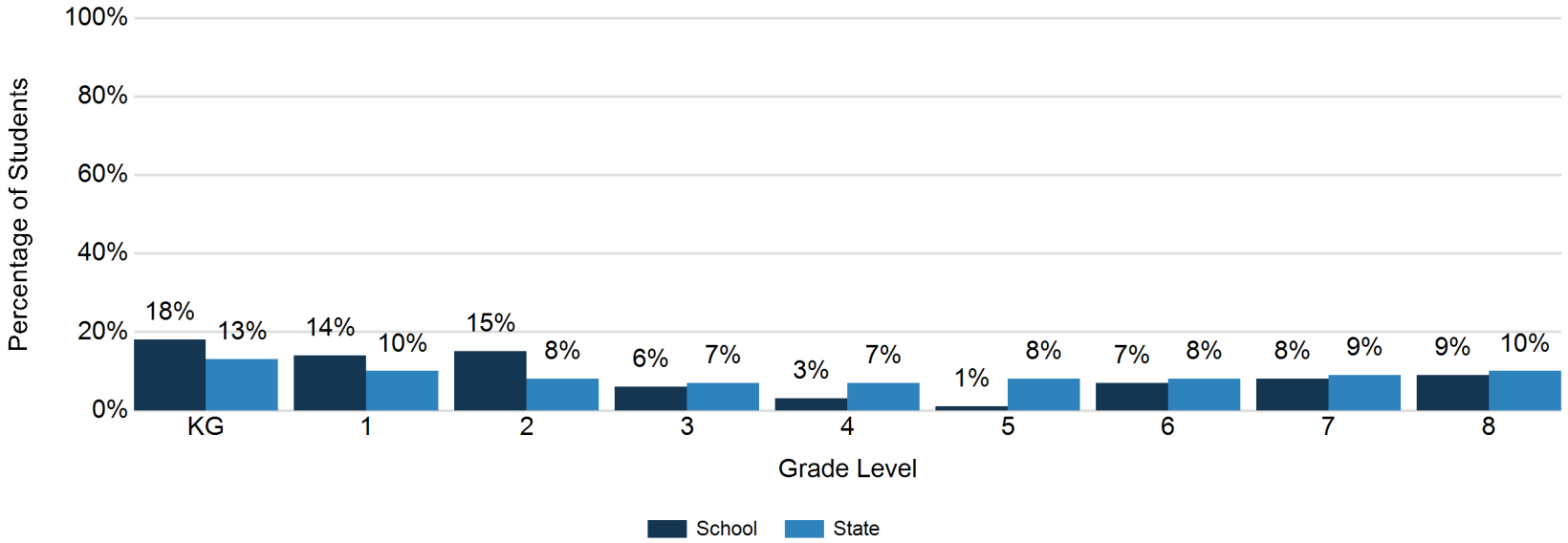
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	40
Weapons	0
Vandalism	4
Substances	4
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	55
Incidents Per 100 Students Enrolled	6.04

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	3
Weapons	0
Vandalism	2
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	3	6	9
No Identified Nature	10		10

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	37	4.1%
Any Suspension	37	4.1%
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
135

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	10.6	12.1
Average years experience in district	10.6	10.8
Percentage of Teachers with 4 or more years experience in the district	67.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	910:1	297:1
Teachers to Administrators	79:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
Grades Offered: KG-08
2018-2019

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

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.0%	77.2%	100.0%	48.4%	77.1%	54.9%
Male	54.0%	22.8%	0.0%	51.6%	22.9%	45.1%
White	7.6%	60.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	78.6%	30.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.9%	8.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	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%

NJ SCHOOL PERFORMANCE REPORT

Abraham Lincoln School No. 14
(39-1320-170)
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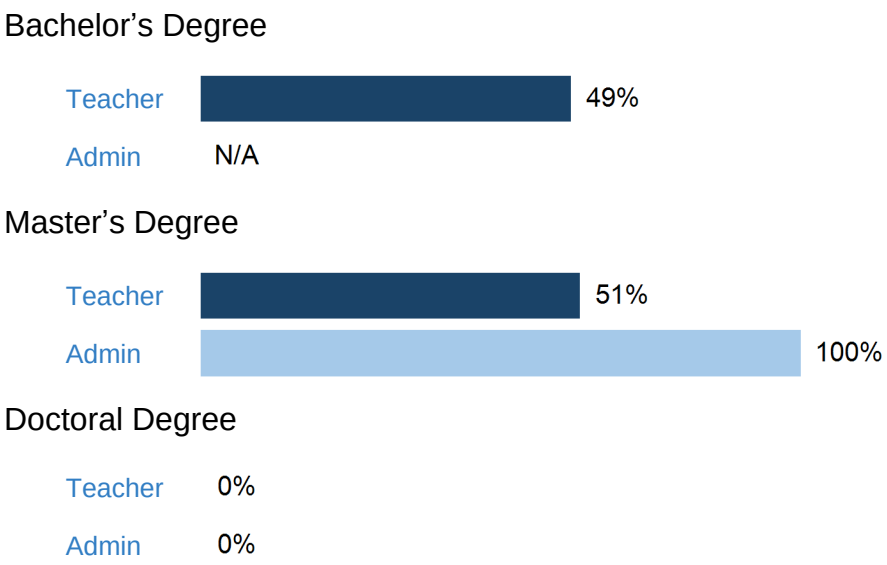
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - 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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	44.3%	50.3%	52.0%
Math Proficiency	36.4%	39.6%	31.7%
ELA Growth	44	61	64
Math Growth	35	50	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.3%	53.6%
Chronic Absenteeism	11.9%	10.0%	9.1%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Exceeds Standard	Not Met	Met Target	Not Met	No
White	Not Met	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Not Met	Not Met	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:	• We provide challenging learning experiences across all curricula to all students K-8. • Offers middle school students fine arts and music enrichment electives. • Proud member of the National Junior Honor Society and over 30 student scholars inducted per year.
Mission, Vision, Theme:	We believe that education is the foundation of life successes. Therefore, our mission is to encourage, guide and support all students to reach their highest potential and become lifelong learners contributing to society. This includes a least restrictive environment for every student's education.
Awards, Recognition, Accomplishments:	First Step Level Award - NJ Safe Routes to School, Healthy Schools Silver Award - Alliance for a Healthier Generation, Let's Move! Active Schools Award - Michelle Obama, National Junior Honor Society Recognition Award, PARCC Math Proficiency Award - Elizabeth Public Schools, Student Achievement Award - New Jersey Department of Education

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Courses, Curriculum, Instruction:	Our curriculum is extensive, rigorous, and aligned with the Common Core Standards, in all subjects, as prescribed by the district's policy for instruction. Teachers incorporate differentiated instructional techniques into daily lessons in order to meet the needs of all students. Technology is integrated into all areas of the curriculum, and is embedded into all classroom experiences. Children's Literacy Initiative (CLi) services grade K-3.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Middle school students have the opportunity to participate in district-wide intramural sports teams. Many students take advantage of our students versus faculty sports events.
Clubs and Activities:	Afterschool arts and music groups. Drama and performing arts groups with play and set design and sound system. Newspaper and literacy based afterschool program. National Junior Honor Society.

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Before and After School Programs:	Afterschool enrichment program for grade K-8. Sports Clubs such as basketball for middle school students. Monthly family activities including: game night, literacy night, math night, science fair, student art show, student concerts, and various physical fitness activities.
Staff and Professional Learning:	Children's Literacy Initiative, Cli provides ongoing professional developments for our K-3 teachers. The topics include many LAL based teaching and learning strategies. teachers meet with CLi coaches on a weekly basis to plan lessons, have professional conversations about instruction as well as reflect on lessons and best practices in the classroom. Envision 2020 professional development has been offered to 4th and 5th grade Math teachers. School and district sponsored Professional Development is provided all year.
Postsecondary Information:	Our district goal is college preparedness, career readiness and ‘on-time’ graduation for every child.

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Student Supports and Services:	English Language Learners - supports and services, students with disabilities - supports and services, enrichment activities, intervention services, intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties. Interventions are provided by Intervention and Referral Services (IRS), a support team faculty member who provides Tier 3 interventions. The evidence-based Tier 2 interventions are provided through daily instruction.
Student Health and Wellness:	Our guidance counselor and social worker work with students to ensure a safe and nurturing learning environment. They provide monthly mini lessons intended to help students make good choices and improve their social skills, as well as expose students to social skills such as kindness, respect, and encouragement. Physical Education and Health classes are provided to students. Students also participate in recess, scheduled class walking periods, family fitness nights, and open-gym events.
Parent and Community Involvement:	PTO, school safety committee, school improvement committee, PowerSchool parent portal, parent workshops, school newsletter.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers "School climate surveys are conducted yearly. Responses are provided from students, parents, teachers, and administrators. Results are reviewed, analyzed, and adjustments are made based on feedback in the results. We continually monitor and make improvements.
Facilities:	The original school structure was built in 1914 and subsequently three new additions have been added in order to accommodate the neighborhood's expanding population. An annex was also recently added which services students in grades 2 and 3. The building has ongoing renovations in order to maintain a safe and secure environment for the 900 plus student population encompassing kindergarten through eighth grade.

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Other Information	Student achievement is measured through a variety of methods including, but not limited to, quarterly grades, benchmark assessments, an individual assessment which measures academic progress and standardized assessment measures. Our school been recognized by the NJDOE for demonstrating positive student growth and achievement. We provide our teachers with numerous opportunities for growth in their own academic development. Professional development is offered at school and district level focusing on areas such as: delving into data, understanding student data, using student data to drive instruction, student engagement, writing and the rubric, mathematical processes, math talk, open ended questions, effective and interactive read aloud, preparing students for standardized tests, and effective literacy centers. At Abraham Lincoln School No. 14, we believe in the intrinsic self-worth of all individuals. Our task then is to provide a nurturing environment in which each student actively participates in an academic program. Focusing on the development of the total child will prepare him/her for his/her place as a caring and productive adult member of a democratic society. Therefore, it is our goal to help all children develop to their fullest potential by working in a partnership which includes the student, family, teachers, and community. Through these collective efforts, our children will be better prepared to communicate and interact successfully as lifelong learners in our changing world. Abraham Lincoln School No. 14 has many active parents. Through contact with our administration, PowerSchool, and the staff, open communication is evident. We pride ourselves in the seamless transition between home and school.

NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
(39-1320-402)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Christopher VanVliet
Address	641 South Street Elizabeth, NJ 07202
Phone Number	908-436-6600
Email Address	vanvlietch@epsnj.org
Website	https://www.epsnj.org/Domain/12
Facebook	https://www.facebook.com/HalseyAcademy/

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	383	313	354
10	306	265	252
11	222	305	246
12	166	211	260
Total	1,077	1,094	1,112

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.7%	52.9%	54.4%
Male	47.3%	47.1%	45.6%
Economically Disadvantaged Students	83.9%	80.3%	75.4%
Students with Disabilities	11.8%	12.6%	12.7%
English Learners	27.7%	31.9%	31.4%
Homeless Students	0.3%	0.5%	0.8%
Students in Foster Care	0.1%	0.2%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.5%	4.8%	4.6%
Hispanic	75.1%	78.1%	78.1%
Black or African American	18.8%	16.4%	16.6%
Asian	0.4%	0.6%	0.4%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,077	1,094	1,112
Shared Time Students	0	0	0
Full Time Equivalent	1,077	1,094	1,112

Enrollment by Home Language

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

Home Language	% of Students
Spanish	68.0%
English	24.1%
Haitian	3.1%
Portuguese	2.4%
Other Languages	2.4%

NJ SCHOOL PERFORMANCE REPORT

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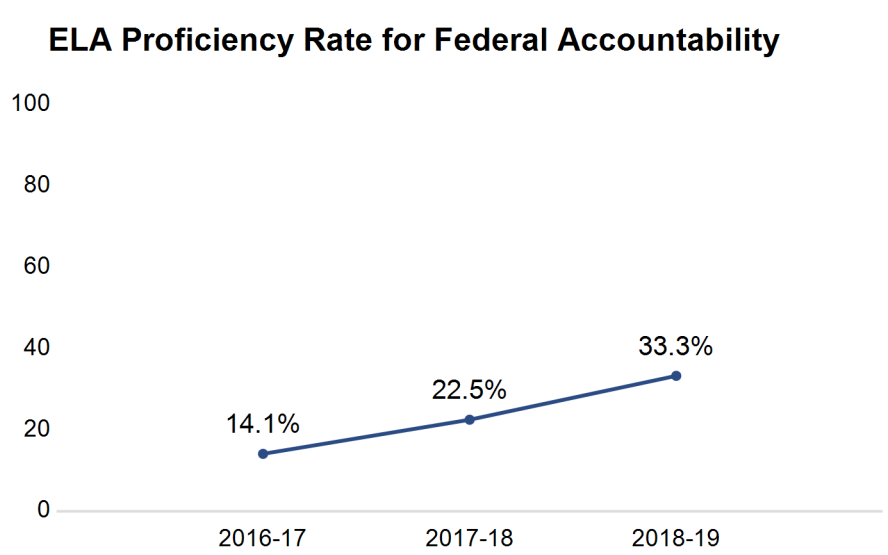
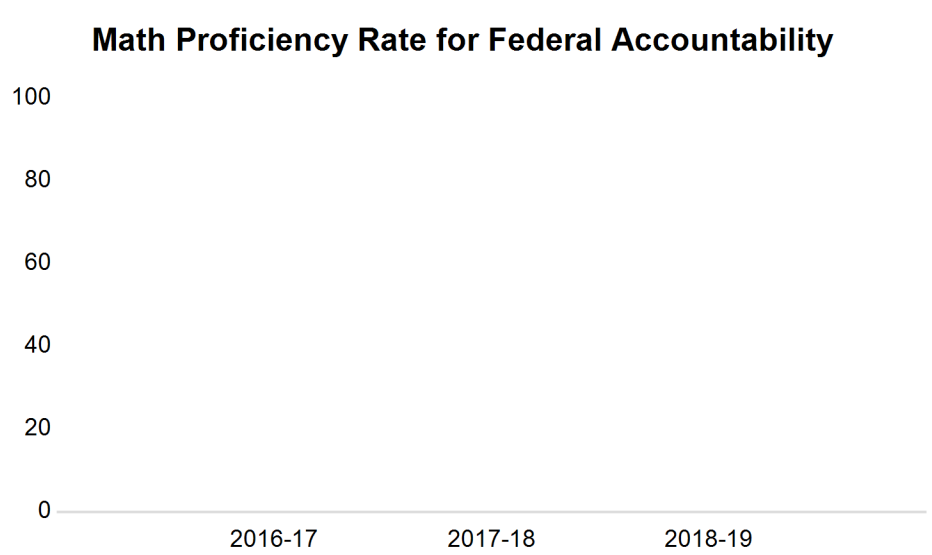
English Language Arts and Mathematics Performance Trends

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	96.2%	99.8%	98.9%	95.6%	97.1%	97.9%
Proficiency Rate for Federal Accountability	14.1%	22.5%	33.3%	*	*	*
Annual Target	24.0%	27.0%	29.9%	8.3%	12.0%	15.8%
Met Annual Target?	Not Met	Not Met	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
(39-1320-402)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
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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	448	98.9	33.3	52.8	57.9	33.3	29.9	Met Target
White	*	*	*	63.5	66.9	*	27.8	Met Target
Hispanic	340	99.2	36.2	53.5	43.9	36.2	30	Met Target
Black or African American	75	97.5	17.3	42.5	38.5	17.3	27.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	234	98.8	40.6	59.1	64.8	40.6		
Male	214	99.1	25.2	46.6	51.3	25.2		
Economically Disadvantaged Students	363	98.7	33.6	50.4	40.0	33.6	29.2	Met Target
Non-Economically Disadvantaged Students	85	100.0	31.8	62.8	67.9	31.8		
Students with Disabilities	71	97.4	15.5	18.8	22.7	15.5	20.2	Met Target†
Students without Disabilities	377	99.2	36.6	57.8	65.1	36.6		
English Learners	120	100.0	15.0	40.3	29.3	15.0	16.8	Met Target†
Non-English Learners	328	98.5	39.9	58.3	60.6	39.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
(39-1320-402)
Grades Offered: 09-12
2018-2019

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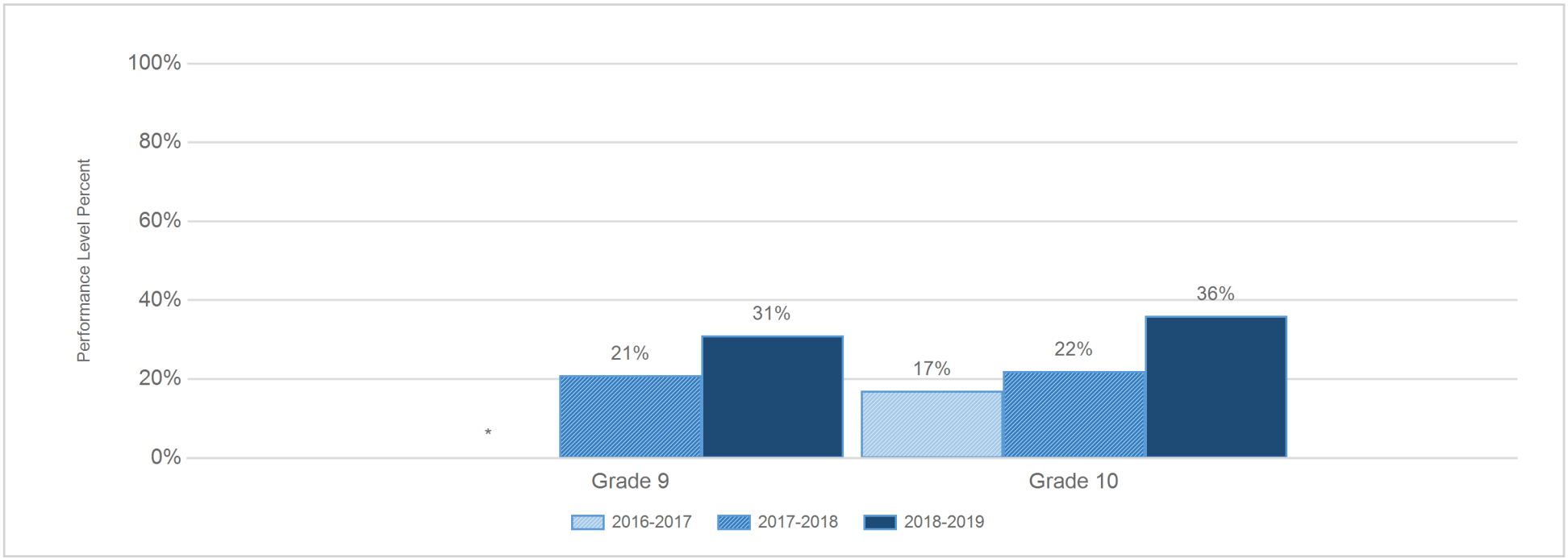
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	728	745	753	23%	24%	22%	*	*	31%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	200	731	746	737	21%	22%	20%	*	*	38%	40%
Black or African American	49	715	732	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	137	735	751	760	15%	22%	26%	*	*	37%	63%
Male	128	719	739	746	31%	26%	18%	*	*	25%	49%
Economically Disadvantaged Students	217	727	744	734	24%	23%	*	*	*	31%	36%
Non-Economically Disadvantaged Students	48	728	750	762	21%	29%	*	*	*	31%	65%
Students with Disabilities	26	713	711	717	*	*	*	*	*	15%	17%
Students without Disabilities	239	729	749	760	*	*	*	*	*	33%	63%
English Learners	56	706	702	693	48%	27%	*	*	*	14%	*
Non-English Learners	209	733	753	755	16%	23%	*	*	*	36%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	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	188	723	750	757	35%	12%	17%	30%	6%	36%	58%
White	*	*	763	767	*	*	*	*	*	*	67%
Hispanic	143	721	750	738	38%	10%	17%	*	*	35%	43%
Black or African American	29	723	*	733	*	*	*	*	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	100	732	759	766	29%	*	18%	*	*	44%	66%
Male	88	714	742	749	42%	*	16%	*	*	27%	51%
Economically Disadvantaged Students	143	724	750	735	35%	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	45	721	752	767	36%	*	*	*	*	33%	67%
Students with Disabilities	39	709	710	711	38%	*	26%	*	*	18%	19%
Students without Disabilities	149	727	755	765	34%	*	15%	*	*	41%	65%
English Learners	42	676	*	687	*	*	*	*	*	*	*
Non-English Learners	146	737	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	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	529	97.9	*	27.2	44.5	*	15.8	Not Met
White	*	*	*	37.3	54.1	*	15.6	Met Target†
Hispanic	409	97.7	*	27.9	28.8	*	15.9	Not Met
Black or African American	82	97.9	*	17.0	23.0	*	14.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	272	98.4	*	27.1	44.9	*		
Male	257	97.4	*	27.3	44.2	*		
Economically Disadvantaged Students	421	97.7	*	25.4	26.3	*	15.4	Not Met
Non-Economically Disadvantaged Students	108	98.3	*	34.2	54.9	*		
Students with Disabilities	72	96.2	*	10.7	17.4	*	13.2	Not Met
Students without Disabilities	457	98.1	*	29.5	50.0	*		
English Learners	160	97.2	*	25.9	25.0	*	17.9	Not Met
Non-English Learners	369	98.2	*	27.8	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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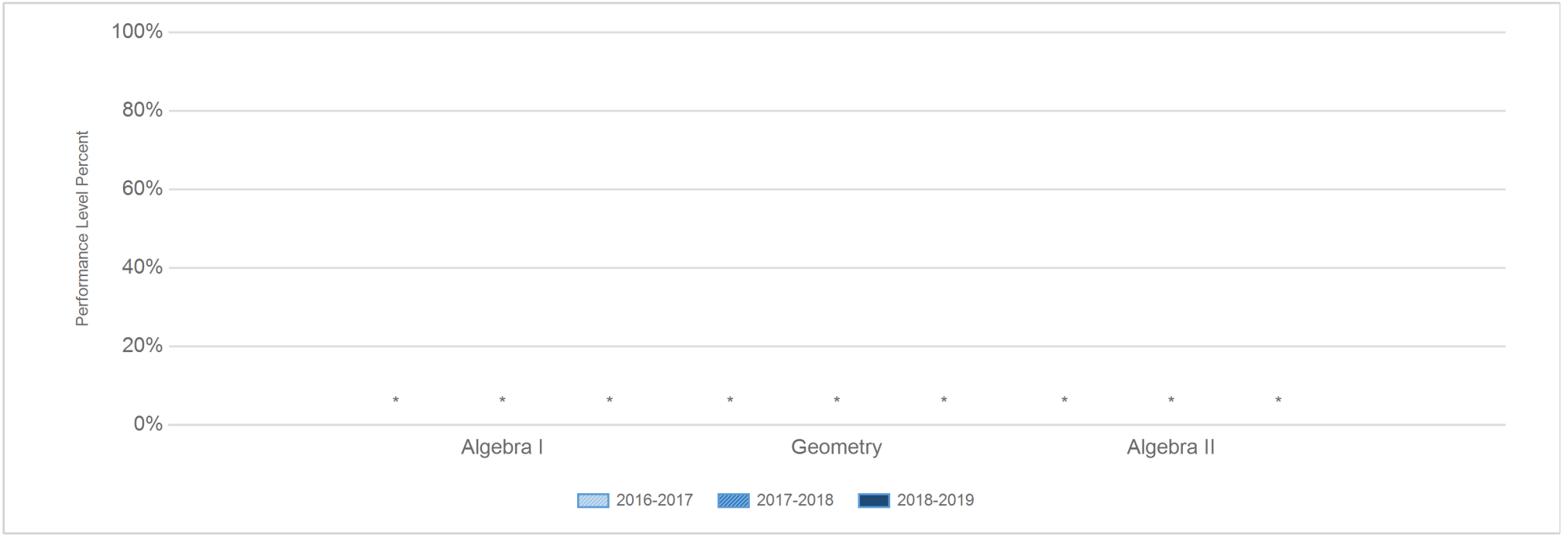
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	389	707	718	737	*	*	*	*	*	*	35%
White	*	*	721	743	*	*	*	*	*	*	43%
Hispanic	299	709	719	724	*	*	*	*	*	*	17%
Black or African American	67	699	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	179	709	720	738	*	*	*	*	*	*	36%
Male	210	706	716	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	286	707	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	103	709	719	743	*	*	*	*	*	*	43%
Students with Disabilities	45	696	699	712	*	*	*	*	*	*	*
Students without Disabilities	344	709	720	741	*	*	*	*	*	*	*
English Learners	132	705	709	708	*	*	*	*	*	*	*
Non-English Learners	257	709	721	738	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	*
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	692	714	755	*	*	*	*	*	*	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	156	690	713	731	*	*	*	*	*	*	34%
Black or African American	22	695	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	117	690	713	752	*	*	*	*	*	*	55%
Male	76	695	714	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	132	694	713	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	61	688	716	761	*	*	*	*	*	*	65%
Students with Disabilities	20	684	689	715	*	*	*	*	*	*	25%
Students without Disabilities	173	693	715	756	*	*	*	*	*	*	60%
English Learners	46	678	682	696	*	*	*	*	*	*	11%
Non-English Learners	147	696	718	755	*	*	*	*	*	*	59%
Homeless Students	*	*	687	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	15.6%	40.9%	Not Met

† 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	158	*	*
3-4	117	*	*
5 or more	63	*	*

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Grades Offered: 09-12
2018-2019

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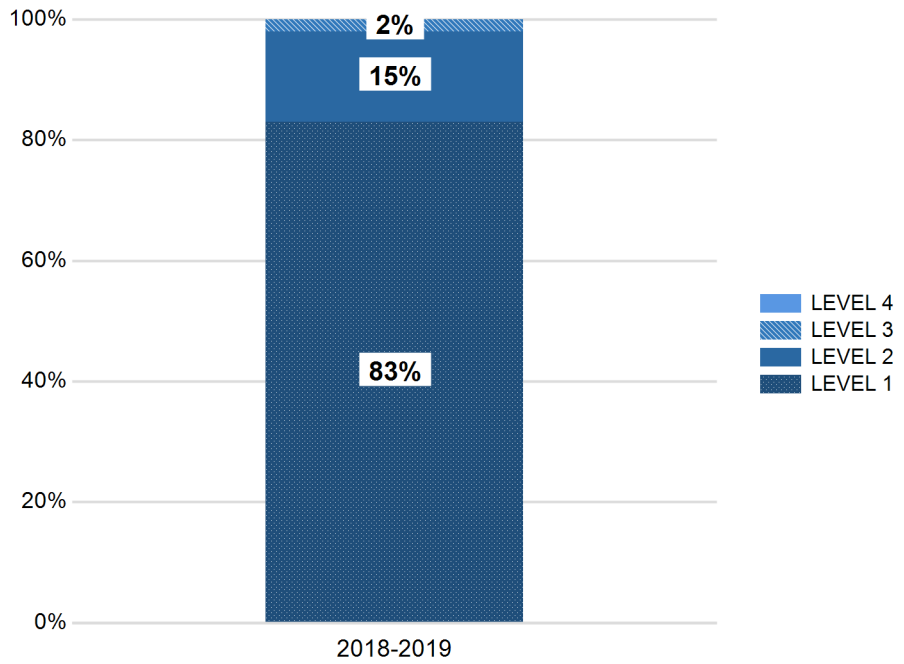
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	83	15	2	0
White	*	*	*	*
Hispanic	82	15	2	1
Black or African American	88	12	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	19	1	0
Male	86	11	2	1
Economically Disadvantaged Students	85	13	1	0
Non-Economically Disadvantaged Students	72	22	4	2
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
(39-1320-402)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. 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	85.3%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	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	370	476	Grade 10: 430 Grade 11: 460	12%	61%
PSAT 10/NMSQT - Math	376	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	392	539	480	*	70%
SAT - Math	392	541	530	*	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%

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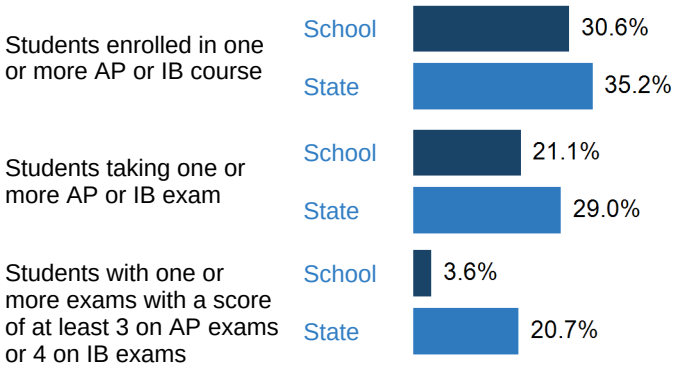
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

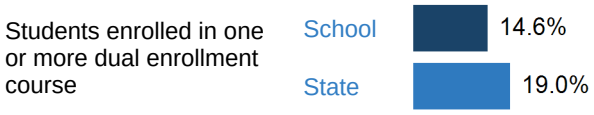
AP/IB Coursework – Participation and Performance

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 English Language and Composition	59	42
AP English Literature and Composition	50	38
AP French Language and Culture	0	3
AP Spanish Language	0	34
AP Spanish Literature	41	0
AP Statistics	19	16
AP U.S. History	45	28
Total Exams taken		161
Exams with scores of at least 3 on AP exams or 4 on IB exams		25

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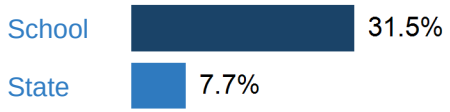
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

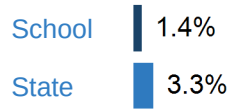


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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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	31.5%	13.7%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	32.6%	13.2%	10.3%	11.3%
Black or African American	26.5%	13.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	35.2%	13.6%	7.3%	10.6%
Male	27.0%	13.8%	8.0%	10.1%
Economically Disadvantaged Students	30.9%	16.0%	10.4%	11.8%
Students with Disabilities	20.6%	8.5%	6.6%	9.2%
English Learners	35.8%	3.7%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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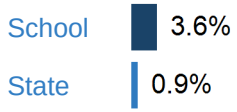
Industry-Valued Credentials

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
Arts, AV Technology & Communications	112		
Government & Public Administration	216		
Health Science	130	40	40
Information Technology	44		
Total (All Clusters)	502	40	40

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	5	338	25	0	0	0	0
10	2	83	162	12	0	2	0
11	0	8	152	87	0	10	0
12	1	8	22	195	0	24	24
Total	8	437	361	294	0	36	24
Enrolled in AP/IB Course					0	19	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	110	14	0	183	14	1
10	138	77	0	7	24	13
11	12	151	0	1	51	28
12	12	6	0	3	25	163
Total	272	248	0	194	114	205
Enrolled in AP/IB Course	0	0		0	0	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	190	86	0	0	0	88
10	0	246	4	0	0	1
11	0	228	27	0	0	11
12	0	41	239	0	0	3
Total	190	601	270	0	0	103
Enrolled in AP/IB Course	0	45	0	0		0
Enrolled in Dual Enrollment Course	0	66	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	39	20	0	0	0	0	0
10	72	38	0	0	0	0	0
11	45	8	0	0	0	0	0
12	66	4	0	0	0	0	0
Total	222	70	0	0	0	0	0
Enrolled in AP/IB Course	41	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	35	0	0	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	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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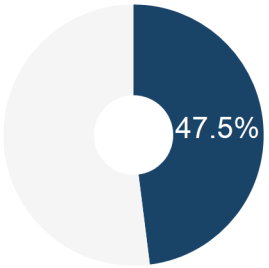
Visual and Performing Arts – Course Participation

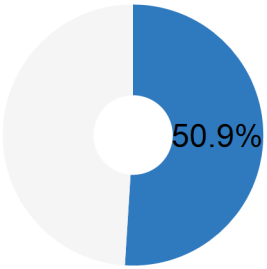
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

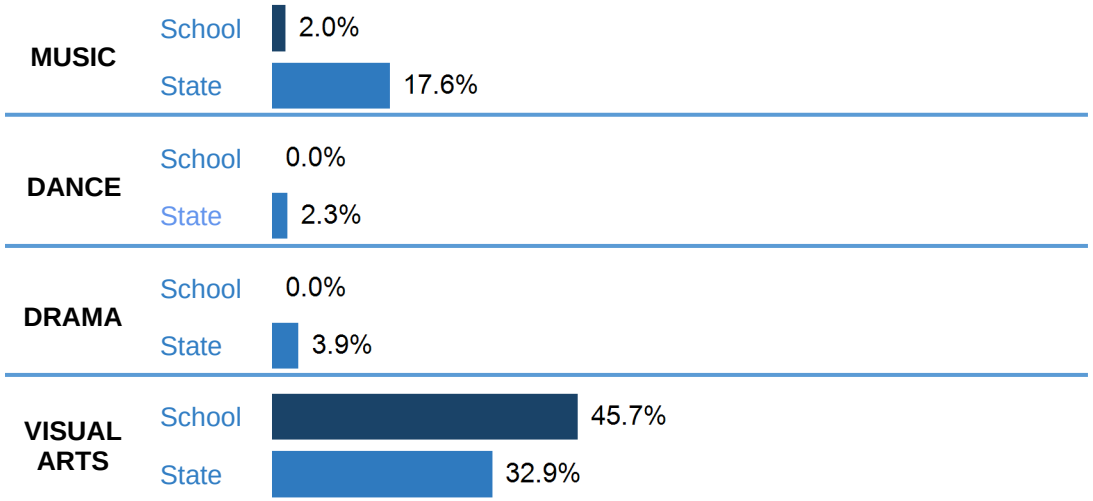


School



State

Students enrolled in one or more classes by discipline:



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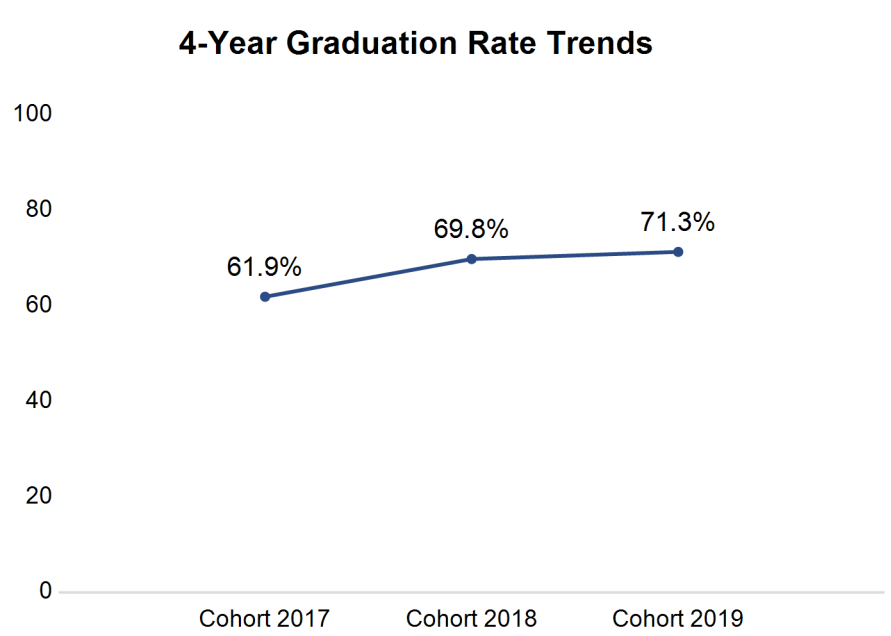
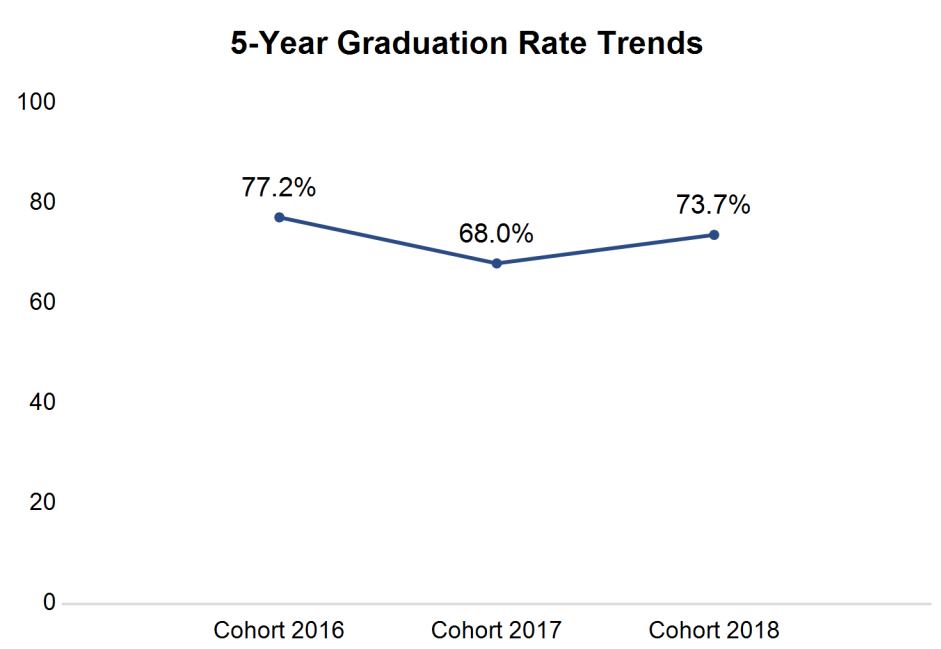
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	61.9%	69.8%	71.3%	77.2%	68.0%	73.7%
Annual Target	72.0%	73.2%		68.2%	69.7%	
Met Annual Target?	Not Met	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	71.3%	90.6%	73.7%	92.5%	69.8%	73.2%	Not Met	68.0%	69.7%	Not Met
White	*	94.9%	*	95.9%	*	**	**	*	68.2%	Not Met
Hispanic	71.0%	84.5%	72.1%	87.3%	68.8%	74.6%	Not Met	69.5%	68.0%	Met Target
Black or African American	71.4%	83.3%	78.5%	87.1%	72.3%	67.3%	Met Target	64.6%	77.7%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	76.9%	92.8%	84.1%	94.4%	81.1%			75.7%		
Male	64.3%	88.5%	64.0%	90.8%	59.3%			62.3%		
Economically Disadvantaged Students	70.9%	84.0%	73.9%	87.3%	70.7%	74.0%	Not Met	66.7%	71.1%	Not Met
Students with Disabilities	42.5%	79.2%	58.3%	83.8%	52.2%	52.0%	Met Target	57.8%	56.1%	Met Target
English Learners	81.1%	75.4%	72.5%	80.1%	67.6%	84.3%	Not Met	70.4%	65.8%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-402)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	41.8%	30.6%
Substitute Competency Test	20.1%	25.4%
Portfolio Appeals Process	32.1%	38.1%
Alternate Requirements specified in IEP	6.0%	6.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	5.6%	1.2%
2017-2018	5.3%	1.2%
2016-2017	6.5%	1.1%

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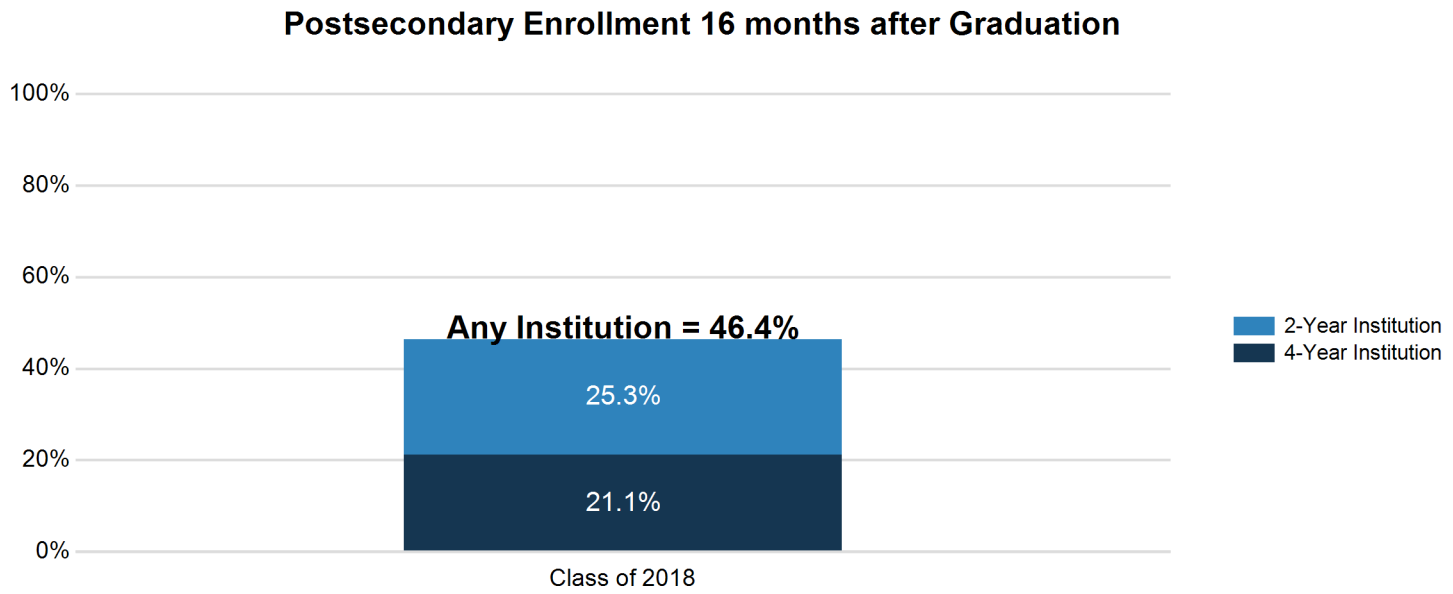
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	25.3%
% Enrolled in 4-Year Institution	21.1%
% Enrolled in Any Postsecondary Institution	46.4%

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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	35.2%	61%	39%
White	*	*	*
Hispanic	34.4%	69.3%	30.7%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	37.1%	62.7%	37.3%
Students with Disabilities	14.3%	100%	0%
English Learners	24.4%	76.2%	23.8%

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	46.4%	54.5%	45.5%	79.7%	20.3%	90.2%	9.8%
White	*	*	*	*	*	*	*
Hispanic	42.4%	59.5%	40.5%	78.6%	21.4%	90.5%	9.5%
Black or African American	54.5%	33.3%	66.7%	80%	20%	90%	10%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	52.3%	55.9%	44.1%	83.3%	16.7%	90.2%	9.8%
Students with Disabilities	21.1%	100%	0%	100%	0%	100%	0%
English Learners	42.4%	63.9%	36.1%	83.3%	16.7%	94.4%	5.6%

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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.

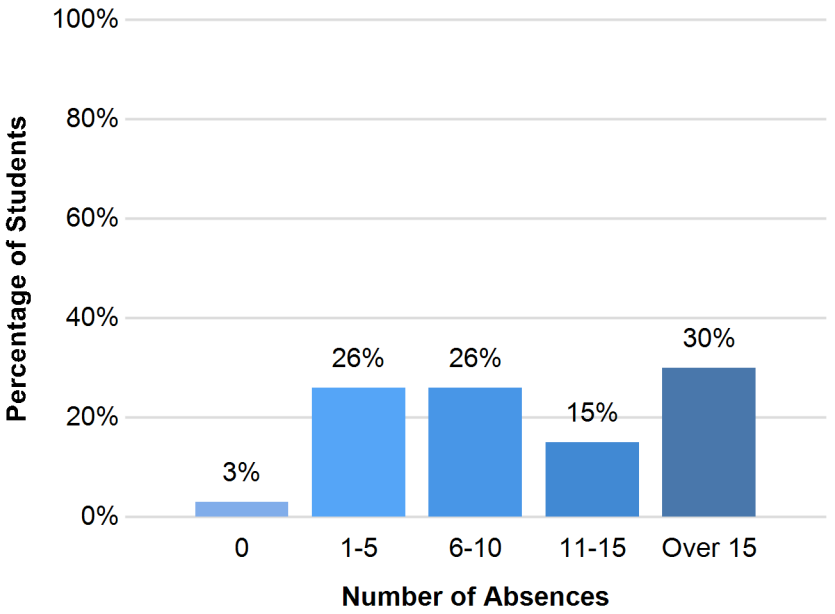
Chronic Absenteeism

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	319	27.0	14.2	Not Met
White	*	*	14.2	Not Met
Hispanic	234	25.7	14.2	Not Met
Black or African American	71	34.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	169	26.7		
Male	150	27.4		
Economically Disadvantaged Students	250	28.1	14.2	Not Met
Students with Disabilities	63	35.0	14.2	Not Met
English Learners	69	20.1	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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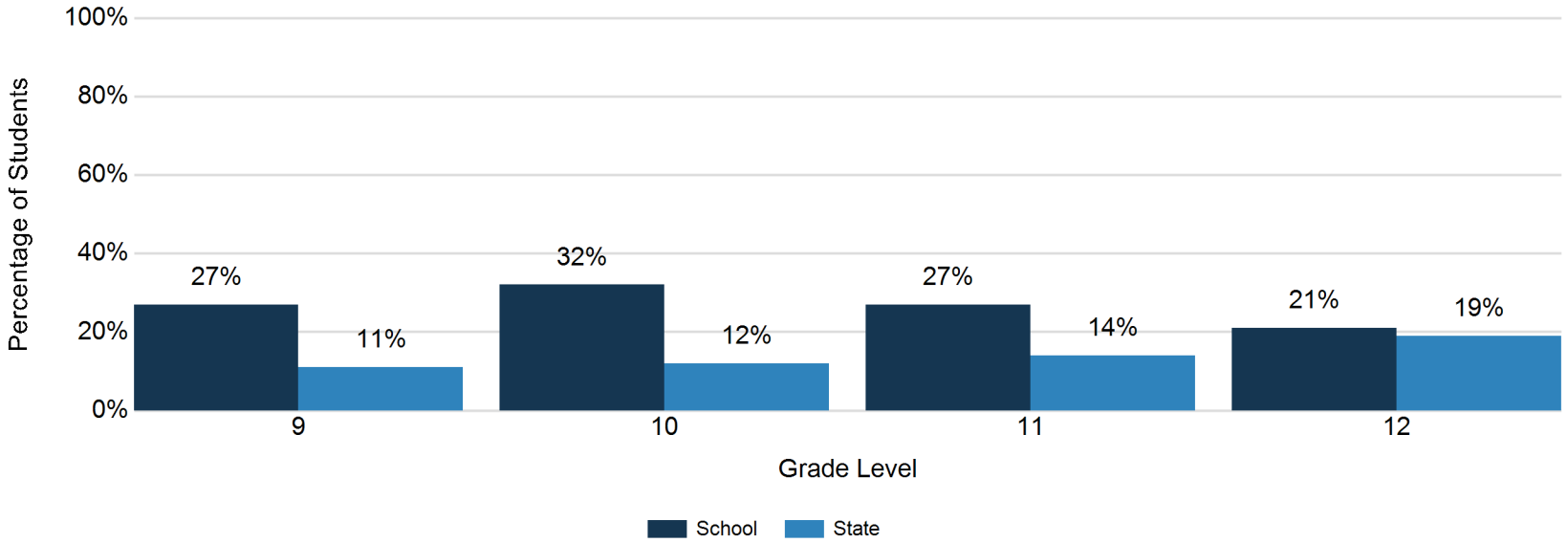
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	30
Weapons	3
Vandalism	2
Substances	25
Harassment, Intimidation, Bullying (HIB)	14
Total Unique Incidents	72
Incidents Per 100 Students Enrolled	6.47

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	2
Weapons	0
Vandalism	0
Substances	3
Harassment, Intimidation, Bullying (HIB)	3
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	1	1
Gender	0	5	5
Sexual Orientation	0	0	0
Disability	0	1	1
Other	2	11	13
No Identified Nature	11		11

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	111	10.0%
Any Suspension	111	10.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
739

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	89	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	70.8%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	556:1	297:1
Teachers to Administrators	45:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.4%	59.6%	0.0%	48.4%	77.1%	54.9%
Male	45.6%	40.4%	100.0%	51.6%	22.9%	45.1%
White	4.6%	51.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	78.1%	25.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.6%	14.6%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	7.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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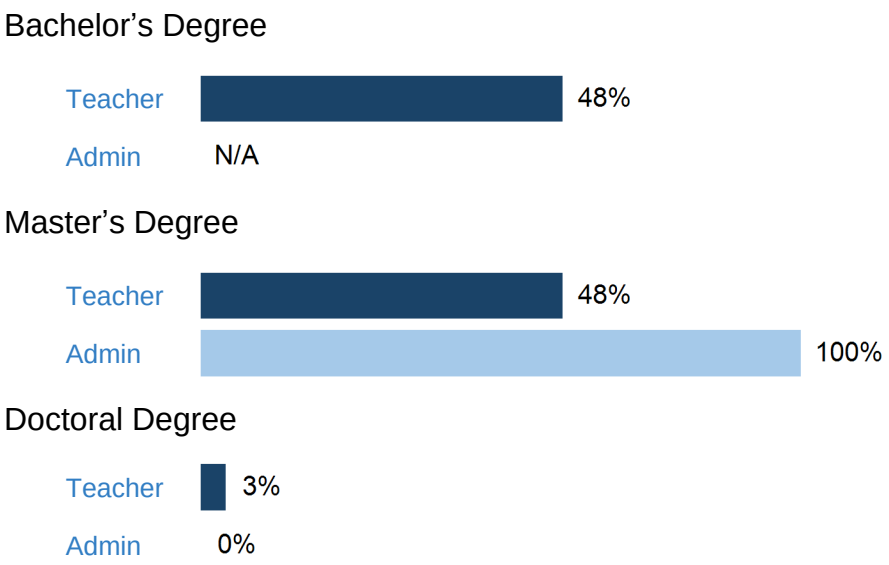
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	14.1%	22.5%	33.3%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	61.9%	69.8%	71.3%
5-Year Graduation Rate†	77.2%	68.0%	73.7%
Progress toward English Language Proficiency		27.6%	15.6%
Chronic Absenteeism	29.2%	29.6%	27.0%

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Admiral William F. Halsey Jr. Health & Public Safety Academy
(39-1320-402)
Grades Offered: 09-12
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	Met Target	Met Target†	**	Not Met	n/a	Not Met	No
Hispanic	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
English Learners	Met Target†	Not Met	Not Met	Met Target	**	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:	• Through the NJDOE Pathways Grant enhanced the experiences of Health Science students-continued dual enrollment Rutgers. • ROTC continued competitive Rifle/Drill teams to be one of the most celebrated in NJ. • Public Safety/CJ worked to enhance the students learning within the strands-authorities in Halsey for discussions.
Mission, Vision, Theme:	"Halsey Academy's mission is devoted to creating world-class citizens through facilitating academic achievement, personal growth, and empathy towards others. Our vision is to bring respect, integrity, safety and empathy into all classrooms, hallways and offices and in doing that being one of the best high schools in America. Halsey Academy students can choose from the following programs: Marine Corps Junior Reserve Officers Training Corps, Health Sciences, Criminal Justice and Public Safety. "
Awards, Recognition, Accomplishments:	The Health Science strand continues to grow and improve its course sequence. Dual enrollment with Rutgers-NB. Our ROTC program passed inspection by the Marine Corps and continues to be very competitive in the meets they enter for drill and rifle teams. Restructured the AVID Program, AVID college trips. Google Expeditions hosted by Google for Halsey students. CJ program monthly tours to various law related area institutions.

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Courses, Curriculum, Instruction:	Halsey offers a separate 9th grade Academy. Additionally, Halsey Academy was able to grow its Advanced Placement program, offering students in 3 grade levels (10-12) a minimum of 1 AP course offering. Dual enrollment is also available for specific courses. AVID is available at all grade levels also. Programs like NEWSELA, Khan Academy, IXL and Edconnect allowed teachers to create engaging activities and the ability to get real time data to help improve instruction.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Halsey offers a variety of activities for student participation. Student Government and class officer positions exist at all grade levels. National Honor Society, and Key and Interact Clubs are also available. A Medical Mentoring, Garden Club, and Multicultural Club are available to meet the needs of our varied populations. Halsey also has a RISE Club that supports our participation in the PBSIS initiative.

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Before and After School Programs:	Halsey offers after school tutoring in all core subject areas in both its main building and its 9th grade annex. SAT tutoring is also available in the weeks leading up to our School Day SAT Administration in April. PARCC preparation is provided on Saturdays for 6 weeks prior to the PARCC administration. Online credit recovery and accrual is offered.
Staff and Professional Learning:	Halsey Academy teachers meet 3 times per week in professional learning communities and Common Planning Time. All teachers participate in these weekly meetings, that address all aspects of school performance, from instruction to climate and culture. Topics discussed on these days relate to lesson planning, classroom management, classroom rigor ideas, RTI/I&RS, student conferences, PARCC, reducing chronic absenteeism, using data to drive instruction.
Postsecondary Information:	All students are required to take the SAT as a graduation requirement, and 2 school day administrations are scheduled. An after school SAT program is available in the weeks before the spring SAT. The district also sponsors a college fair, open to all students. Specific programs offering support to complete the FAFSA are provided after school hours. Our AVID program provides additional support through college visitations, study and coursework support and help with the application process.

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Student Supports and Services:	Through a grant, Trinitas hospital provides on site support services within Halsey Academy. Our RISE initiative trains teachers in utilizing positive behavior supports. Halsey supports a bilingual program, with courses in both French- Creole and Spanish. Halsey offers a multitude of services for students with special needs, from in class support, to a specialized program for moderate cognitive students. After school tutoring is open to all students after school.
Student Health and Wellness:	Halsey continues to participate in the Healthcorp grant with a fulltime coordinator to mentor students on health issues during an after school. Healthcorp is a nonprofit that give students the tools to make healthier living choices, and to change the culture of health and wellness in the community. Youth Enrichment Services (YES) through Trinitas staffs social workers whom students can schedule individual meetings to discuss their issues.
Parent and Community Involvement:	"As part of our Career Pathways Grant, an advisory board of business and industry partners, post-secondary institutions, educators, parents, and administrators was established. Our Administrators are also members of the Gateway Chamber of Commerce Education Workforce Committee, attending monthly meetings on student career readiness and businesses knowledge. Select Halsey students participated in the Future Cities, Inc. Leadership series including trips for Estuary Day and Environmental Day. "

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Halsey utilized the NJDOE school climate survey in 2018-19, administering the survey to parents, students and staff, in the winter of 2019. Results of the survey were shared with students during grade level assemblies, with staff in PLC meetings and with parents via various community activities. Survey results indicate that the school's climate and culture has improved and students and staff feel more safe.
Facilities:	"Halsey shares its 42 year old, air conditioned facility with another high school, however maintains a individual space, only sharing a gymnasium and a few specialized classrooms. Since Halsey Academy renovated its Media Center, it has enhanced the available technology for students and staff.. Since offering a separate 9th grade annex, located on the same block as the main complex, it has provided our 9th graders with a more personalized learning environment. "
School Safety:	The Elizabeth Board of Education administers an automated phone messaging system, which allows EPS to alert large numbers of people (parents/guardians/team members) instantly in the case of an emergency or a special event. The system is a valuable tool to successfully notify parents about events such as school closings and Early Childhood registration.

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Other Information	"Students enrolled in Admiral William F. Halsey, Jr. Health and Public Safety Academy complete a rigorous and engaging college preparatory program, and also participate in exciting programs, electives, classes, and activities focusing on the development of each student into a strong, ethical, and skillful student. Halsey Academy's programs emphasize rigorous academic instruction, peer leadership, community service, and student government activities. Honors and AP classes are available to all eligible students. All Halsey Academy students are expected to comply with the rules, regulations, and policies of the Academy including the mandatory wearing of the school uniform. The PBSIS implementation continues to grow in Halsey. Data on office conduct referrals, suspensions and attendance is analyzed and shared with the staff in order to develop interventions and improve graduation rates. RISE also seeks to impact overall school climate and culture through a reinforcement of positive behaviors and promoting the RISE elements: Respect, Integrity, Safety and Empathy. Monthly drawings, raffles, staff luncheons, and student activities such as field day, fun day and other activities are used to create a welcoming and friendly atmosphere for students, staff and visitors. Halsey Academy continued moving forward in utilizing our One-to-One laptop initiative. Using online tools, teachers were able to connect to students during the school day, as well as at home and when abroad. Students in Halsey have access to mass media equipment and are involved in creating, editing, and producing videos to highlight successes and show our strands. he ability to personalize the student's experience continues to drive instruction and has changed how our students learn and grow. Real time data allows all teachers and staff to have instant access for use in interventions, enrichment, and parent conferences."

NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mr. George Mikros
Address	310 Cherry St Elizabeth, NJ 07208
Phone Number	908-436-6100
Email Address	mikrosge@epsnj.org
Website	https://www.epsnj.org/Domain/10

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	259	260	271
10	261	262	245
11	211	255	240
12	228	215	251
Total	959	992	1,007

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	55.4%	55.5%	54.6%
Male	44.6%	44.5%	45.4%
Economically Disadvantaged Students	79.2%	78.7%	80.7%
Students with Disabilities	3.2%	3.5%	4.2%
English Learners	6.4%	8.6%	8.6%
Homeless Students	0.3%	0.4%	0.4%
Students in Foster Care	0.1%	0.0%	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	7.8%	7.4%	7.6%
Hispanic	75.0%	76.9%	79.3%
Black or African American	15.7%	14.2%	11.5%
Asian	1.4%	1.4%	1.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	959	992	1,007
Shared Time Students	0	0	0
Full Time Equivalent	959	992	1,007

Enrollment by Home Language

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

Home Language	% of Students
Spanish	71.3%
English	18.8%
Portuguese	4.0%
Haitian	2.6%
Arabic	1.2%
Other Languages	2.2%

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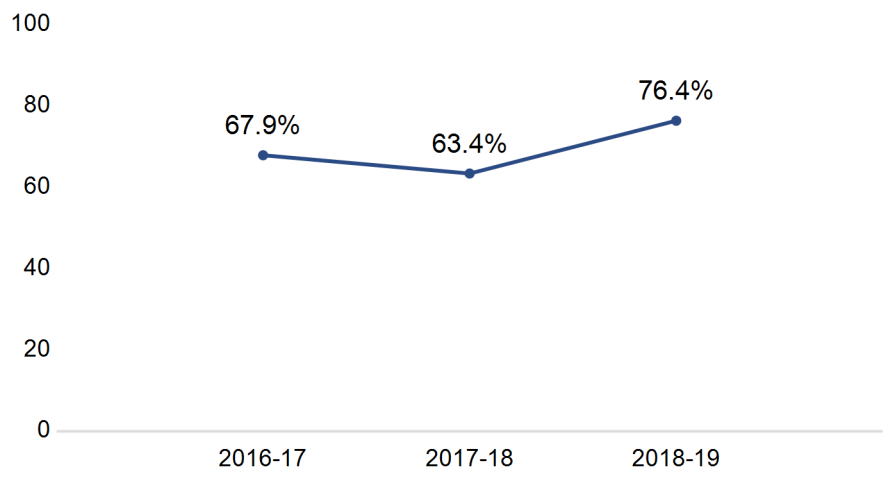
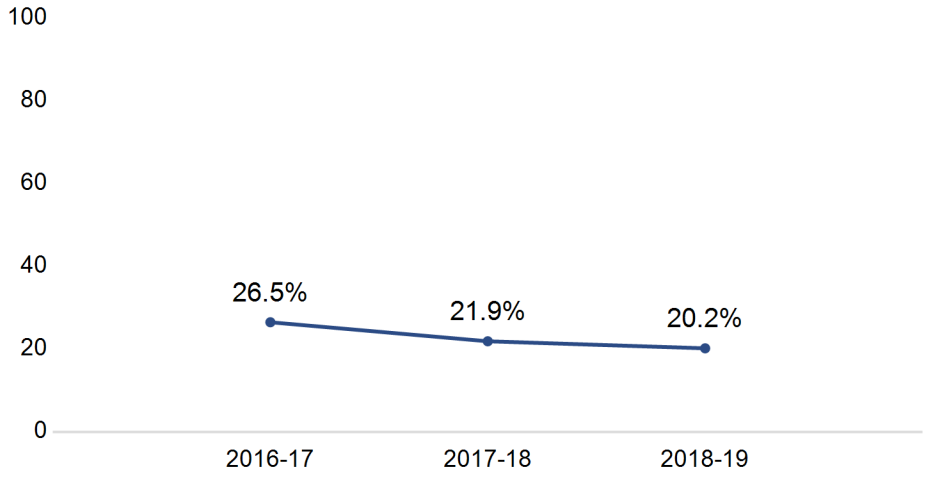
English Language Arts and Mathematics Performance Trends

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	98.8%	99.6%	99.8%	99.2%	99.6%	99.6%
Proficiency Rate for Federal Accountability	67.9%	63.4%	76.4%	26.5%	21.9%	20.2%
Annual Target	72.4%	72.8%	73.2%	23.6%	26.5%	29.5%
Met Annual Target?	Not Met	Not Met	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	509	99.8	76.4	52.8	57.9	76.4	73.2	Met Target
White	39	97.5	92.3	63.5	66.9	92.3	71.7	Met Goal
Hispanic	421	100.0	74.8	53.5	43.9	74.8	73.8	Met Target
Black or African American	39	100.0	74.4	42.5	38.5	74.4	70.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	90.0	79.5	82.9	90.0	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	274	100.0	77.0	59.1	64.8	77.0		
Male	235	99.6	75.7	46.6	51.3	75.7		
Economically Disadvantaged Students	422	99.8	75.8	50.4	40.0	75.8	73	Met Target
Non-Economically Disadvantaged Students	87	100.0	79.3	62.8	67.9	79.3		
Students with Disabilities	21	100.0	61.9	18.8	22.7	61.9	34.4	Met Target
Students without Disabilities	488	99.8	77.0	57.8	65.1	77.0		
English Learners	109	100.0	47.7	40.3	29.3	47.7	55.3	Met Target†
Non-English Learners	400	99.8	84.3	58.3	60.6	84.3		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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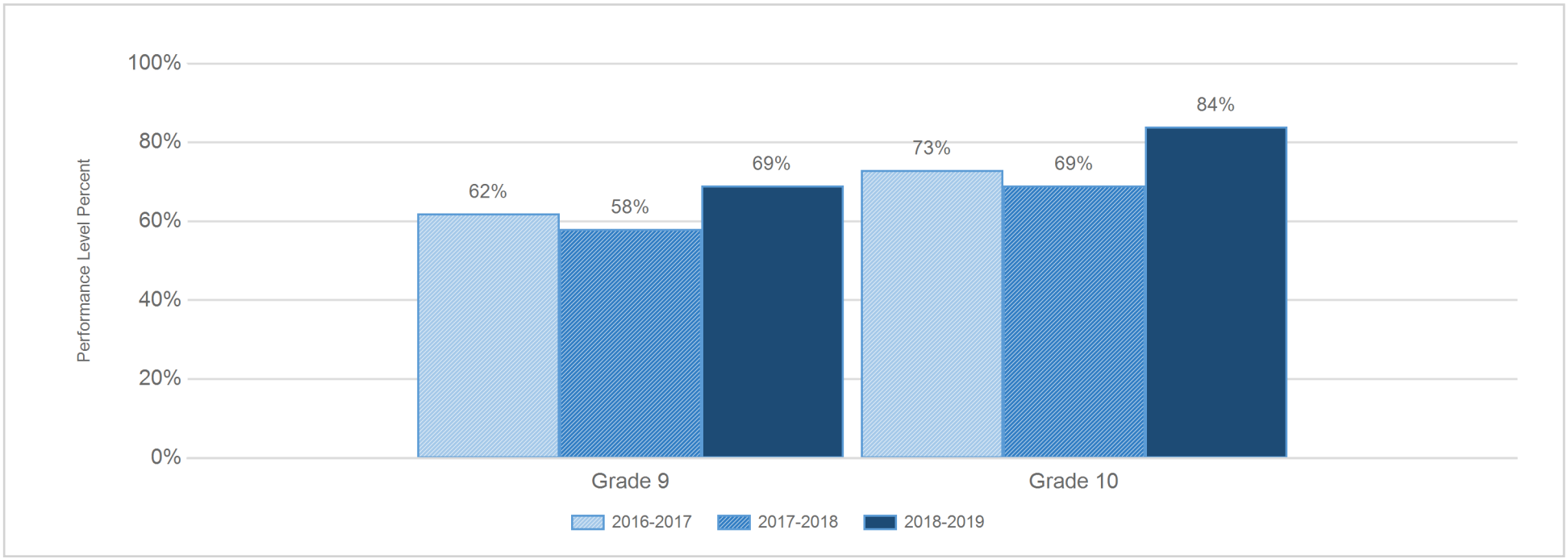
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 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	267	761	745	753	5%	6%	19%	51%	18%	69%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	220	759	746	737	6%	7%	19%	48%	19%	67%	40%
Black or African American	22	762	732	732	0%	*	*	*	*	68%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	145	760	751	760	*	*	21%	50%	18%	68%	63%
Male	122	761	739	746	*	*	17%	52%	19%	70%	49%
Economically Disadvantaged Students	215	758	744	734	*	*	*	51%	17%	67%	36%
Non-Economically Disadvantaged Students	52	770	750	762	*	*	*	50%	25%	75%	65%
Students with Disabilities	*	*	711	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	749	760	*	*	*	*	*	*	63%
English Learners	46	716	702	693	30%	*	*	*	*	17%	*
Non-English Learners	221	770	753	755	0%	*	*	*	*	80%	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
(39-1320-405)
Grades Offered: 09-12
2018-2019

Report Key:
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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	244	776	750	757	*	*	10%	55%	29%	84%	58%
White	19	783	763	767	0%	0%	0%	*	*	100%	67%
Hispanic	202	776	750	738	*	*	11%	53%	30%	83%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	131	778	759	766	*	*	10%	55%	32%	87%	66%
Male	113	773	742	749	*	*	11%	56%	26%	81%	51%
Economically Disadvantaged Students	207	775	750	735	*	*	*	56%	29%	85%	40%
Non-Economically Disadvantaged Students	37	781	752	767	*	*	*	51%	32%	84%	67%
Students with Disabilities	12	760	710	711	*	*	*	*	*	75%	19%
Students without Disabilities	232	777	755	765	*	*	*	*	*	85%	65%
English Learners	26	750	*	687	*	*	*	*	*	54%	*
Non-English Learners	218	779	*	760	*	*	*	*	*	88%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	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	500	99.6	20.2	27.2	44.5	20.2	29.5	Not Met
White	37	97.4	16.2	37.3	54.1	16.2	41	Not Met
Hispanic	414	100.0	21.7	27.9	28.8	21.7	29.4	Not Met
Black or African American	39	97.6	*	17.0	23.0	*	24.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	10	100.0	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	269	100.0	16.7	27.1	44.9	16.7		
Male	231	99.1	24.2	27.3	44.2	24.2		
Economically Disadvantaged Students	415	99.8	18.8	25.4	26.3	18.8	30.1	Not Met
Non-Economically Disadvantaged Students	85	98.9	27.1	34.2	54.9	27.1		
Students with Disabilities	23	95.8	*	10.7	17.4	*	8	Met Target†
Students without Disabilities	477	99.8	*	29.5	50.0	*		
English Learners	109	100.0	13.8	25.9	25.0	13.8	27.6	Not Met
Non-English Learners	391	99.5	22.0	27.8	46.5	22.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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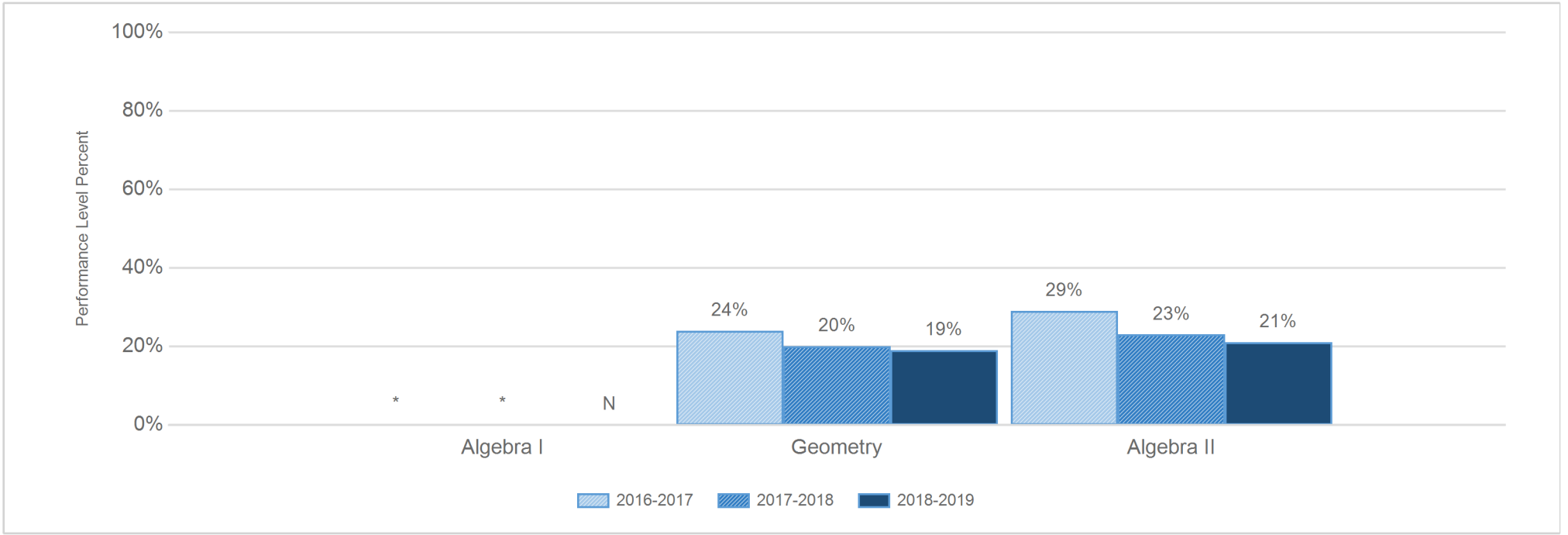
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	730	744	N	N	N	N	N	N	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	N	N	731	728	N	N	N	N	N	N	24%
Black or African American	N	N	722	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	730	745	N	N	N	N	N	N	44%
Male	N	N	731	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	729	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	733	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	733	748	N	N	N	N	N	N	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	N	N	733	745	N	N	N	N	N	N	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	247	730	718	737	7%	34%	40%	*	*	19%	35%
White	18	722	721	743	*	*	*	*	*	17%	43%
Hispanic	208	730	719	724	6%	33%	40%	*	*	20%	17%
Black or African American	*	*	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	130	729	720	738	*	37%	41%	*	*	17%	36%
Male	117	730	716	736	*	31%	38%	*	*	22%	34%
Economically Disadvantaged Students	201	730	717	722	*	35%	41%	*	*	18%	16%
Non-Economically Disadvantaged Students	46	728	719	743	*	30%	33%	*	*	26%	43%
Students with Disabilities	*	*	699	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	720	741	*	*	*	*	*	*	*
English Learners	46	724	709	708	*	50%	24%	*	*	17%	*
Non-English Learners	201	731	721	738	*	30%	43%	*	*	20%	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	*
Students in Foster Care	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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	722	714	755	24%	24%	31%	21%	0%	21%	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	206	723	713	731	25%	22%	30%	23%	0%	23%	34%
Black or African American	24	711	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	140	716	713	752	31%	24%	28%	16%	0%	16%	55%
Male	114	729	714	758	16%	24%	34%	26%	0%	26%	62%
Economically Disadvantaged Students	214	722	713	729	*	22%	*	20%	0%	20%	32%
Non-Economically Disadvantaged Students	40	723	716	761	*	33%	*	28%	0%	28%	65%
Students with Disabilities	14	706	689	715	*	*	*	*	*	*	25%
Students without Disabilities	240	723	715	756	*	*	*	*	*	*	60%
English Learners	26	696	682	696	*	*	*	*	*	*	11%
Non-English Learners	228	725	718	755	*	*	*	*	*	*	59%
Homeless Students	*	*	687	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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	56.8%	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	15	73.3%	26.7%
3-4	42	73.8%	26.2%
5 or more	30	83.3%	16.7%

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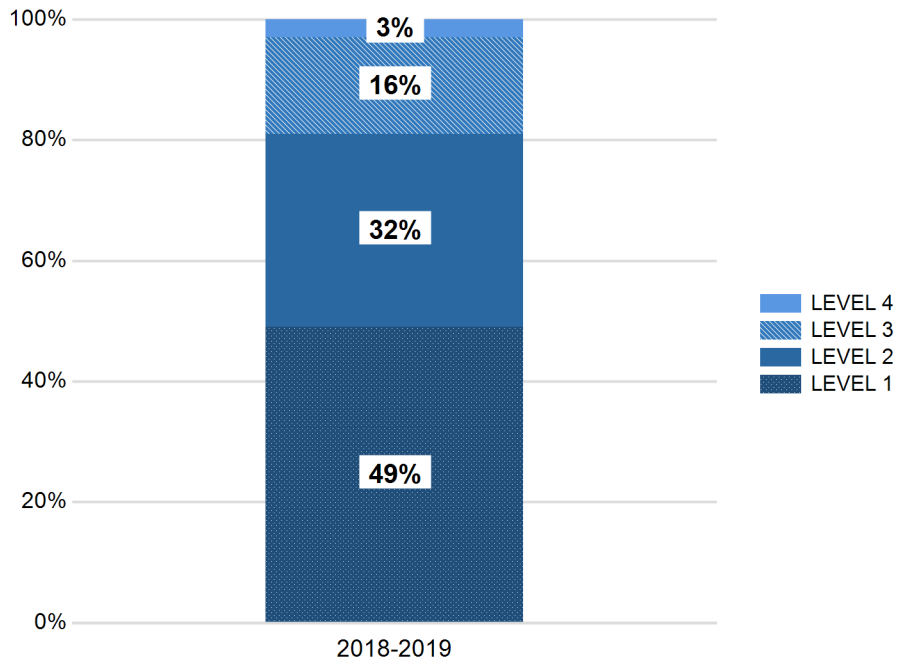
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	32	16	3
White	57	36	0	7
Hispanic	51	29	17	3
Black or African American	31	52	14	3
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	32	12	4
Male	45	33	20	2
Economically Disadvantaged Students	52	30	16	3
Non-Economically Disadvantaged Students	34	45	16	5
Students with Disabilities	58	42	0	0
Students without Disabilities	48	32	16	3
English Learners	80	20	0	0
Non-English Learners	48	33	16	3
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 in2018-19. 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	99.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	426	476	Grade 10: 430 Grade 11: 460	40%	61%
PSAT 10/NMSQT - Math	446	477	Grade 10: 480 Grade 11: 510	24%	43%
SAT - Reading and Writing	470	539	480	44%	70%
SAT - Math	497	541	530	38%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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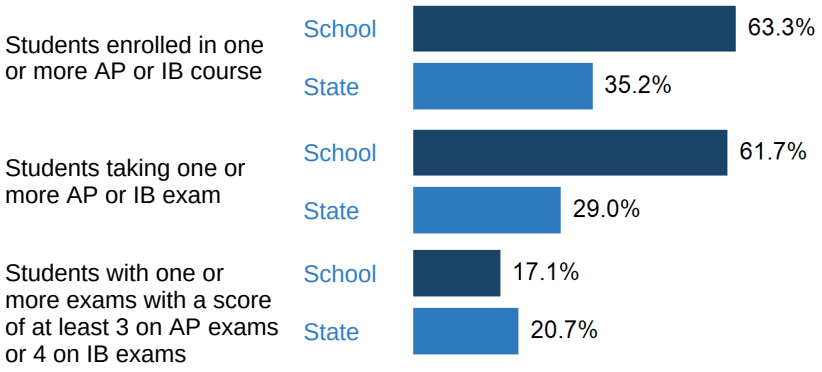
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses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

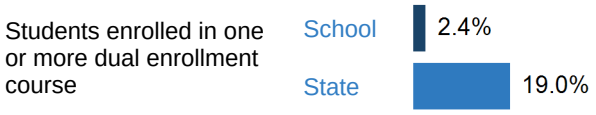
AP/IB Coursework – Participation and Performance

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	35	34
AP Calculus AB	15	15
AP Chemistry	11	11
AP English Language and Composition	50	50
AP English Literature and Composition	32	32
AP Human Geography	43	40
AP Italian Language and Culture	3	3
AP Macroeconomics	0	110
AP Microeconomics	110	110
AP Spanish Language	0	62
AP Spanish Literature	93	32
AP Studio Art—Two-Demensional	3	3
AP U.S. Government and Politics	83	82
AP U.S. History	24	23
Total Exams taken		607
Exams with scores of at least 3 on AP exams or 4 on IB exams		128

NJ SCHOOL PERFORMANCE REPORT

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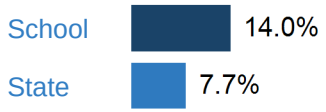
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

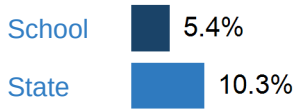
Career and Technical Education Participation

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)



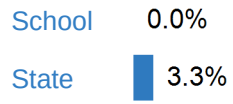
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
(39-1320-405)
Grades Offered: 09-12
2018-2019

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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 theNJDOE'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	14.0%	5.4%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	14.5%	4.5%	10.3%	11.3%
Black or African American	*	*	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	N	N	6.8%	12.1%
Female	17.5%	7.6%	7.3%	10.6%
Male	9.8%	2.6%	8.0%	10.1%
Economically Disadvantaged Students	15.3%	4.9%	10.4%	11.8%
Students with Disabilities	*	0.0%	6.6%	9.2%
English Learners	*	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%	*

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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
Arts, AV Technology & Communications	135		
Education and Training	44		
Information Technology	16		
Total (All Clusters)	195	0	0

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	247	24	0	0	0	0
10	0	1	229	15	0	0	0
11	0	3	2	226	12	0	0
12	0	1	0	6	72	173	0
Total	0	252	255	247	84	173	0
Enrolled in AP/IB Course					15	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	0	3	0	0	268	0
10	3	225	0	0	17	0
11	189	59	0	0	0	2
12	35	0	0	0	0	55
Total	227	287	0	0	285	57
Enrolled in AP/IB Course	35	11		0	0	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	41	3	0	0	0	227
10	0	245	0	0	0	19
11	0	240	65	0	0	58
12	0	6	45	0	0	6
Total	41	494	110	0	0	310
Enrolled in AP/IB Course	0	24	110	0		126
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	114	0	19	0	0	0	95
10	101	0	19	0	0	0	72
11	60	0	6	0	0	0	15
12	10	0	0	0	0	0	2
Total	285	0	44	0	0	0	184
Enrolled in AP/IB Course	93	0	3	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	2	0	0	0	0	0	11

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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
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	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
Spanish	11
Total	11

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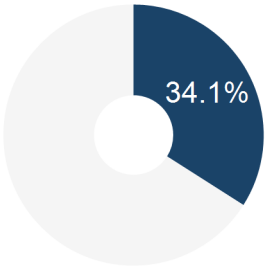
Visual and Performing Arts – Course Participation

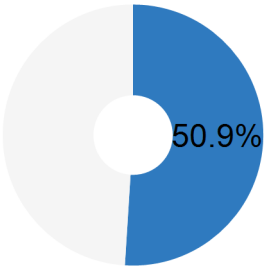
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

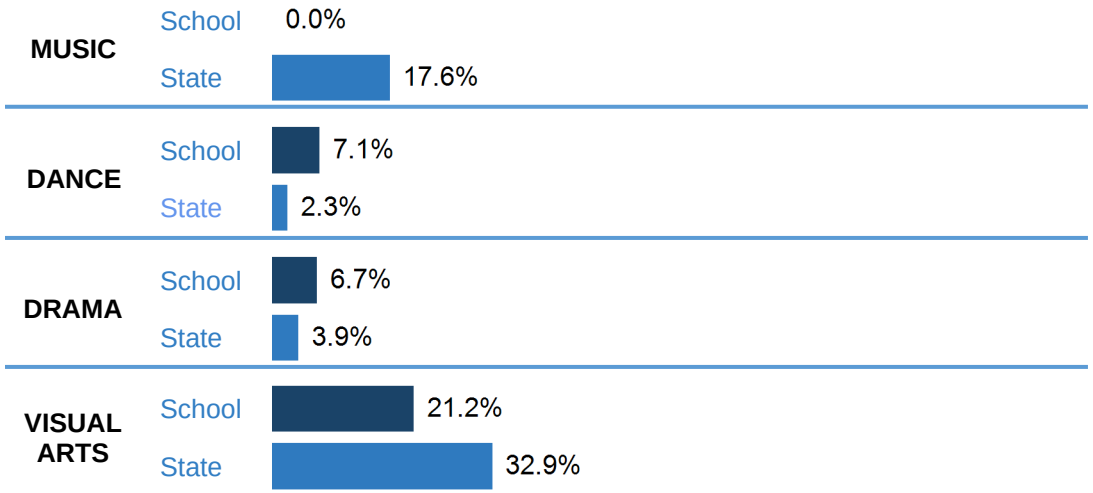


School



State

Students enrolled in one or more classes by discipline:



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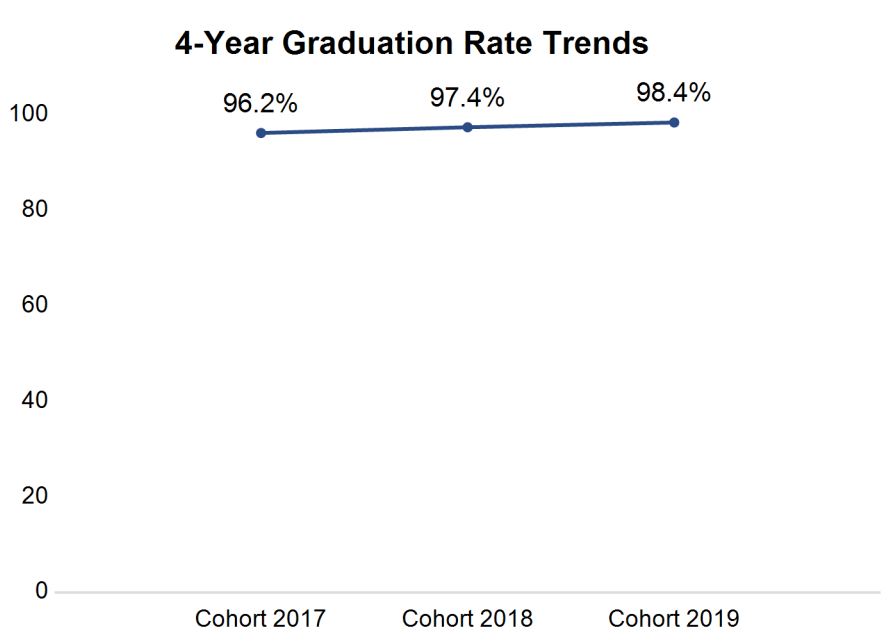
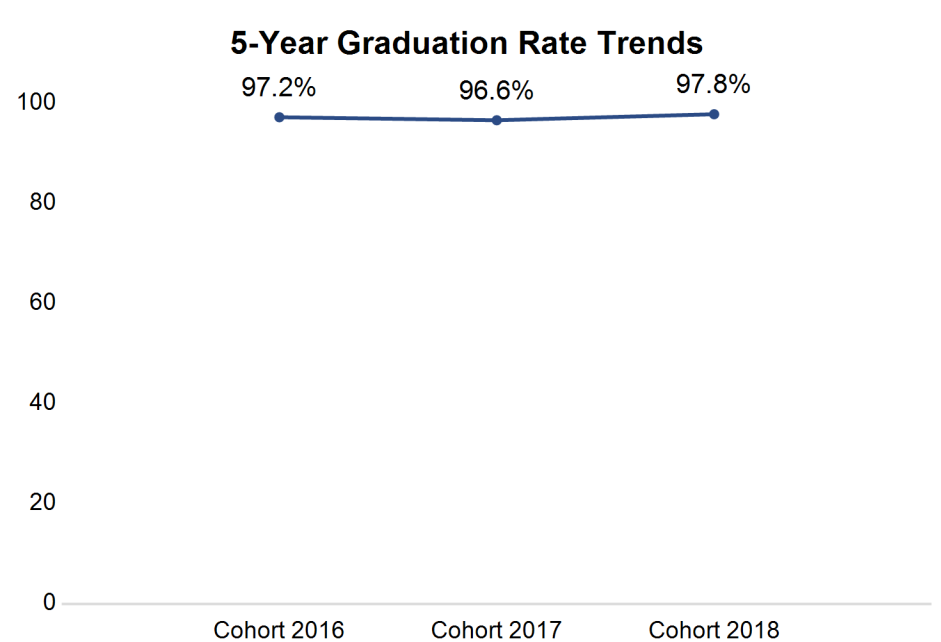
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	96.2%	97.4%	98.4%	97.2%	96.6%	97.8%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
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	98.4%	90.6%	97.8%	92.5%	97.4%	N	Met Goal	96.6%	N	Met Goal
White	*	94.9%	*	95.9%	*	**	**	*	N	Met Goal
Hispanic	98.3%	84.5%	98.8%	87.3%	98.8%	N	Met Goal	97.2%	N	Met Goal
Black or African American	97.7%	83.3%	95.3%	87.1%	93.0%	92.3%	Met Target	93.9%	96.0%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	98.6%	92.8%	98.5%	94.4%	98.5%			97.5%		
Male	98.1%	88.5%	96.9%	90.8%	95.9%			95.6%		
Economically Disadvantaged Students	98.6%	84.0%	97.4%	87.3%	96.8%	N	Met Goal	96.7%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	100.0%	**	**
English Learners	97.4%	75.4%	100.0%	80.1%	100.0%	**	**	100.0%	N	Met Goal
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	92.3%	76.2%
Substitute Competency Test	4.0%	15.3%
Portfolio Appeals Process	2.4%	6.0%
Alternate Requirements specified in IEP	1.2%	2.4%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.4%	1.1%

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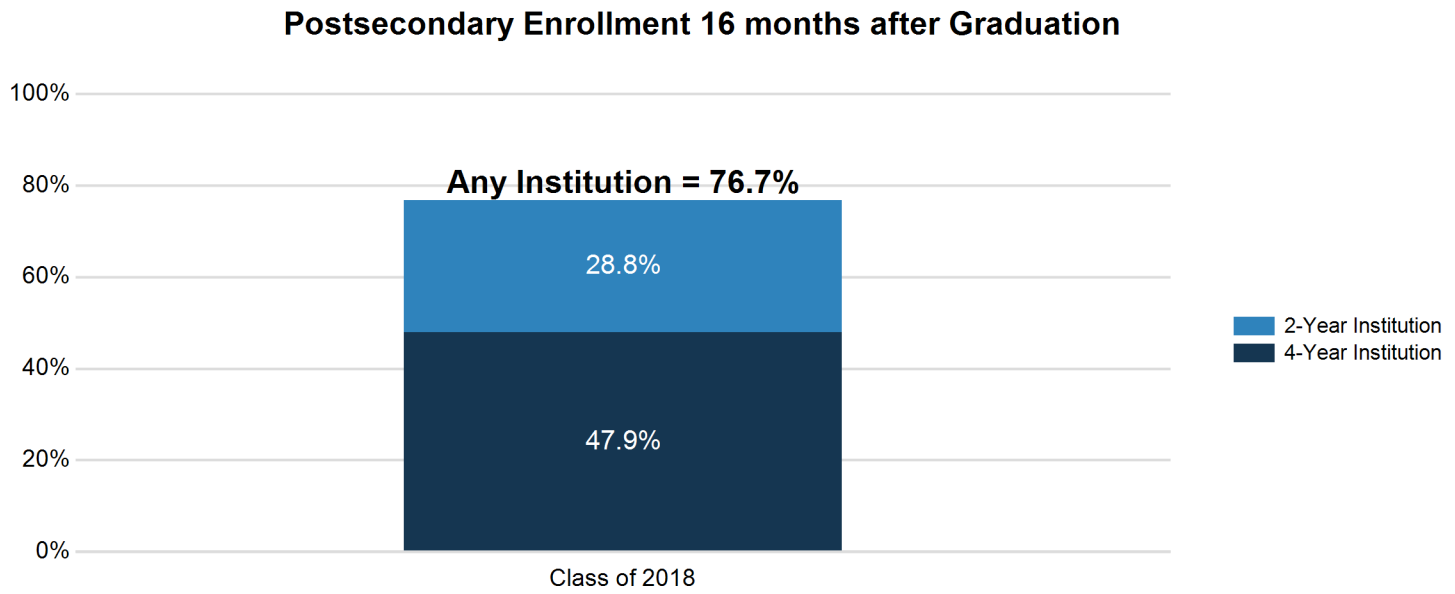
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.8%
% Enrolled in 4-Year Institution	47.9%
% Enrolled in Any Postsecondary Institution	76.7%

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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	79.3%	27.1%	72.9%
White	*	*	*
Hispanic	77.5%	26.1%	73.9%
Black or African American	84.8%	28.2%	71.8%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78.2%	24.5%	75.5%
Students with Disabilities	*	*	*
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	76.7%	37.5%	62.5%	82.7%	17.3%	93.5%	6.5%
White	*	*	*	*	*	*	*
Hispanic	74.5%	45.8%	54.2%	85%	15%	96.7%	3.3%
Black or African American	82.5%	18.2%	81.8%	75.8%	24.2%	84.8%	15.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	78.1%	37.9%	62.1%	84.8%	15.2%	95.5%	4.5%
Students with Disabilities	*	*	*	*	*	*	*
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.

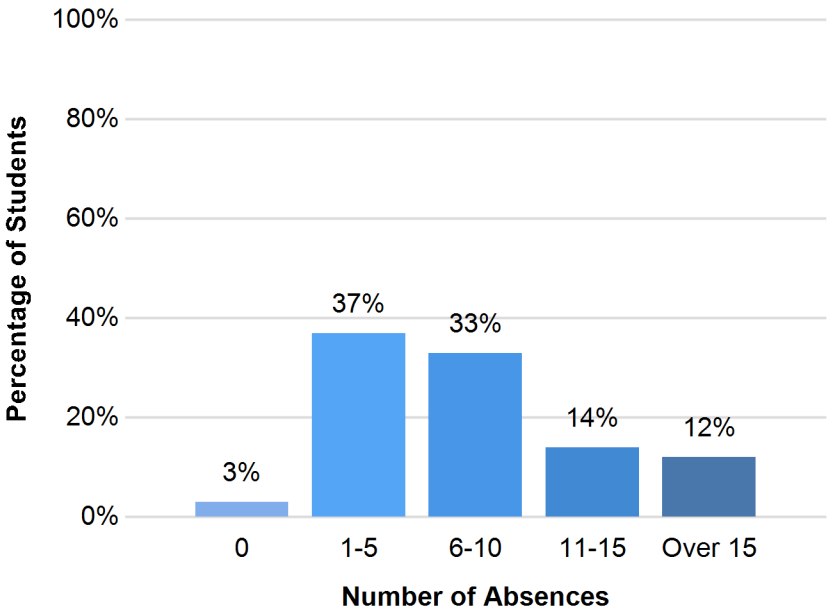
Chronic Absenteeism

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	99	9.8	14.2	Met
White	10	13.0	14.2	Met
Hispanic	73	9.1	14.2	Met
Black or African American	16	13.8	14.2	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	61	11.1		
Male	38	8.3		
Economically Disadvantaged Students	77	9.4	14.2	Met
Students with Disabilities	6	14.0	14.2	Met
English Learners	2	2.3	14.2	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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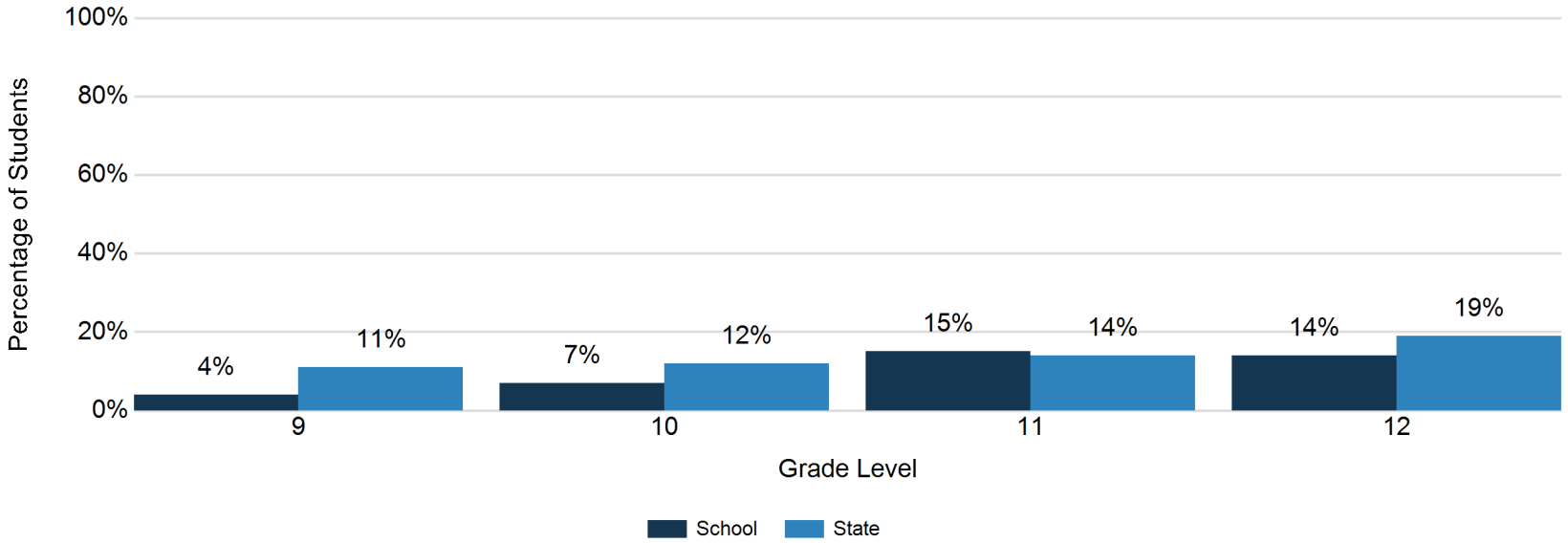
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

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



NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
(39-1320-405)
Grades Offered: 09-12
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	23
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	28
Incidents Per 100 Students Enrolled	2.78

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	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	1	1
No Identified Nature	8		8

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	61	6.1%
Any Suspension	64	6.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
233

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	70	118,214
Average years experience in public schools	9.9	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	82.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	504:1	297:1
Teachers to Administrators	35:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.6%	58.6%	0.0%	48.4%	77.1%	54.9%
Male	45.4%	41.4%	100.0%	51.6%	22.9%	45.1%
White	7.6%	54.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	79.3%	21.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.5%	10.0%	50.0%	15.0%	6.6%	13.9%
Asian	1.5%	10.0%	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%	4.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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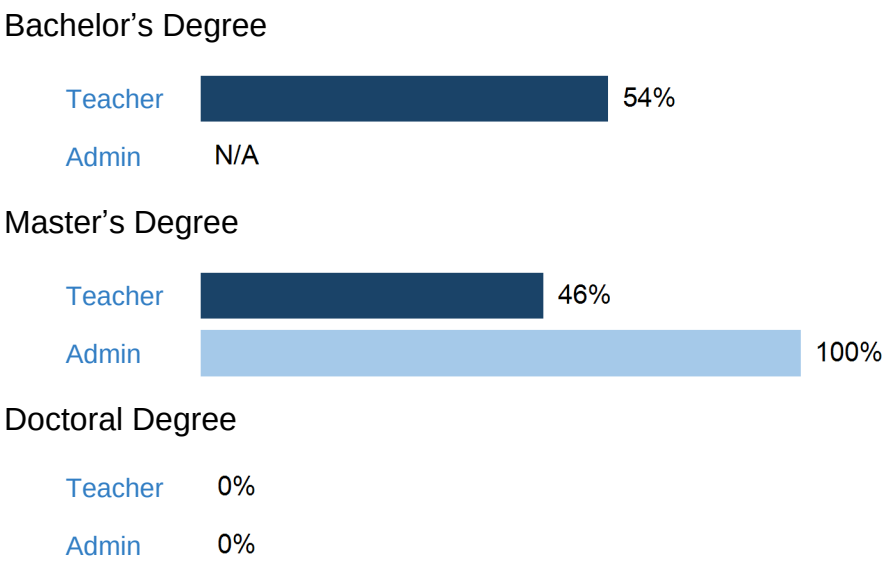
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	67.9%	63.4%	76.4%
Math Proficiency	26.5%	21.9%	20.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.2%	97.4%	98.4%
5-Year Graduation Rate†	97.2%	96.6%	97.8%
Progress toward English Language Proficiency		65.0%	56.8%
Chronic Absenteeism	10.8%	10.2%	9.8%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Goal	Met Goal	Met Target	Met	No
White	Met Goal	Not Met	**	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Target	Not Met	Met Target	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Met	No
English Learners	Met Target†	Not Met	**	Met Goal	**	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:	• Nationally and State ranked amongst the Best Challenging High Schools • "Award Winning AVID System " • "Approved College Board Advanced Placement - 15 Courses "
Mission, Vision, Theme:	Alexander Hamilton Preparatory Academy's vision is to be one of the highest performing high schools in the nation with a focus on preparing every student with the 21st century skills necessary for success in a global society. As an AVID school, we will close the achievement gap by preparing all students for college and career readiness. Through AVID and the 3L's: Love, Laser-Like Focus on Teaching and Learning, and Leadership we will provide excellent educational experiences.
Awards, Recognition, Accomplishments:	In 2019, Hamilton ranked #28 in New Jersey and #562 in the United States of America by U.S. News and World Report Best High Schools Rankings. The U.S. News Best High Schools rankings include data on more than 23,000 public high schools in 50 states and the District of Columbia. More than 17,000 schools were ranked on six factors based on their performance on state assessments and how well they prepare students for college. The rankings represent Hamilton's commitment to achieve excellence in teaching / learning and academic success for all our students. In 2018-19, Hamilton Academy was designated as an AVID Showcase school. Participants took part in learning about key AVID components and the implementation process. They observed AVID Elective classes and instructional strategies / methodologies that were introduced to enhance academic performance. AVID students, teachers and administrators spoke about AVID experiences and successes.

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Courses, Curriculum, Instruction:	AVID strategies like the Cornell Note-Taking system and Costa's Levels of Inquiry and Questioning are infused in all courses. A. Hamilton also offers College Board approved advanced placement courses in English Literature and Language, Biology, Chemistry, Art History U.S. History, Spanish Language and Literature and more. In addition, A. Hamilton also offers Honors courses in Geometry, Pre-Calculus, English I and II, Biology Chemistry, and World History/Cultures.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Hamilton's students participate in the Elizabeth Public Schools district's sports teams such as, football, soccer, basketball, baseball, swimming, tennis, bowling, golf, track, volleyball.
Clubs and Activities:	"Hamilton's clubs allow students opportunities for social/emotional growth: Student Government, Yearbook, Class Level Clubs, Newspaper, Key Club, New Jersey Future Educators Association, etc. Also, Hamilton students are provided with the opportunity to work with such organizations as Junior Achievement, whose focus is aiding students ""develop the employability and financial literacy skills needed."" Other partnerships include Trooper Youth Week and Rutgers University Business for Youth. "

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Before and After School Programs:	Hamilton offers after school tutoring programs in Mathematics and English. Students receive one on one tutoring from teachers. Hamilton students also have the opportunity for lunchtime tutoring, as well as, afterschool Peer to Peer tutoring for all subjects offered by members of the National Honor Society.
Staff and Professional Learning:	There is major emphasis on professional development for Hamilton team members. School-wide professional communities meet to deepen their understanding of topics such as analyzing data, sharing best practices, and analyzing content-based benchmarks. In addition, teachers studied and implemented strategies from the book, "Teach Like a Champion." This year, the Hamilton team members will study and implement strategies from the book, "Teach Like a Pirate."
Postsecondary Information:	Hamilton is a preparatory academy. Its main mission is ensuring that every student be prepared for and enter into a four-year college, after graduation. 93.2% of Hamilton students have been accepted to a four-year college. In addition, 22.3% of Hamilton seniors plan to attend a 2-year college and 4% join the military or workforce after graduation.

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Student Supports and Services:	Supports and services are provided to students who struggle with their academics. Students receive individualized interventions to assist them as they work towards their academic goals. Special education students are provided with the opportunity for inclusive classrooms with in-class support from teachers. English Language Learners are also provided with support from their ESL teachers, as well as, their general education teachers.
Student Health and Wellness:	Hamilton's Health and Wellness committee supports and promotes such activities as the Breast Cancer Awarness Month, Walk with Kids, Blood drives, and Healthy Leap, a health fair which educates students on health and fitness. Hamilton also supports the Alliance for Healthier Generation, and offers teaches sessions on mediation and relaxation after school.
Parent and Community Involvement:	Parents are encouraged to become an active participant of the Parent/Teacher Organization. PTO meetings provide an opportunity for parents and teachers to connect. PTO meetings are informative and parent workshops are also provided. Students are encouraged to complete 60 hours of community service allow them to begin networking relationships and experience in a wide range of fields.

NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
(39-1320-405)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
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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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Hamilton utilizes school climate surveys in order to measure the staff's, students', and parents' perspectives and concerns on our school environment. Hamilton understands that these perspectives and concerns influences the teaching and learning environment and that a positive perspective leads to increased student achievement.
Facilities:	Maintaining school facilities at a level that enables our teachers to meet the needs of 21st century learners is Hamilton's priority. Hamilton recognizes that school facilities maintenance directly affects the school environment. Therefore, both its day-to-day operations and long-range management are of great importance.

NJ SCHOOL PERFORMANCE REPORT

Alexander Hamilton Preparatory Academy
(39-1320-405)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Other Information	One of our goals at Hamilton is to become a nationally recognized AVID demonstration school. During the 2018-2019 school year, we continued on this path by improving on AVID essential certification guidelines. The success of our school starts with strong support among Hamilton staff to implement AVID instructional practices consistently. Teachers were trained throughout the year in both onsite and offsite workshops to employ the AVID methods associated with writing, inquiry, collaboration, and reading. Hamilton continues to increase the total amount of students that meet proficient and advanced proficient on state assessments. With a family atmosphere, a committed student body and an exceptionally dedicated staff, Alexander Hamilton Preparatory Academy will continue to grow and achieve.

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Alina Stewart
Address	248 RIPLEY PL ELIZABETH, NJ 07206-2122
Phone Number	908-436-5700
Email Address	stewaral@epsnj.org
Website	https://www.epsnj.org/Domain/26
Facebook	http://www.facebook.com/BenjaminFranklin13
Twitter	http://www.twitter.com/BenFranklinSc13

NJ SCHOOL PERFORMANCE REPORT

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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	75	63	55
1	68	69	75
2	72	63	60
3	74	66	66
4	46	50	44
5	36	43	43
6	36	35	49
7	38	32	36
8	37	34	32
Total	482	455	460

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.0%	46.8%	47.8%
Male	55.0%	53.2%	52.2%
Economically Disadvantaged Students	88.2%	89.0%	89.3%
Students with Disabilities	24.3%	25.1%	23.9%
English Learners	24.7%	24.6%	23.9%
Homeless Students	0.8%	3.7%	2.4%
Students in Foster Care	0.4%	1.1%	0.4%
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	5.2%	6.4%	7.2%
Hispanic	68.7%	67.3%	67.6%
Black or African American	25.7%	25.9%	25.0%
Asian	0.4%	0.4%	0.2%
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%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	75	63	55

Enrollment by Home Language

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

Home Language	% of Students
English	50.7%
Spanish	44.1%
Portuguese	3.5%
Haitian	1.3%
Other Languages	0.4%

NJ SCHOOL PERFORMANCE REPORT

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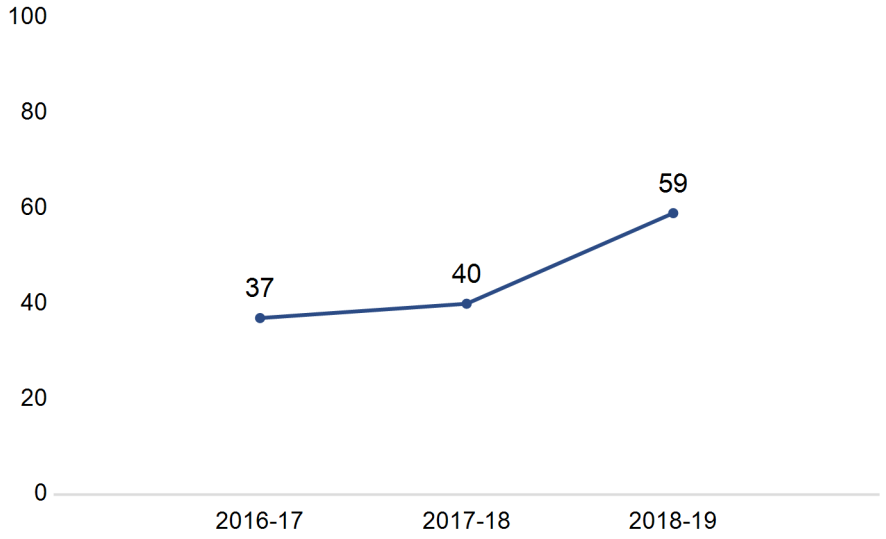
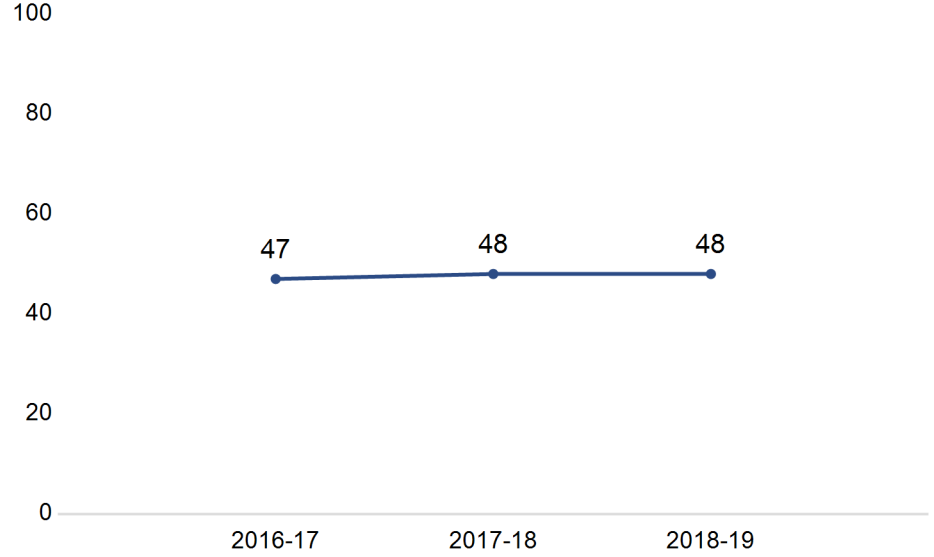
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	37	40	59	47	48	48
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	63	50	Met Standard	48	44	50	Met Standard
White	43.5	63	50	**	66	47.5	52	**
Hispanic	53.5	63	49	Met Standard	47.5	44	47	Met Standard
Black or African American	66.5	61	45	Exceeds Standard	43	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	65	64	53	N	45	43	50	N
Male	52.5	61	47	N	53	44	51	N
Economically Disadvantaged Students	59.5	63	48	Met Standard	49	43	46	Met Standard
Students with Disabilities	37	52	43	Not Met	56	41	45	Met Standard
English Learners	50.5	65	52	Met Standard	35	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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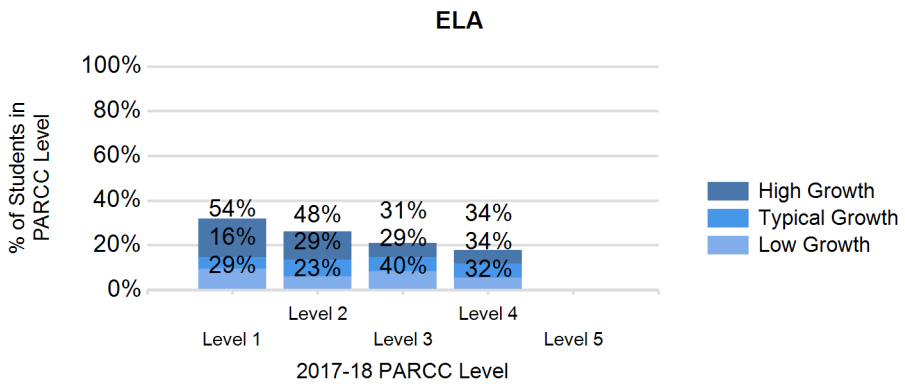
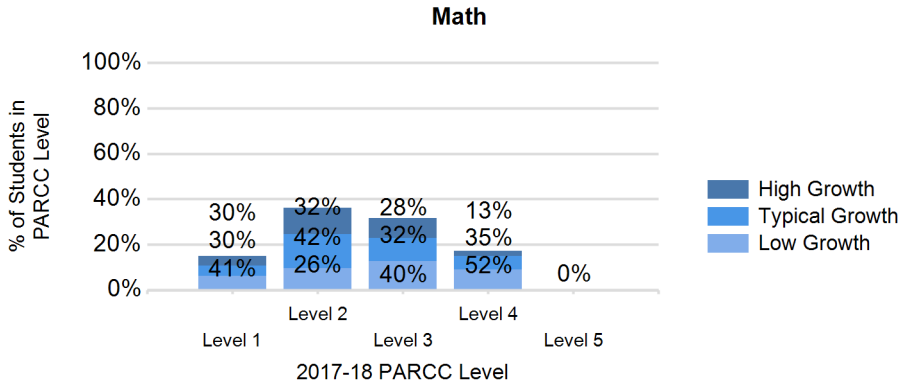
Student Growth by Performance Level

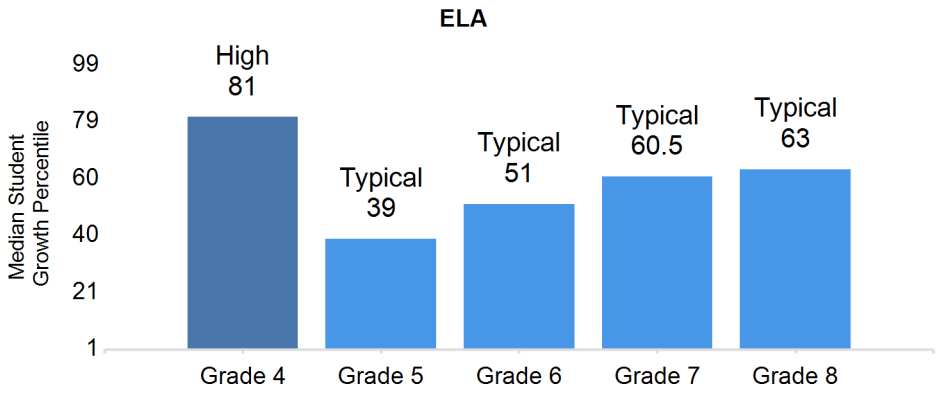
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

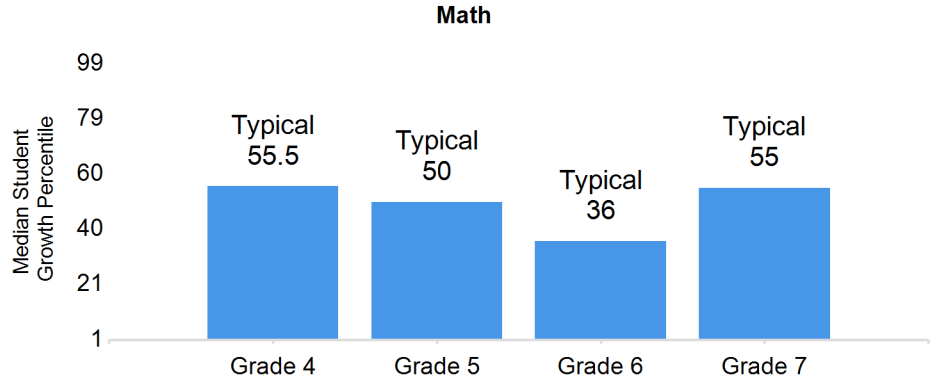




Student Growth by Grade

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





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Benjamin Franklin School No. 13
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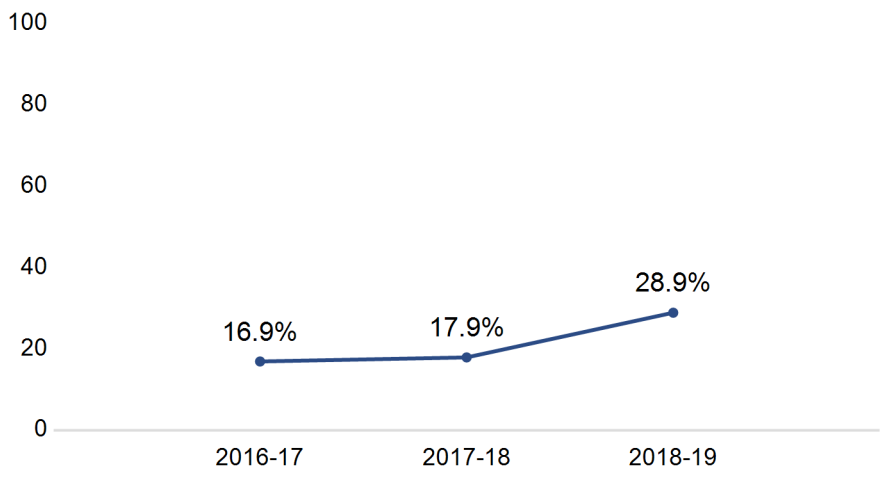
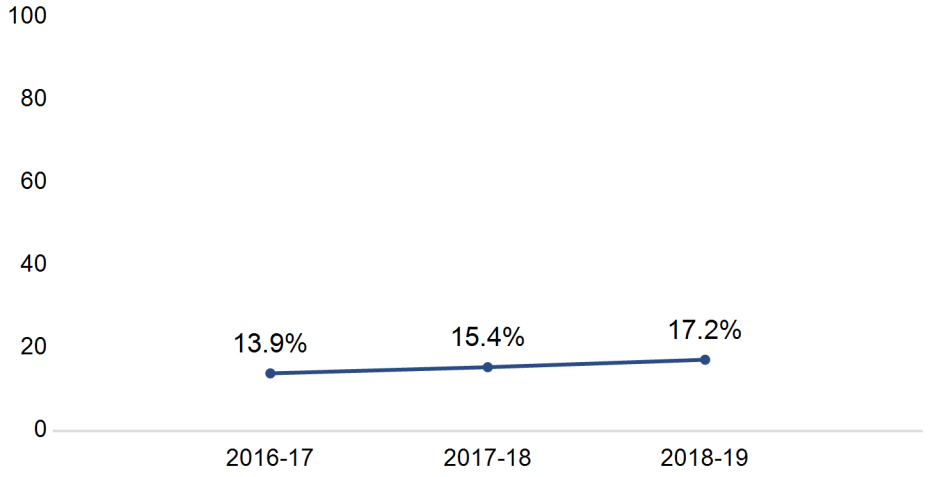
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.3%	98.3%	99.3%	99.6%	98.6%
Proficiency Rate for Federal Accountability	16.9%	17.9%	28.9%	13.9%	15.4%	17.2%
Annual Target	22.4%	25.5%	28.5%	17.7%	21.0%	24.2%
Met Annual Target?	Not Met	Not Met	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	270	98.3	28.9	52.8	57.9	28.9	28.5	Met Target
White	17	90.0	23.5	63.5	66.9	23.4	N	N
Hispanic	189	99.5	30.7	53.5	43.9	30.7	33.8	Met Target†
Black or African American	61	97.1	24.6	42.5	38.5	24.6	19.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	120	99.2	35.0	59.1	64.8	35.0		
Male	150	97.5	24.0	46.6	51.3	24.0		
Economically Disadvantaged Students	240	98.8	29.6	50.4	40.0	29.6	29	Met Target
Non-Economically Disadvantaged Students	30	94.4	23.3	62.8	67.9	23.3		
Students with Disabilities	64	97.1	17.2	18.8	22.7	17.2	11.5	Met Target
Students without Disabilities	206	98.6	32.5	57.8	65.1	32.5		
English Learners	77	100.0	20.8	40.3	29.3	20.8	32.1	Not Met
Non-English Learners	193	97.6	32.1	58.3	60.6	32.1		
Homeless Students	11	100.0	27.3	34.3	29.1	27.3		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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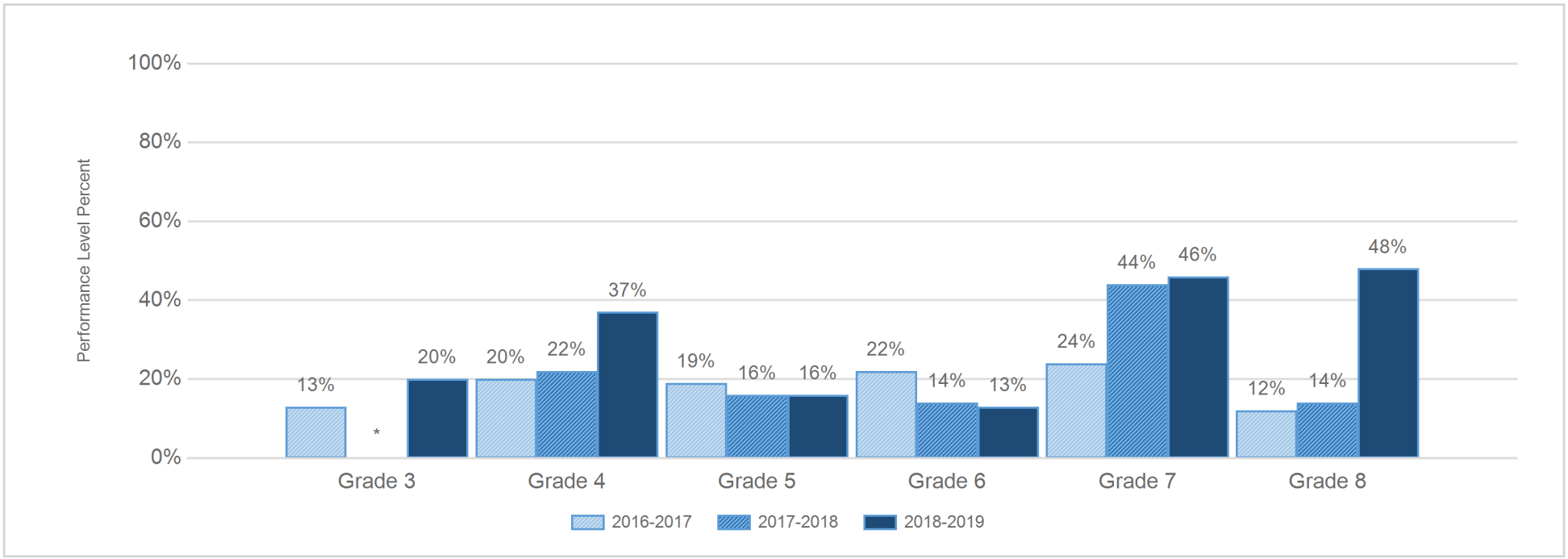
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	715	738	748	40%	22%	*	*	*	20%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	35	716	738	734	40%	*	*	*	*	20%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	26	717	743	753	38%	*	*	*	*	27%	55%
Male	24	713	733	743	42%	*	*	*	*	13%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	15	719	719	713	*	*	*	*	*	20%	17%
Non-English Learners	35	713	746	751	*	*	*	*	*	20%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	733	748	755	*	*	26%	37%	0%	37%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	31	731	748	743	*	*	*	*	*	29%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	29	728	753	760	*	*	*	*	*	28%	62%
Male	17	741	743	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	14	707	729	720	*	*	*	*	*	*	17%
Non-English Learners	32	744	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	720	751	756	29%	27%	29%	*	*	16%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	34	717	751	743	32%	*	29%	*	*	12%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	715	757	761	*	*	*	*	*	18%	64%
Male	32	722	744	750	*	*	*	*	*	16%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	15	708	713	724	*	*	*	*	*	*	23%
Students without Disabilities	34	725	756	762	*	*	*	*	*	*	65%
English Learners	10	704	722	713	*	*	*	*	*	10%	11%
Non-English Learners	39	724	756	758	*	*	*	*	*	18%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	726	750	754	*	32%	43%	*	*	13%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	37	728	752	743	*	32%	38%	*	*	19%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	24	733	757	762	*	*	*	*	*	*	64%
Male	32	720	744	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	15	702	717	722	*	*	*	*	*	*	19%
Students without Disabilities	41	734	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

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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	37	742	759	761	*	*	*	*	*	46%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	25	748	*	747	*	*	*	*	*	52%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	15	759	765	769	*	*	*	*	*	80%	71%
Male	22	730	753	753	*	*	*	*	*	23%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
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2018-2019

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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	33	751	758	762	*	*	30%	*	*	48%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	25	756	758	747	0%	*	*	*	*	52%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	13	752	764	771	*	*	*	*	*	54%	71%
Male	20	751	753	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	98.6	17.2	27.2	44.5	17.2	24.2	Not Met
White	17	90.0	17.6	37.3	54.1	17.5	N	N
Hispanic	192	100.0	19.3	27.9	28.8	19.3	27.1	Not Met
Black or African American	61	97.1	*	17.0	23.0	*	19.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	121	99.2	17.4	27.1	44.9	17.4		
Male	152	98.2	17.1	27.3	44.2	17.1		
Economically Disadvantaged Students	241	99.2	17.8	25.4	26.3	17.8	24.7	Not Met
Non-Economically Disadvantaged Students	32	94.7	12.5	34.2	54.9	12.5		
Students with Disabilities	64	98.6	18.8	10.7	17.4	18.8	17.4	Met Target
Students without Disabilities	209	98.6	16.7	29.5	50.0	16.7		
English Learners	80	100.0	16.3	25.9	25.0	16.3	30.4	Not Met
Non-English Learners	193	98.1	17.6	27.8	46.5	17.6		
Homeless Students	11	100.0	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
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2018-2019

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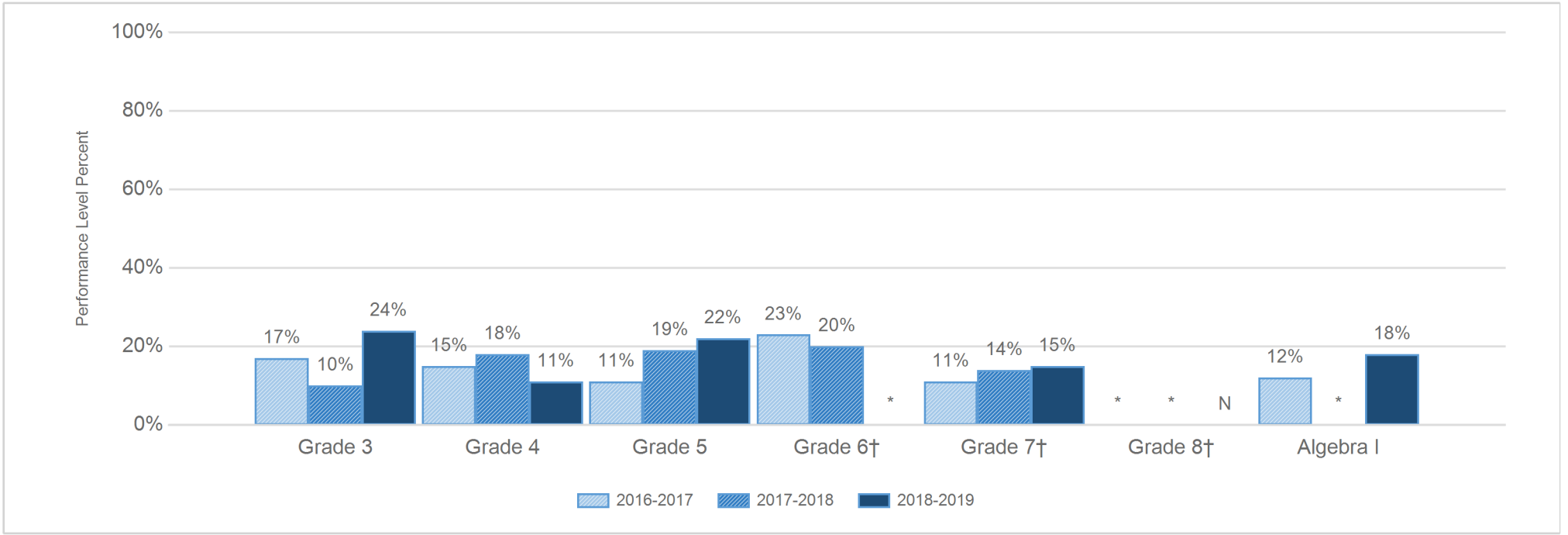
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-160)
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	730	741	752	*	30%	34%	*	*	24%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	35	731	742	739	*	*	34%	*	*	26%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	26	735	743	751	*	*	*	*	*	31%	54%
Male	24	725	740	752	*	*	*	*	*	17%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	15	742	735	728	*	*	*	*	*	40%	26%
Non-English Learners	35	725	744	754	*	*	*	*	*	17%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	723	737	749	*	30%	43%	*	*	11%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	32	725	738	737	*	*	*	*	*	*	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	29	721	737	749	*	*	*	*	*	*	50%
Male	18	727	737	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	15	719	726	722	*	*	*	*	*	*	18%
Non-English Learners	32	725	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	725	738	747	*	43%	*	*	*	22%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	34	725	739	735	*	41%	*	*	*	21%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	730	740	747	*	*	*	*	*	29%	47%
Male	32	723	737	747	*	*	*	*	*	19%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	15	717	717	725	*	*	*	*	*	13%	19%
Students without Disabilities	34	729	741	752	*	*	*	*	*	26%	52%
English Learners	10	720	724	718	*	*	*	*	*	20%	12%
Non-English Learners	39	727	741	749	*	*	*	*	*	23%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	715	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	37	718	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	24	720	727	742	*	*	*	*	*	*	42%
Male	32	711	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	15	713	709	716	*	*	*	*	*	*	12%
Students without Disabilities	41	715	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	727	728	744	*	40%	38%	*	*	15%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	28	730	*	733	*	*	43%	*	*	18%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	16	732	728	744	*	*	*	*	*	19%	42%
Male	24	724	727	743	*	*	*	*	*	13%	42%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	728	751	*	*	*	*	*	*	53%
Students with Disabilities	10	715	709	718	*	*	*	*	*	10%	13%
Students without Disabilities	30	731	730	749	*	*	*	*	*	17%	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	33	722	730	744	*	36%	*	*	*	18%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	25	725	731	728	*	*	*	*	*	20%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	13	714	730	745	*	*	*	*	*	15%	44%
Male	20	727	731	743	*	*	*	*	*	20%	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.8%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	50	*	*
5 or more	38	84.2%	15.8%

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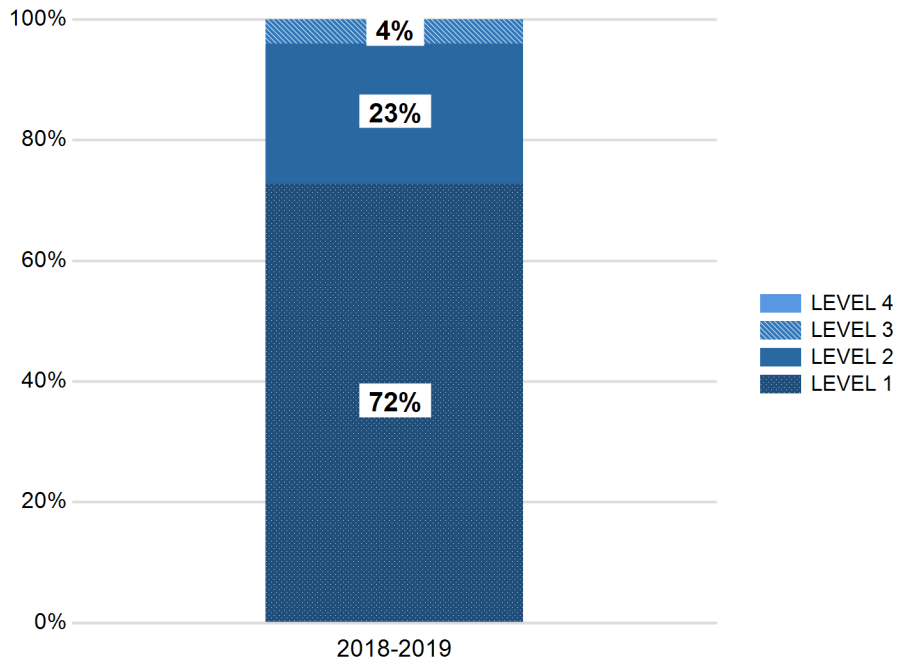
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	72	23	4	0
White	*	*	*	*
Hispanic	72	25	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	29	0	0
Male	73	20	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	70	30	0	0
Non-English Learners	73	22	5	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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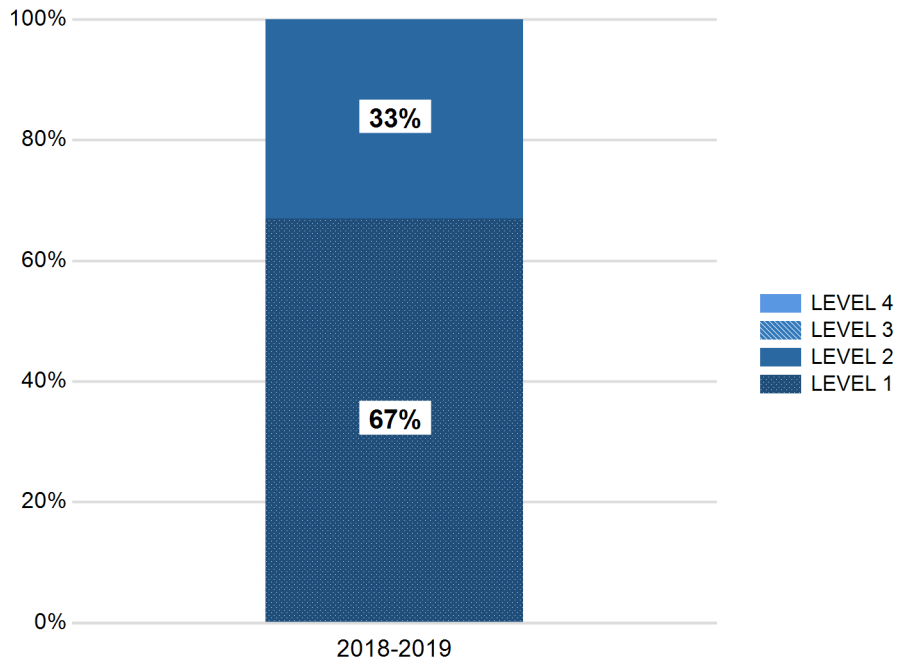
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	33	0	0
White	*	*	*	*
Hispanic	56	44	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	85	15	0	0
Male	55	45	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	48
7	0	0	36
8	32	0	0
Total	32	0	84

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	48	0	0	0	0	0	0
7	36	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	84	0	0	0	0	0	0

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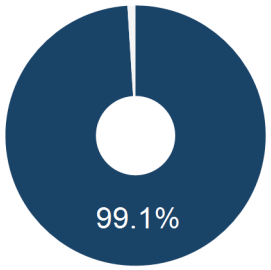
Visual and Performing Arts – Course Participation

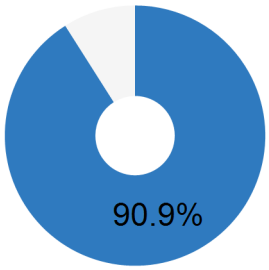
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

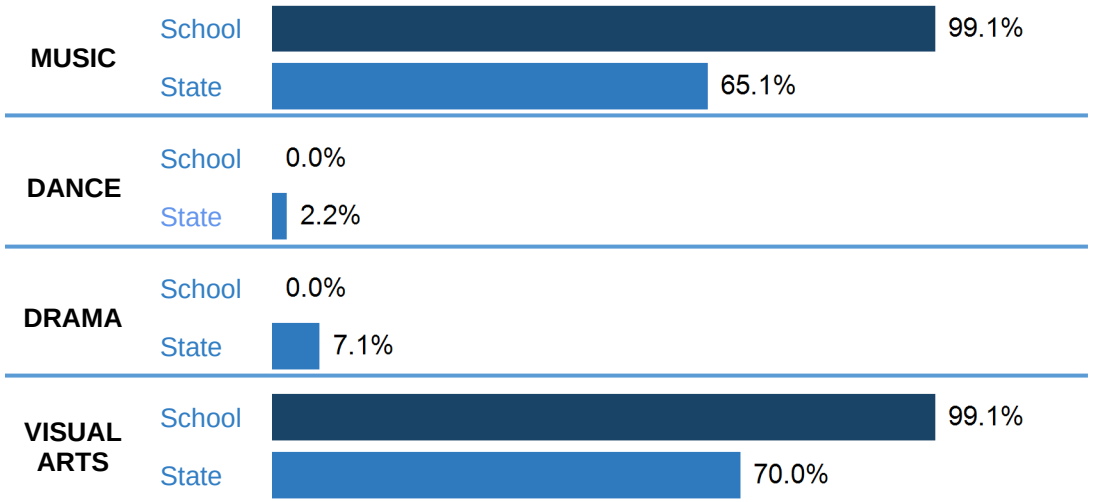


School



State

Students enrolled in one or more classes by discipline:



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

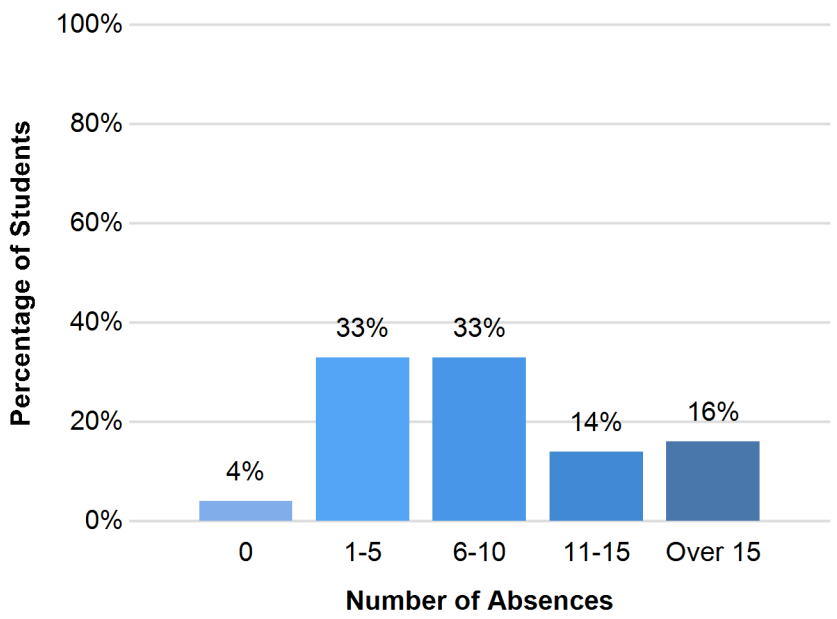
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	60	13.5	9.0	Not Met
White	*	*	9.0	Not Met
Hispanic	37	12.6	9.0	Not Met
Black or African American	15	13.5	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	18	8.6		
Male	42	17.9		
Economically Disadvantaged Students	45	11.7	9.0	Not Met
Students with Disabilities	29	31.5	9.0	Not Met
English Learners	8	7.9	9.0	Met
Homeless Students	3	25.0		
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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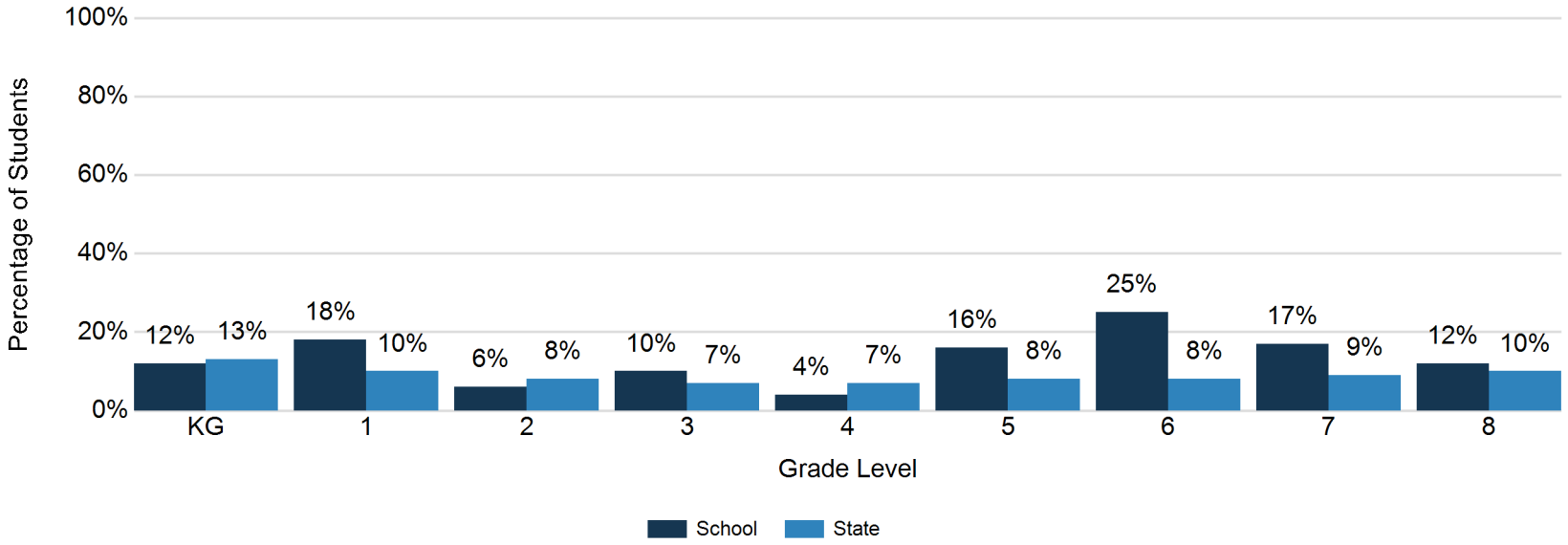
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	6.30

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	1	0	1
Disability	0	0	0
Other	0	1	1
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	45	9.8%
Any Suspension	45	9.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
155

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

NJ SCHOOL PERFORMANCE REPORT

Benjamin Franklin School No. 13
(39-1320-160)
Grades Offered: KG-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	64.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	460:1	297:1
Teachers to Administrators	39:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.8%	76.9%	100.0%	48.4%	77.1%	54.9%
Male	52.2%	23.1%	0.0%	51.6%	22.9%	45.1%
White	7.2%	51.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	67.6%	30.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.0%	17.9%	100.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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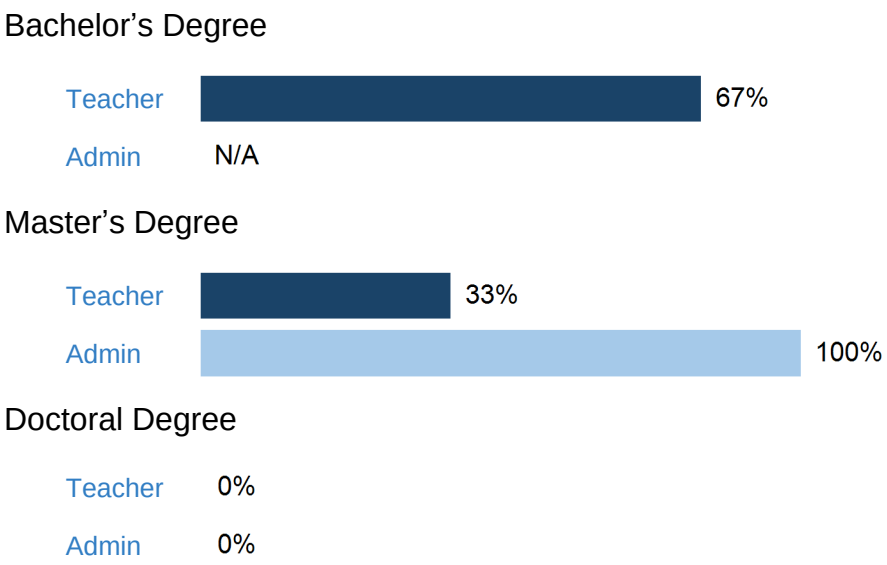
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.3%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.9%	17.9%	28.9%
Math Proficiency	13.9%	15.4%	17.2%
ELA Growth	37	40	59
Math Growth	47	48	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.0%	47.8%
Chronic Absenteeism	22.6%	12.6%	13.5%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	N	N	**	**	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Not Met	Not Met	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:	• Children's Literacy Initiative (CLI), in grades K-3. Student Council for 8th grade students. • Positive Behavior Supports in Schools (PBSIS), to increase positive behaviors. • Technology usage daily with a 1:1 personal in grades 2-8 and 5 classroom laptops in grades K and 1.
Mission, Vision, Theme:	Mission: Benjamin Franklins School No. 13 is committed to providing excellent services by building relationships that impact cognitive and social and emotional development. Our Creed: At Benjamin Franklin School No. 13 we will show love, kindness, compassion and respect, to ourselves, to others, and our school. It only takes one person to make a difference. I will be the one.
Awards, Recognition, Accomplishments:	"Benjamin Franklin School No. 13 has committed to partnership with CLI (Children's Literacy Initiative) to build language and literacy skills and encourage the love of reading in grades K-2. Benjamin Franklin School No. 13 have partnered with Montclair State University and NJDOE (New Jersey Department of Education) in the BUILD (Building Unity in Leadership Development) Initiative. Another partnership has been developed through Rutgers Universitycto support building a positive school climate and culture through the School Climate Transformation Project (SCTP)."

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Courses, Curriculum, Instruction:	"Benjamin Franklin School No. 13, are utilizes the district curriculum, as a framework for success, hwild providing supplemental educational resources to meet the needs of our students. AVID (Achievement Via Individual Determination) is a program offered to 7th and 8th graders to expose students to college and career preparedness. Each classroom has been equipped with a smartboard and students in grades k and 1 have 5 laptops or iPad and students in grades 2-8 have one-to-one technology.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	8th Grade Student Council, 8th Grade Universal Harmony, Monthly Parent Corner, Parent Workshops,WE Day, Multicultural Activities, Schoolwide Multicultural Luncheon for Parents, Benjamin Franklin Activity Day, Polar Express, Fall Festival, Principal Reading to the School, Generation Text, American Education Week, Grandparents Day, College and Career Day, Winter Dance, Spring Concert, Black History Program, Project Build, PBSIS, Generation Text, Men of Vision, AVID and LEADS.

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Before and After School Programs:	Benjamin Franklin School No. 13 offers programs to assist our students in educational, physical, and social development: Breakfast Program, Tutoring Program, Afterschool Program, including Performing and Visual Arts along with a Character Education component and Saturday State Assessment Intensification Program.
Staff and Professional Learning:	Benjamin Franklin School No. 13, provides professional development reflective of, DRA (Developmental Reading Assessment), Classroom Management, Vocabulary and Word Walls with Citing Textual Evidence, Writing Across the Content, Accountable Talk, Graphic Organizers, Manipulatives, Student Engagement,Differentiation, Accomodations and Modifications, Questions and Discussion Techniques, Math Protocol, Reasoning with Discourse, Climate and Culture Survey Results, SGO (Student Growth Plans), Danielson Framework, Skype Activities, SMART Goals, PGP (Professional Growth Plans), Collegial Visits,and Effective Strategies Used to Check for Understanding.
Postsecondary Information:	As we prepare our students for post secondary careers we offer the PSAT to all 8th graders, we provide a College and Career Day for all of our Middle School students and we also participate in the AVID (Achievement via Individual Determination) program with 7th and 8th grade students. HISPA (Hispanics)

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Student Supports and Services:	Benjamin Franklin School No. 13 offers, Reading Interventionists, Speech Therapists, Occupational Therapist, Social Worker, LDTC and School Psychologist, Bilingual In Class Support, Special Education In-Class Support, Kindergarten Co-taught Classroom, Tiered Office Conduct Referral as a resource to our families and students.
Student Health and Wellness:	Benjamin Franklin School No. 13 offers a Breakfast Program for those student arriving the school early in the morng. We participate in a fundraiser, Jump rope for Heart to raise awareness of heart disease. The students are able to participate in the services offered by the district Dental Clinic free of charge. Fresh Fruits and Vegetables Program (FFVP) offers fresh fruits and vegetables to every student, twice during the week to develop awareness and exposure to various fresh fruits and vegetables.
Parent and Community Involvement:	Benjamin Franklin School No. 13 offers a PTO (Parent Teacher Organization) for our parents to volunteer and partner with teachers within the building to participate in schoolwide activities. One parent is selected to participate on the district's Special Education Advisory Committee(SEPAC) where parents can share their concerns and ideas regarding the Special Education Program and Activities. Parents Corner, gives parents an opportunity to participate in the school community and meet with the principal monthly. During Parent Corner parents are also given an opportunity to participate in Instructional Workshops, Parenting Workshops, Informational Workshops and Fun Activities.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers New Jersey School Climate Survey for Staff, Students and Parents of Benjamin Franklin School No. 13 is is offered twice, annually to provide administration with feedback on student safety and security. Parent Corner has been established to create an extension of building partnerships with home and school. During Parent Corner, Educational Workshops, Informational Sessions, Parenting Workshops and Fun Activities for both adults and staff along with Parent-Child activities are offered monthly.
Facilities:	Benjamin Franklin School No. 13 has updated the Teacher's Room and the Main Office. In addition, a Student Computer Lab has been added, along with two Parent Laptops for parent usage. We have also added a new gym floor with the school logo (The Owl). The basement floor was updated and replaced.

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Technology and STEM:	Students are able to participate in a STEM (Science, Technology, Engineer and Math)

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Other Information	Built in 1914, Benjamin Franklin School 13 is located in the Elizabeth port section of Elizabeth at the corner of Third Street and Ripley Place; a neighborhood anchor for a century. Our team of 46 certified teachers and support staff are completely dedicated to educating approximately 465 students from kindergarten through eighth grade. With a vision to become one of the best schools in Elizabeth, our team continues in its endeavors to provide a quality education of our students. We address the needs of our culturally diverse population by working collaboratively with students, parents and the community. We acknowledge the key role that parents have in the education of their children and encourage our parents to be active participants. To support our vision, we strive to provide excellent educational experiences that inspire every student to think, to learn, to achieve and to care. Through the implementation of the district's theory of action; student learning. The essential elements of managed instruction are a comprehensive and aligned district curriculum; professional development centered on the curriculum, a comprehensive student information system, formative and summative assessments, and carefully selected appropriate interventions for each child after scrutinizing the data. In addition to the academic needs of our students, Benjamin Franklin School 13 addresses the students' social and emotional learning to ensure all student needs are met. As a school family, each school employee, our parents and the community at large, work together to provide a framework which focuses on the physical, cognitive, social, ethical, and emotional needs of our student body. We recognize the importance of child development, relationships, and social and emotional needs of our student body. We recognize the importance of child development, relationships, and social emotional learning as components which are an integral part of the students' success in school.

NJ SCHOOL PERFORMANCE REPORT

Christopher Columbus School No. 15
(39-1320-180)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Gina Dalton
Address	511 THIRD AVE ELIZABETH, NJ 07202-3907
Phone Number	908-436-5730
Email Address	daltongi@epsnj.org
Website	https://www.epsnj.org/Domain/28

NJ SCHOOL PERFORMANCE REPORT

Christopher Columbus School No. 15
(39-1320-180)
Grades Offered: KG-08
2018-2019

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

Enrollment Trends by Grade

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	87	81	90
1	96	90	84
2	81	71	88
3	90	77	68
4	65	84	82
5	60	65	80
6	67	68	63
7	71	66	66
8	69	71	69
Total	686	673	690

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.2%	46.8%	48.8%
Male	54.8%	53.2%	51.2%
Economically Disadvantaged Students	88.8%	84.7%	82.3%
Students with Disabilities	6.7%	6.8%	7.7%
English Learners	24.3%	29.3%	29.4%
Homeless Students	0.6%	0.7%	0.6%
Students in Foster Care	0.3%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.5%	4.3%	5.1%
Hispanic	91.5%	91.7%	90.1%
Black or African American	3.6%	3.6%	4.5%
Asian	0.3%	0.4%	0.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	87	81	90

Enrollment by Home Language

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

Home Language	% of Students
Spanish	66.7%
English	30.7%
Portuguese	1.6%
Other Languages	1.0%

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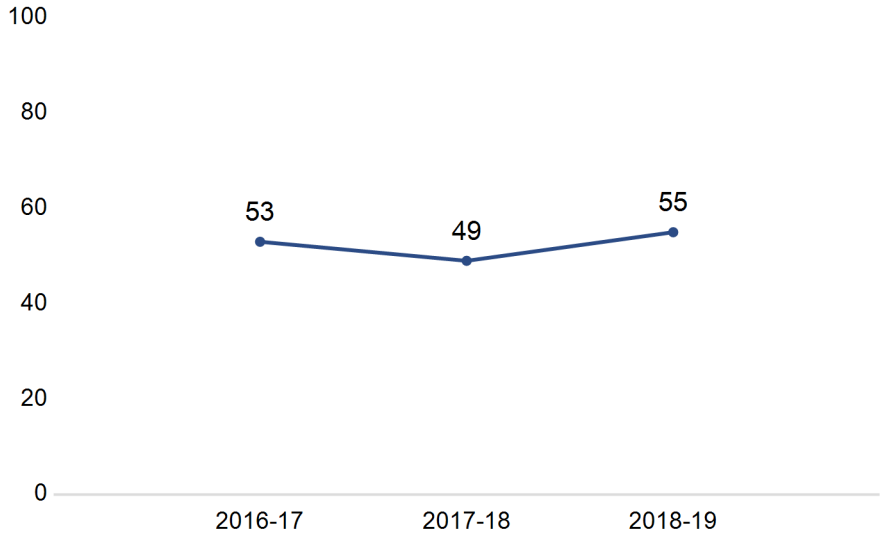
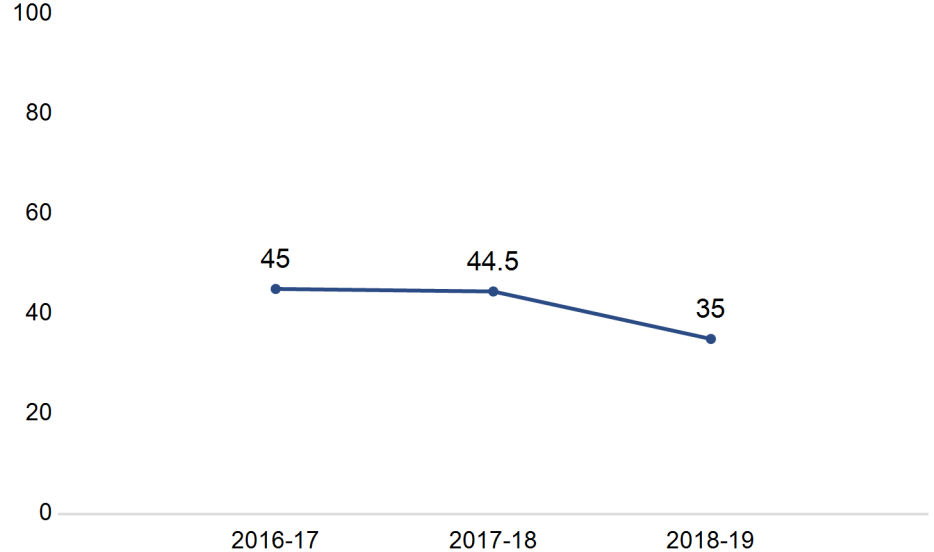
Student Growth Trends and Progress

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





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	49	55	45	44.5	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55	63	50	Met Standard	35	44	50	Not Met
White	50.5	63	50	**	*	47.5	52	**
Hispanic	56	63	49	Met Standard	33	44	47	Not Met
Black or African American	36	61	45	Not Met	36.5	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	56	64	53	N	35	43	50	N
Male	53	61	47	N	34	44	51	N
Economically Disadvantaged Students	55	63	48	Met Standard	34	43	46	Not Met
Students with Disabilities	55.5	52	43	Met Standard	34.5	41	45	Not Met
English Learners	69	65	52	Exceeds Standard	42	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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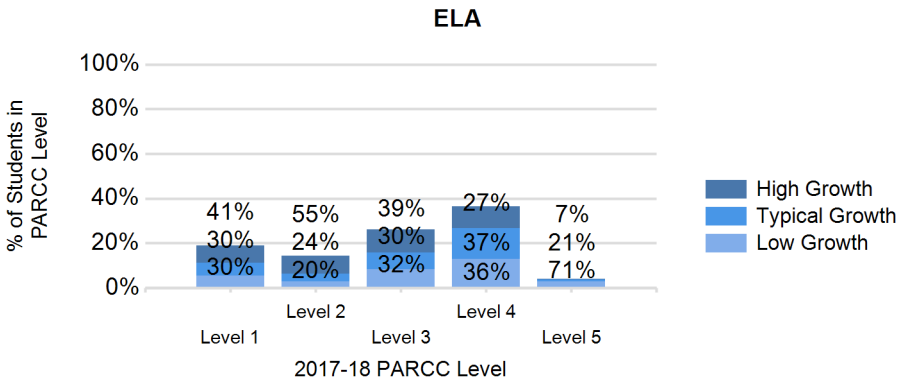
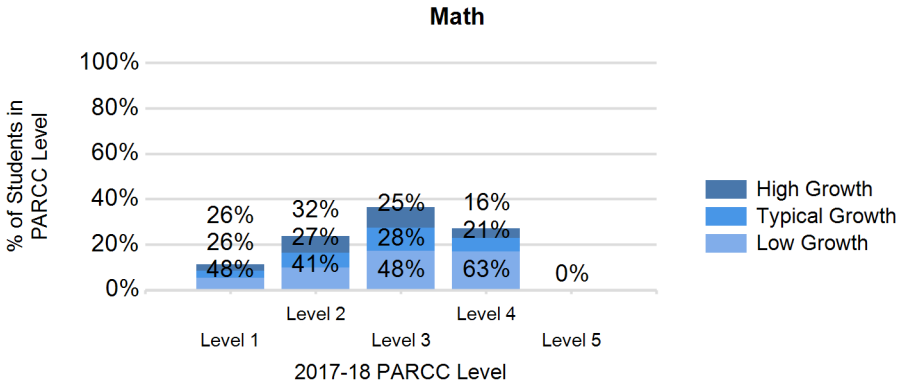
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

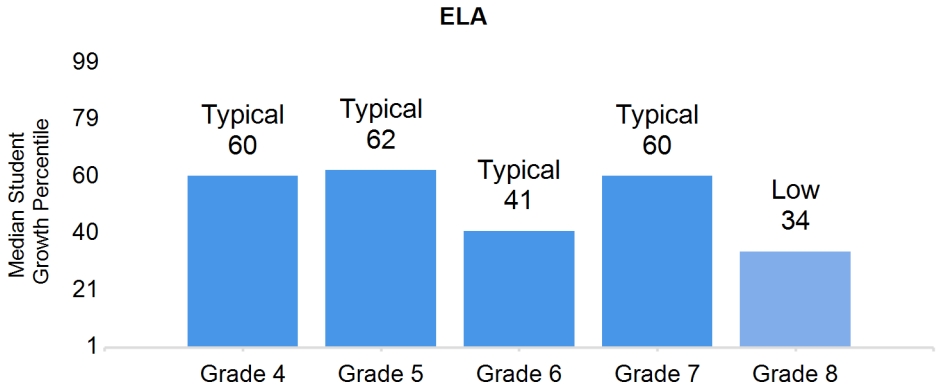
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

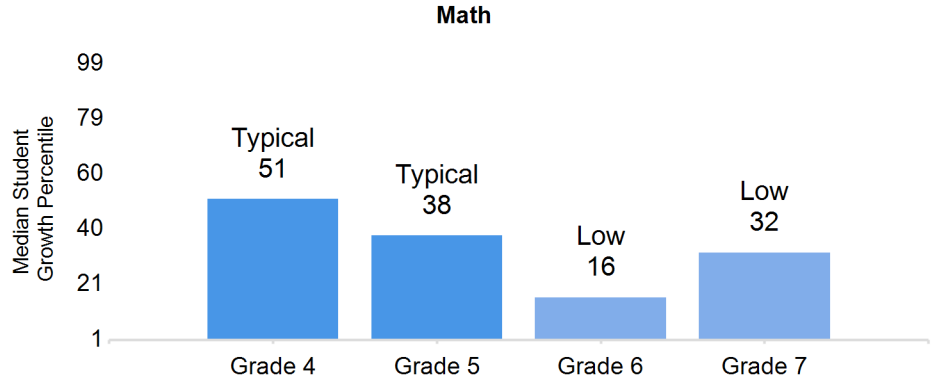




Student Growth by Grade

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





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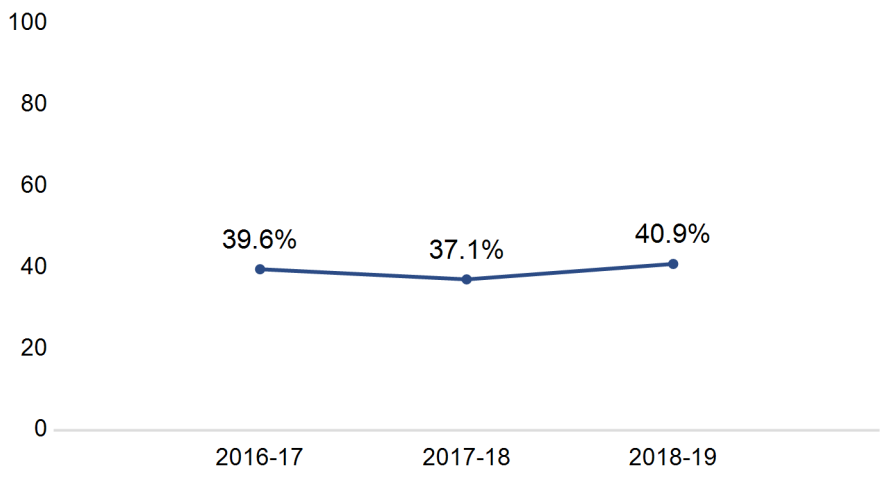
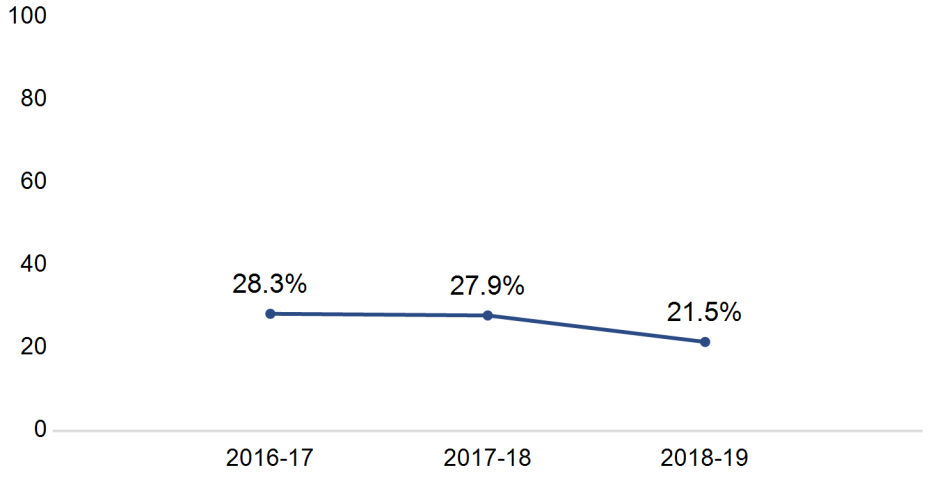
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.9%	98.5%	98.9%	98.9%	98.5%
Proficiency Rate for Federal Accountability	39.6%	37.1%	40.9%	28.3%	27.9%	21.5%
Annual Target	35.1%	37.4%	39.8%	27.1%	29.9%	32.7%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	423	98.5	40.9	52.8	57.9	40.9	39.8	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	379	98.5	40.4	53.5	43.9	40.4	40.1	Met Target
Black or African American	27	100.0	48.1	42.5	38.5	48.1	30.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	192	98.6	49.5	59.1	64.8	49.5		
Male	231	98.4	33.8	46.6	51.3	33.8		
Economically Disadvantaged Students	371	98.7	41.5	50.4	40.0	41.5	40.4	Met Target
Non-Economically Disadvantaged Students	52	96.8	36.5	62.8	67.9	36.5		
Students with Disabilities	58	98.4	15.5	18.8	22.7	15.5	16.7	Met Target†
Students without Disabilities	365	98.5	44.9	57.8	65.1	44.9		
English Learners	165	98.9	34.5	40.3	29.3	34.5	31.9	Met Target
Non-English Learners	258	98.2	45.0	58.3	60.6	45.0		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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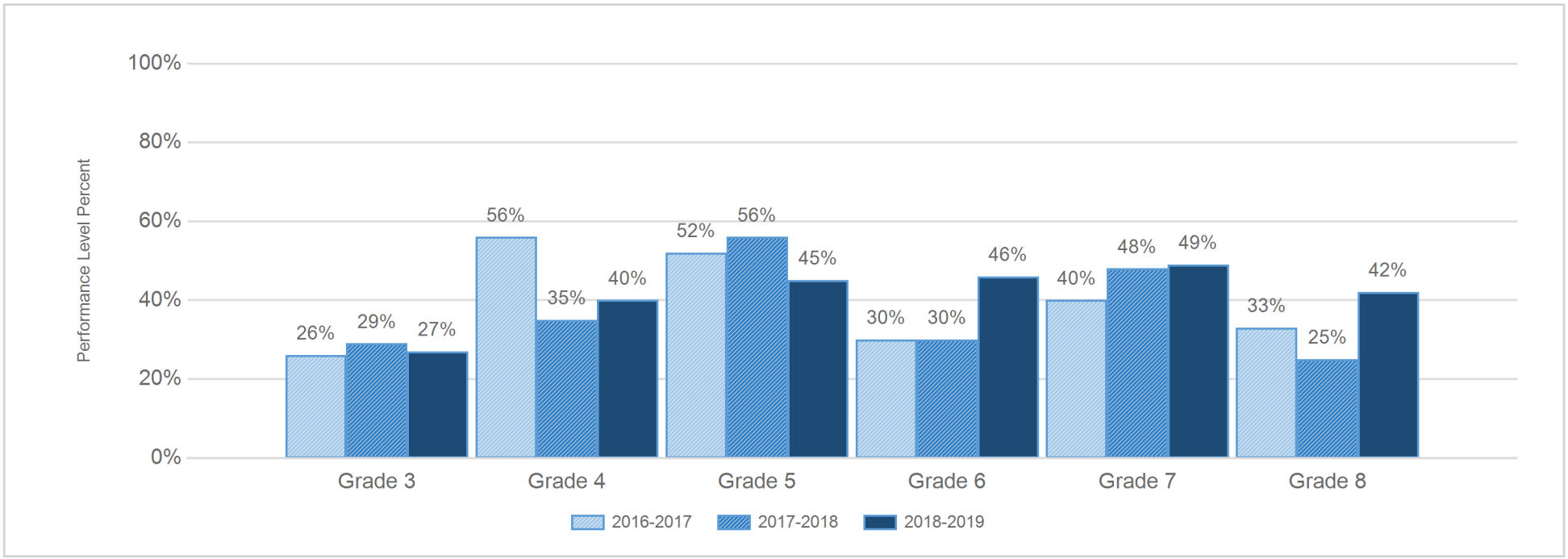
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	726	738	748	31%	19%	23%	27%	0%	27%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	67	726	738	734	33%	18%	21%	28%	0%	28%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	726	743	753	30%	*	*	*	*	24%	55%
Male	33	726	733	743	33%	*	*	*	*	30%	46%
Economically Disadvantaged Students	59	722	735	731	*	*	*	*	*	24%	33%
Non-Economically Disadvantaged Students	11	747	753	759	*	*	*	*	*	45%	61%
Students with Disabilities	11	704	700	719	*	*	*	*	*	*	24%
Students without Disabilities	59	730	743	754	*	*	*	*	*	*	56%
English Learners	29	720	719	713	*	*	*	*	*	24%	17%
Non-English Learners	41	730	746	751	*	*	*	*	*	29%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	744	748	755	*	15%	36%	*	*	40%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	78	743	748	743	*	15%	38%	*	*	37%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	35	755	753	760	*	*	*	*	*	57%	62%
Male	52	737	743	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	74	742	745	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	13	755	759	765	*	*	*	*	*	54%	69%
Students with Disabilities	12	716	713	725	*	*	*	*	*	*	25%
Students without Disabilities	75	749	752	761	*	*	*	*	*	*	64%
English Learners	30	733	729	720	*	*	53%	*	*	17%	17%
Non-English Learners	57	750	754	758	*	*	26%	*	*	53%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	742	751	756	16%	*	28%	*	*	45%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	69	743	751	743	14%	*	26%	*	*	46%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	42	749	757	761	*	*	*	*	*	57%	64%
Male	38	734	744	750	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	70	742	748	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	10	739	761	766	*	*	*	*	*	50%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	12	718	722	713	*	*	*	*	*	17%	11%
Non-English Learners	68	746	756	758	*	*	*	*	*	50%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	741	750	754	*	15%	26%	*	*	46%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	57	740	752	743	*	*	26%	*	*	46%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	33	747	757	762	*	*	*	*	*	48%	64%
Male	32	734	744	748	*	*	*	*	*	44%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Christopher Columbus School No. 15
(39-1320-180)
Grades Offered: KG-08
2018-2019

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

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	63	744	759	761	*	16%	24%	*	*	49%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	746	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	32	747	765	769	*	*	*	*	*	53%	71%
Male	31	740	753	753	*	*	*	*	*	45%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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	72	736	758	762	15%	19%	24%	*	*	42%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	60	736	758	747	*	*	25%	43%	0%	43%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	27	746	764	771	*	*	*	*	*	59%	71%
Male	45	729	753	753	*	*	*	*	*	31%	55%
Economically Disadvantaged Students	62	740	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	10	709	763	772	*	*	*	*	*	*	72%
Students with Disabilities	10	711	720	721	*	*	*	*	*	10%	22%
Students without Disabilities	62	740	763	770	*	*	*	*	*	47%	71%
English Learners	11	707	713	708	*	*	*	*	*	*	12%
Non-English Learners	61	741	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	428	98.5	21.5	27.2	44.5	21.5	32.7	Not Met
White	*	*	*	37.3	54.1	*	**	**
Hispanic	384	98.6	21.9	27.9	28.8	21.9	32	Not Met
Black or African American	27	100.0	18.5	17.0	23.0	18.5	38.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	195	98.6	22.6	27.1	44.9	22.6		
Male	233	98.4	20.6	27.3	44.2	20.6		
Economically Disadvantaged Students	374	98.7	20.1	25.4	26.3	20.1	32.7	Not Met
Non-Economically Disadvantaged Students	54	97.1	31.5	34.2	54.9	31.5		
Students with Disabilities	58	98.4	12.1	10.7	17.4	12.1	21.4	Not Met
Students without Disabilities	370	98.5	23.0	29.5	50.0	23.0		
English Learners	170	98.9	24.7	25.9	25.0	24.7	37.7	Not Met
Non-English Learners	258	98.2	19.4	27.8	46.5	19.4		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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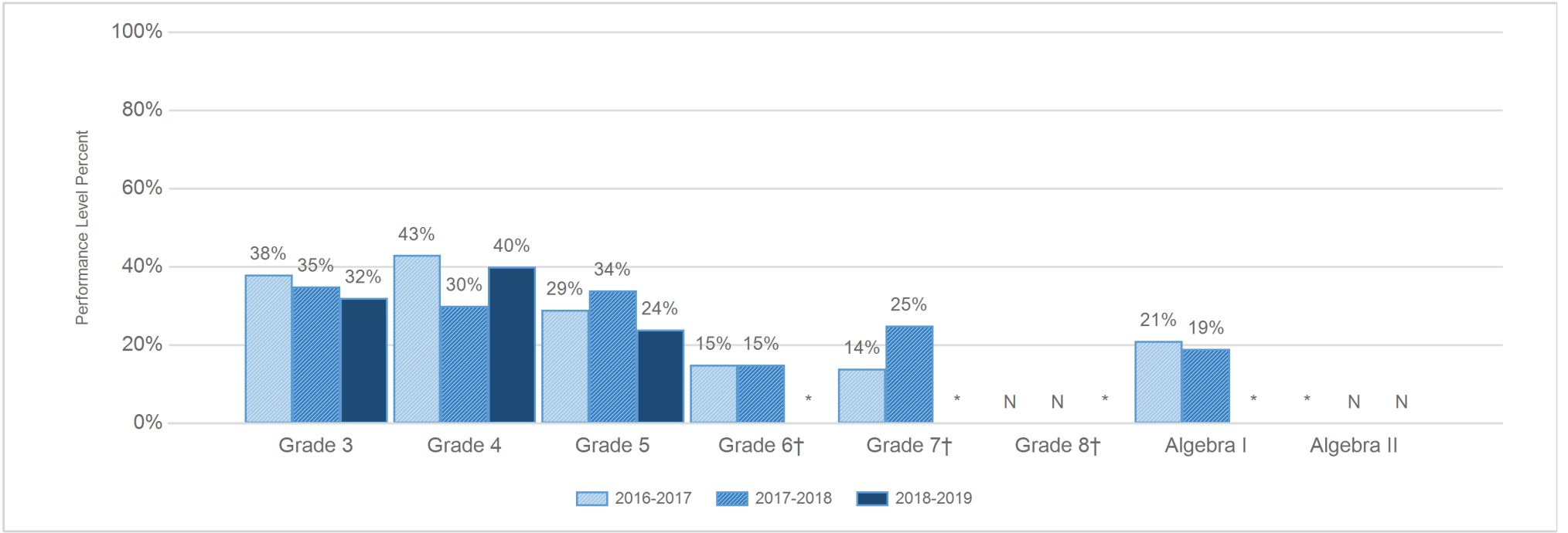
Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	740	741	752	*	28%	32%	*	*	32%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	68	740	742	739	*	28%	31%	*	*	34%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	737	743	751	*	*	35%	*	*	27%	54%
Male	34	743	740	752	*	*	29%	*	*	38%	56%
Economically Disadvantaged Students	60	735	740	737	*	*	*	*	*	25%	37%
Non-Economically Disadvantaged Students	11	763	747	761	*	*	*	*	*	73%	67%
Students with Disabilities	11	715	716	731	*	*	*	*	*	*	31%
Students without Disabilities	60	744	744	756	*	*	*	*	*	*	60%
English Learners	30	746	735	728	*	*	*	*	*	43%	26%
Non-English Learners	41	735	744	754	*	*	*	*	*	24%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	737	737	749	*	*	38%	40%	0%	40%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	80	737	738	737	*	*	38%	40%	0%	40%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	36	746	737	749	*	*	39%	50%	0%	50%	50%
Male	53	731	737	749	*	*	38%	34%	0%	34%	52%
Economically Disadvantaged Students	75	738	736	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	14	731	741	759	*	*	*	*	*	36%	63%
Students with Disabilities	12	702	713	726	*	*	*	*	*	*	25%
Students without Disabilities	77	743	740	754	*	*	*	*	*	*	56%
English Learners	32	732	726	722	*	*	47%	*	*	28%	18%
Non-English Learners	57	740	741	751	*	*	33%	*	*	47%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	732	738	747	*	34%	34%	*	*	24%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	71	733	739	735	*	32%	35%	*	*	25%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	43	734	740	747	*	35%	28%	*	*	30%	47%
Male	39	730	737	747	*	33%	41%	*	*	18%	47%
Economically Disadvantaged Students	70	731	737	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	12	740	742	757	*	*	*	*	*	42%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	14	728	724	718	*	*	*	*	*	29%	12%
Non-English Learners	68	733	741	749	*	*	*	*	*	24%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	714	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	58	713	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	34	712	727	742	*	*	*	*	*	*	42%
Male	32	716	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	10	703	709	709	*	*	*	*	*	*	*
Non-English Learners	56	716	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	721	728	744	*	*	*	*	*	*	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	N	N	717	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	32	717	728	744	*	*	*	*	*	*	42%
Male	32	725	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	728	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	10	710	713	716	*	*	*	*	*	*	10%
Non-English Learners	54	723	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

Christopher Columbus School No. 15
(39-1320-180)
Grades Offered: KG-08
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	717	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	62	717	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	28	714	730	745	*	*	*	*	*	*	44%
Male	45	718	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	63	718	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	10	707	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	13	718	712	710	*	*	*	*	*	*	*
Non-English Learners	60	717	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	714	755	N	N	N	N	N	N	58%
White	N	N	729	758	N	N	N	N	N	N	62%
Hispanic	N	N	713	731	N	N	N	N	N	N	34%
Black or African American	N	N	708	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	734	777	N	N	N	N	N	N	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	N	N	713	752	N	N	N	N	N	N	55%
Male	N	N	714	758	N	N	N	N	N	N	62%
Economically Disadvantaged Students	N	N	713	729	N	N	N	N	N	N	32%
Non-Economically Disadvantaged Students	N	N	716	761	N	N	N	N	N	N	65%
Students with Disabilities	N	N	689	715	N	N	N	N	N	N	25%
Students without Disabilities	N	N	715	756	N	N	N	N	N	N	60%
English Learners	N	N	682	696	N	N	N	N	N	N	11%
Non-English Learners	N	N	718	755	N	N	N	N	N	N	59%
Homeless Students	N	N	687	717	N	N	N	N	N	N	23%
Students in Foster Care	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
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.3%	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	51	*	*
3-4	95	*	*
5 or more	59	71.2%	28.8%

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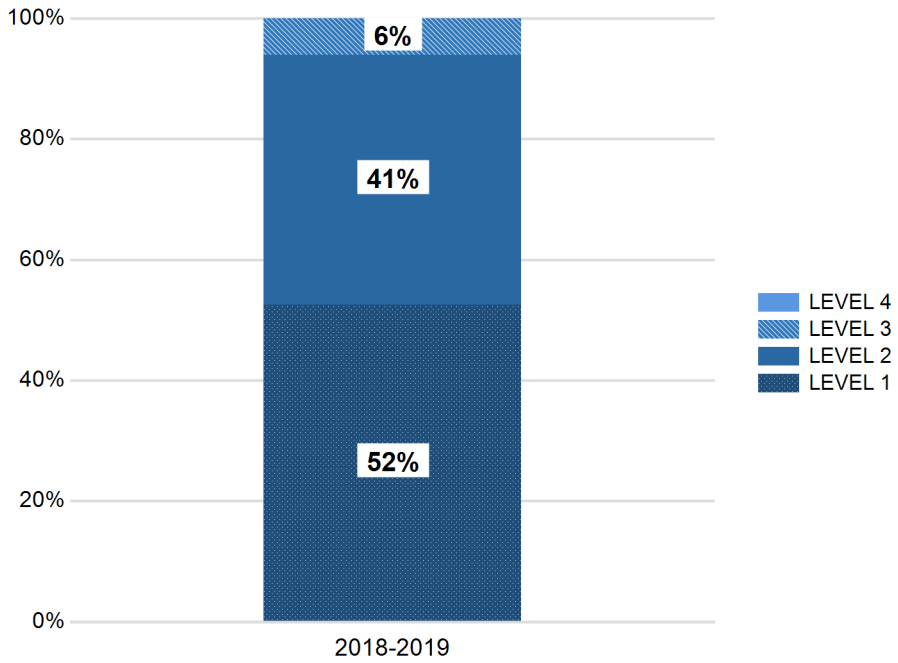
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	52	41	6	0
White	*	*	*	*
Hispanic	52	41	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	47	5	0
Male	56	36	8	0
Economically Disadvantaged Students	57	37	6	0
Non-Economically Disadvantaged Students	25	67	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	64	36	0	0
Non-English Learners	50	43	7	0
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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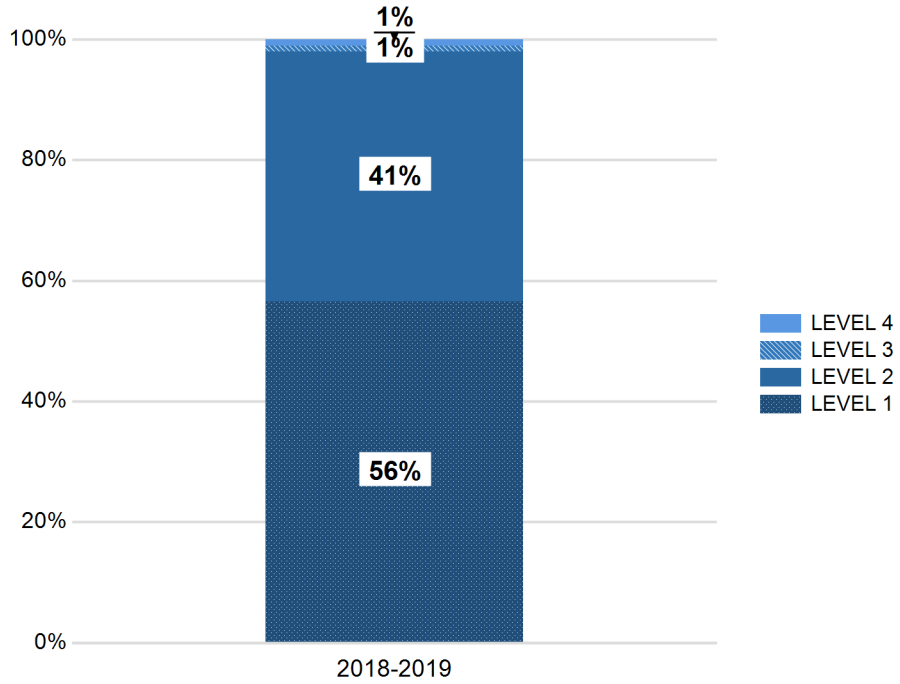
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	41	1	1
White	*	*	*	*
Hispanic	54	44	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	50	43	4	4
Male	60	40	0	0
Economically Disadvantaged Students	51	46	2	2
Non-Economically Disadvantaged Students	83	17	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	46	54	0	0
Non-English Learners	58	39	2	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	63
7	0	0	66
8	69	0	0
Total	69	0	129

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	63	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	129	0	0	0	0	0	0

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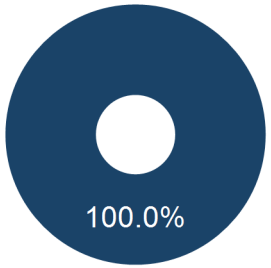
Visual and Performing Arts – Course Participation

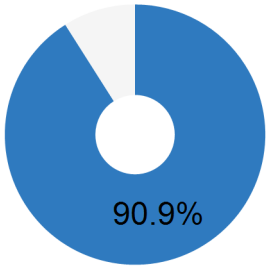
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

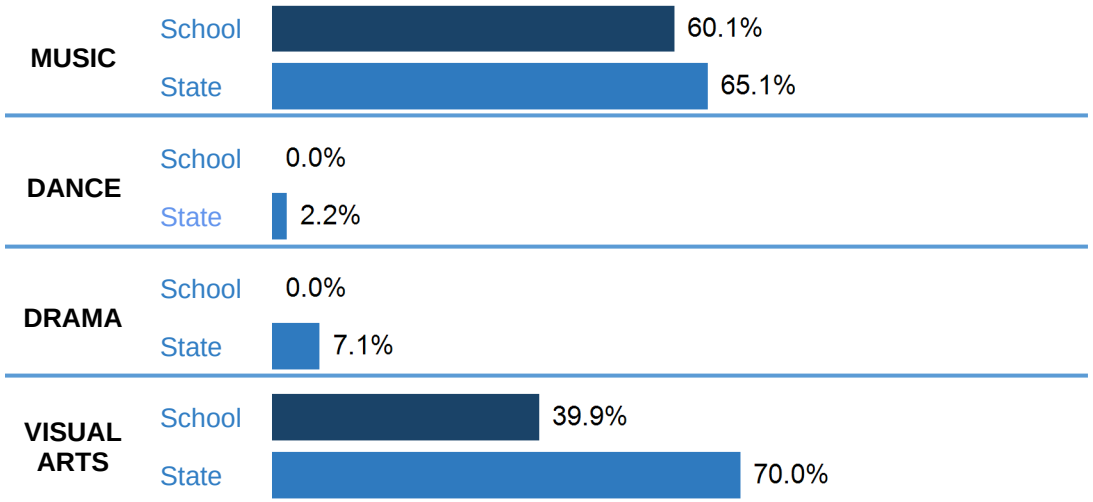


School



State

Students enrolled in one or more classes by discipline:



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

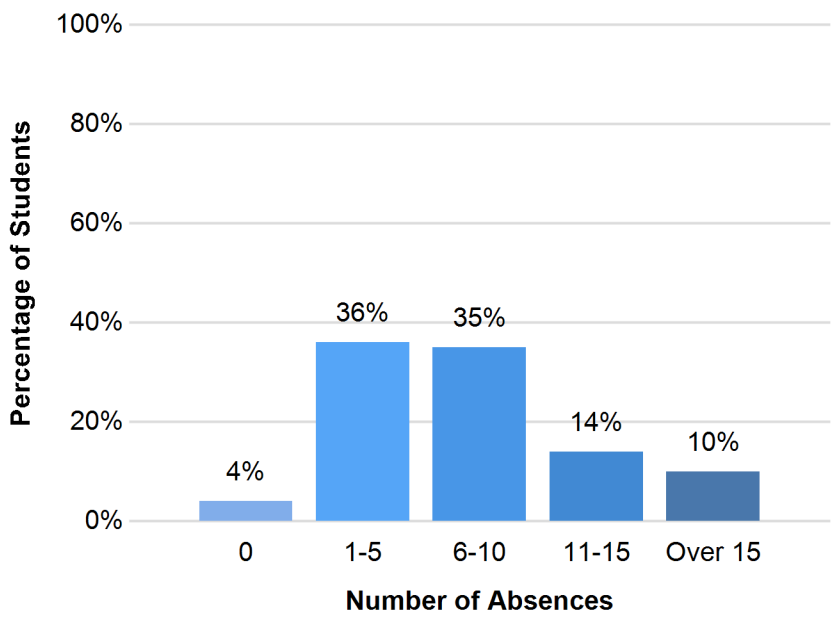
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	63	8.6	9.0	Met
White	6	16.2	9.0	Not Met
Hispanic	51	7.8	9.0	Met
Black or African American	*	*	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	8.6		
Male	33	8.7		
Economically Disadvantaged Students	47	7.8	9.0	Met
Students with Disabilities	16	16.5	9.0	Not Met
English Learners	10	4.8	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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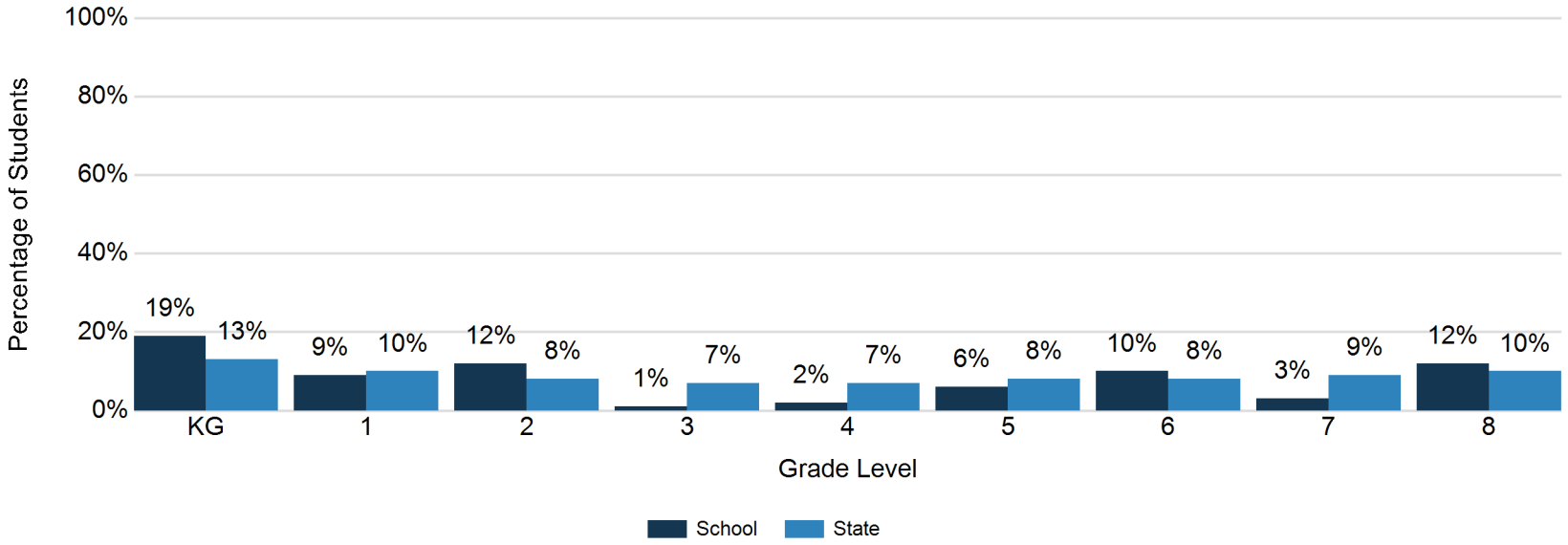
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	32
Weapons	1
Vandalism	4
Substances	3
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	6.96

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	1	1	2
Other	3	7	10
No Identified Nature	8		8

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	49	7.1%
Any Suspension	50	7.2%
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
103

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	89.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	345:1	297:1
Teachers to Administrators	24:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

NJ SCHOOL PERFORMANCE REPORT

Christopher Columbus School No. 15
(39-1320-180)
Grades Offered: KG-08
2018-2019

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

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	48.8%	83.0%	100.0%	48.4%	77.1%	54.9%
Male	51.2%	17.0%	0.0%	51.6%	22.9%	45.1%
White	5.1%	63.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	90.1%	29.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.5%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	0.3%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Teachers: All classroom teachers
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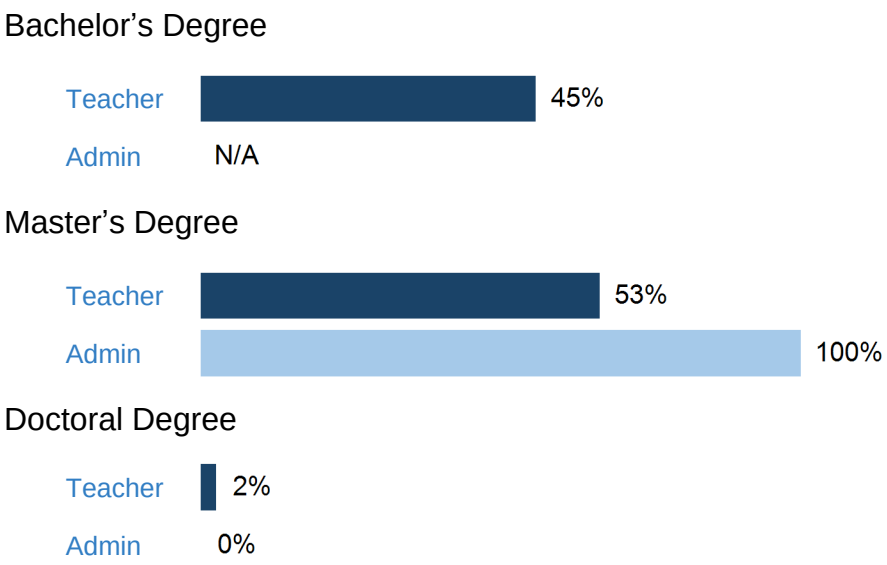
Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.6%	37.1%	40.9%
Math Proficiency	28.3%	27.9%	21.5%
ELA Growth	53	49	55
Math Growth	45	44	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.5%	50.3%
Chronic Absenteeism	8.9%	9.8%	8.6%

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Children's Literacy Initiative is in all Kindergarten through Grade 3 classrooms. • Technology is a part of each school day, with one to one laptop use in Grades 2 through 8. • "Our school is involved in the WE Schools project.
Mission, Vision, Theme:	At Christopher Columbus School Number 15 we believe that as a community we can empower every child to achieve excellence. School administrators, faculty, staff, and parents work together to provide students with the highest quality education. Christopher Columbus students are taught to think critically, communicate effectively, and collaborate with each other, allowing their creativity to drive them.

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Courses, Curriculum, Instruction:	"All students have used technology daily to enhance their learning. One-to-one laptops begin at Grade 2 and, as in the previous year, continue in Grades 3 through 8. All Kindergarten through Grade 3 classes are part of the Children's Literacy Initiative and middle school students participate in AVID, enhancing skills for college preparation. All curricula are standards-aligned providing our students with full preparation for college and careers.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Christopher Columbus School No. 15 are able to participate in district offered sports programs each year.
Clubs and Activities:	"In 2018-2019, middle school students participated in clubs including chorus, band, peer tutoring, media/technology, and AVID. Chorus and band met two times per week and were also peer tutors. All students participated in WE campaigns and activities. Students also participated in the anti-bullying club.

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Before and After School Programs:	Christopher Columbus School No. 15 students have the opportunity to apply for the academic and art enrichment afterschool program. In 2018-2019, this program was a three day a week, one hour program that happened after school hours where they extended learning in unique and exciting ways. It will continue in the 2019-2020 school year as well.
Staff and Professional Learning:	Teachers engage in professional learning communities to analyze data and plan for meeting students' unique abilities and needs. Teachers also engage in district professional development to strengthen and expand their skills in implementing the district curricula. Children's Literacy Initiative also provides our teachers in Kindergarten through Grade 3 with training in Classroom Culture and Environment, the Intentional Read Aloud, Reading Workshop, Independent Worktime, and Guided Reading.

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Student Supports and Services:	All students at Christopher Columbus School No. 15 are valued and celebrated. Tutoring is provided to students who are identified as needing additional supports. Our English-as-a-Second Language/Bilingual Programs continue to provide support for students who qualified for services in mastering the English language. Students with disabilities are also provided with in class support services. We provide all students with the services and programs that will help them meet with success.
Student Health and Wellness:	All students at Christopher Columbus School No. 15 have been, and continue to be provided with our breakfast and lunch programs. This ensures that our students are nourished and ready to learn. Additionally, students who attend the afterschool enrichment program are provided with snack to ensure that they are nourished even after school hours while learning. Our fifth grade youngsters participated in the LEAD program, a drug education program sponsored by the Elizabeth Police Department.
Parent and Community Involvement:	At School No. 15, a strong partnership exists between home and school. Parents participate individually and through the Parent Teacher Organization (PTO) to enhance the education of our students. The PTO assisted in bringing assemblies and programs to our students and families during school and after school hours. Our school hosted a family exercise night, a pancake breakfast, family movie night, multicultural events and show and a family fun day.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, parents, students, and teachers are surveyed three times to provide input into the school climate here at Christopher Columbus School No. 15. This information is used in decision-making and outreach. We value the input of all stakeholders in our school community.
Facilities:	"Our classrooms are continually maintained and technology rich to provide our students with inviting learning environments.
School Safety:	Our school safety team meets regularly to review our school safety data and climate and culture data. We continually welcome community feedback and involve the Elizabeth Police Department in our school safety drills.

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Technology and STEM:	We were pleased to offer a Saturday STEM program to our students. This provided our students with rich, hands-on opportunities to engage in Science, Technology, Engineering, and Mathematics with language integration. Our STEM program welcomed families in to experience students' culminating projects.

NJ SCHOOL PERFORMANCE REPORT

Donald Stewart Early Childhood Center No 51
(39-1320-355)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Donald Stewart Early Childhood Center No 51
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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Jocelyn Rodriguez
Address	544 PENNSYLVANIA AVENUE ELIZABETH, NJ 07207
Phone Number	908-436-6410
Email Address	rodrigjoc@epsnj.org
Website	https://www.epsnj.org/Domain/16
Facebook	https://www.facebook.com/donaldstewartECC51

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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	300	301	299
Total	300	301	299

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	52.7%	48.8%	47.5%
Male	47.3%	51.2%	52.5%
Economically Disadvantaged Students	84.3%	81.1%	73.2%
Students with Disabilities	9.7%	10.6%	13.7%
English Learners	53.3%	24.3%	0.0%
Homeless Students	0.0%	0.3%	0.7%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.7%	10.3%	8.4%
Hispanic	64.3%	67.4%	71.9%
Black or African American	22.7%	19.6%	16.1%
Asian	2.0%	1.3%	1.0%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	1.0%	2.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	300	301	299

Enrollment by Home Language

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

Home Language	% of Students
Spanish	50.2%
English	40.1%
Portuguese	5.0%
Haitian	3.0%
Arabic	1.3%
Other Languages	0.3%

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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.

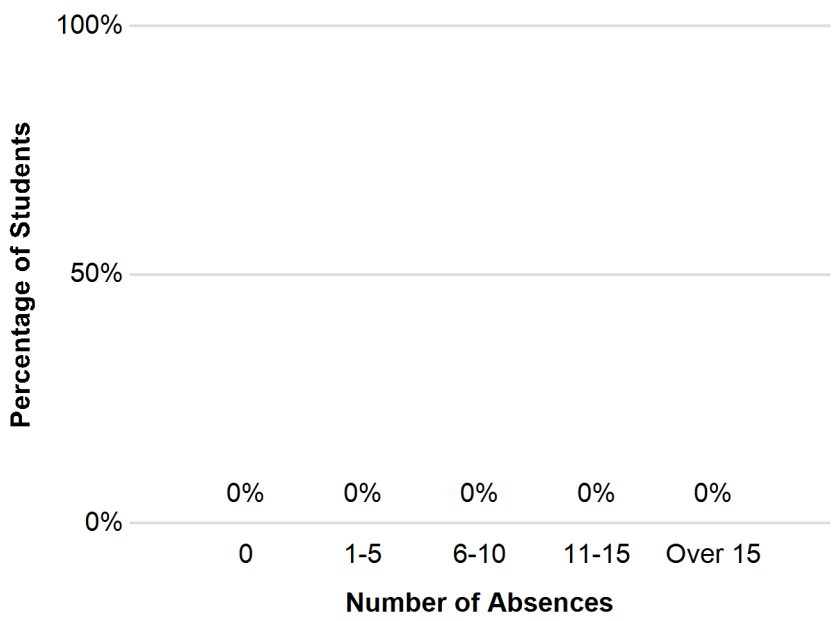
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

Donald Stewart Early Childhood Center No 51
(39-1320-355)
Grades Offered: PK-PK
2018-2019

Report Key:
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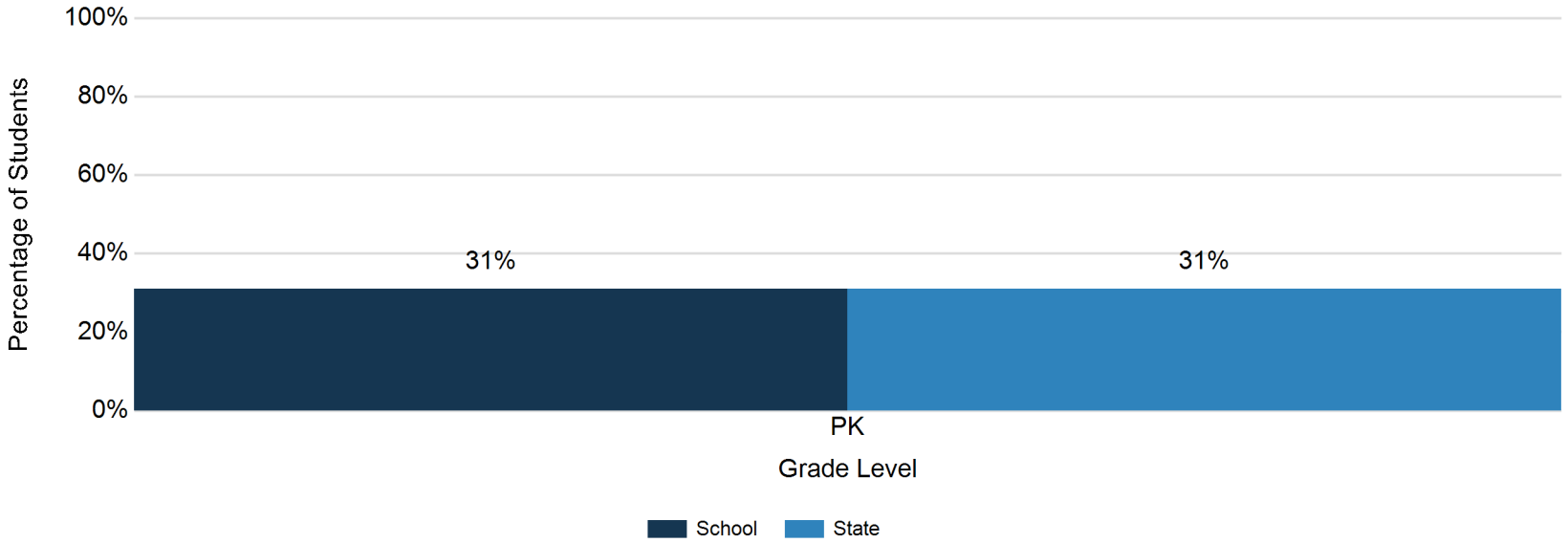
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

NJ SCHOOL PERFORMANCE REPORT

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	4 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

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

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	12.4	10.8
Percentage of Teachers with 4 or more years experience in the district	95.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	299:1	297:1
Teachers to Administrators	23:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

NJ SCHOOL PERFORMANCE REPORT

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	91.3%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	8.7%	0.0%	51.6%	22.9%	45.1%
White	8.4%	21.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	71.9%	65.2%	100.0%	29.9%	7.3%	7.2%
Black or African American	16.1%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	8.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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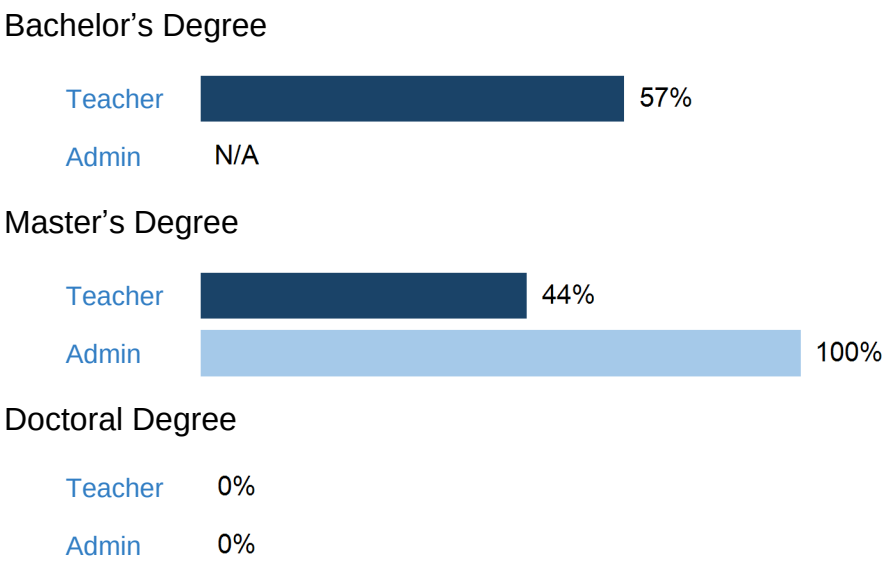
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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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:	• 2016 National School of Character recipient • 2019 ECO School USA Silver Award • 2018 Promising Practice Award
Mission, Vision, Theme:	Our vision is to be one of the highest performing Early Childhood Centers in the nation. Our mission as a school is to promote excellence in academics, exposing our students to language and social emotional experiences that foster reasoning skills, and developing our students' character development. As a school, we chose the motto, "Friends Care Friends Share", as a verbal reminder of our mission to lay the groundwork of morals and values that will facilitate their educational journey.
Awards, Recognition, Accomplishments:	Donald Stewart School 51 was recognized as a 2016 NJ School of Character, and, a 2016 National School of Character by Character.org. In May, 2016, we were awarded Character.org's Promising Practice Award for our dedication in celebrating diversity within our school's community. In 2018 we received the Promising Practice Award for, Panda Pride Parade: A Celebration of Friendship and Caring for Everyone in Our Community. In 2018-2019 Donald Stewart School 51 was awarded Eco-School USA's Silver award in recognition of our school wide implementation of a comprehensive environment based program to improve students' environmental literacy and skills. As a result, the school became greener and cleaner and students learned more science.

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Courses, Curriculum, Instruction:	Donald Stewart School 51 implements the Dual Language Program along with the High/Scope approach to Early Childhood Education. The dual Language Program offers children the opportunity to acquire a second language through meaningful interactions with English and Spanish speaking peers and staff. Through our High/Scope Approach to early childhood education, children share in the decision making processes that develop their social, intellectual and physical needs while teachers and assistants work as facilitators.
Clubs and Activities:	We offer many activities to our school community throughout the school year including: parent workshops, Books and breakfast, Parent/Teacher conferences, Back to School Night, Holiday concerts, Reading Under the Stars, our Multicultural Fashion Show/Sing-A-Long, Moving Up Ceremony, Kindergarten Transition Workshops, Parent Profession Presentations, Book Fairs, Plant Sales, Science Fair, Fall Harvest Activity, Field Day, Light It Up Blue Parade, Panda Pride Parade, Teddy Bear Clinic, various educational and interactive assemblies, as well as Student's Monthly birthday celebrations.

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Before and After School Programs:	Our students are offered a before and after school program which is provided by Catapult Learning. The program is offered to our 3 and 4 year old students to facilitate working parents' schedules and serves as an enrichment program for those students enrolled.
Staff and Professional Learning:	Our educators are supported with ongoing professional development opportunities at a district and school community level. Our teachers attend monthly Professional Developmental Meetings and workshops, Departmental Meetings, Faculty Meetings, as well as Professional Learning Community Meetings. Our Professional Learning Communities are directly connected to data collected from student and staff assessments, which facilitates the decisions of which topics/techniques are needed to be reinforced.

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Student Supports and Services:	Donald Stewart provides all students with developmentally appropriate and differentiated instruction in our self-contained and inclusion classrooms. We have intervention and referral services that are available to students requiring additional help; referrals for behavior and/or academic assistance are reviewed with students' parents, action plans are implemented and logged, students' progress is monitored and then evaluated to see if continuation of the referral is needed.
Student Health and Wellness:	Monthly parent workshops as well as student assemblies are held where various topics related to our students' physical and mental well being are addressed. As part of NJ's Whole Child Initiative we serve healthy and nutritionally balanced breakfasts and lunches which are available for all students. The students also receive physical education and visit the playground on a daily basis.
Parent and Community Involvement:	Donald Stewart School 51 offers many opportunities for parents, family and community members to be involved in our school community. We offer parental involvement programs such as monthly workshops and newsletters, volunteer opportunities, trips to visit local Adult Community Programs, visits from local emergency services, and family involvement in our Parent Teacher Organization. Our PTO is dedicated to establishing a home-school connection among all its' members and our school community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers " Surveys are distributed to our school community twice a year. Staff surveys focus on our school's moral, sense of community, level of support from administrators, communication, etc. Family surveys focus on the quality of the school's program, level of communication, and the school's environment as a whole. For the 2017-2018 school year, our areas with the highest ""Excellent" scores were: School Security, Quality of the Program, Positive School Climate, and Effective Communication.
Facilities:	Donald Stewart first opened its' doors in 2004. Our school services 312 students. Each classroom is equipped with a Smart Board as well as six network I-Pads for the students' use. We have an Atrium that the students use as space to read outdoors and for gardening activities, a Multi-Purpose room used for indoor activities or assemblies, a Gymnasium, and two outdoor Courtyards that are used for our students' gross motor activities.
School Safety:	The school Safety Committee meets every two months to review, develop and implement safety measures and initives. The comittee is also responsible for developing creative and preventive measures that will contribute to the safety of our students and school community overall.

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School Narrative

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Other Information	At Donald Stewart School No. 51 we are a dual language school which means that the students alternate between English and Spanish classrooms every two weeks. The team teachers and parents work collaboratively to identify the diverse cultures and individual needs of each students in the learning process. We utilize the High Scope approach, as mentioned, which encourages the teacher to serve as a facilitator for our students as they take on a leadership role and learn through play and interaction in their environment. Donald Stewart school 51 goal and highlight is to provide an environment where every child feels welcomed and academically challenged in their educational experiences.

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert Einstein Academy School No. 29
(39-1320-295)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert Einstein Academy School No. 29
(39-1320-295)
Grades Offered: PK-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Maria Labrador
Address	919 NORTH BROAD STREET ELIZABETH, NJ 07208
Phone Number	908-436-6900
Email Address	labradorma@epsnj.org
Website	https://www.epsnj.org/Domain/42

NJ SCHOOL PERFORMANCE REPORT

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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	133	133	134
KG	68	70	92
1	76	74	80
2	84	78	74
3	78	77	79
4	79	74	79
5	78	75	80
6	73	74	83
7	72	70	75
8	69	73	80
Total	810	798	856

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	48.5%	49.3%
Male	51.6%	51.5%	50.7%
Economically Disadvantaged Students	77.9%	75.8%	79.4%
Students with Disabilities	15.6%	16.3%	16.2%
English Learners	10.5%	8.9%	11.2%
Homeless Students	0.0%	0.0%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.1%	8.8%	8.9%
Hispanic	71.1%	71.6%	72.3%
Black or African American	18.3%	18.3%	16.9%
Asian	1.4%	1.3%	1.5%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	133	133	134
KG - Half Day	0	0	0
KG - Full Day	68	70	92

Enrollment by Home Language

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

Home Language	% of Students
Spanish	55.7%
English	35.5%
Portuguese	3.3%
Arabic	3.0%
Haitian	1.4%
Other Languages	1.1%

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(39-1320-295)
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2018-2019

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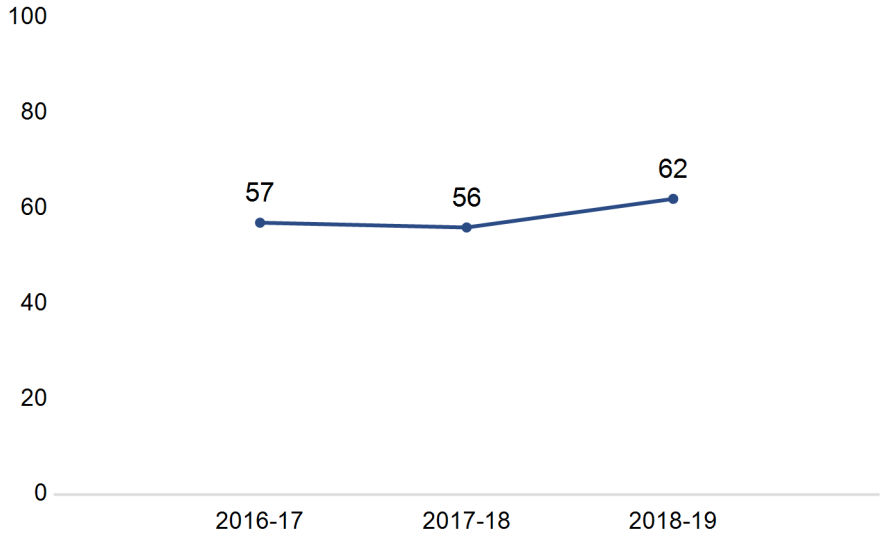
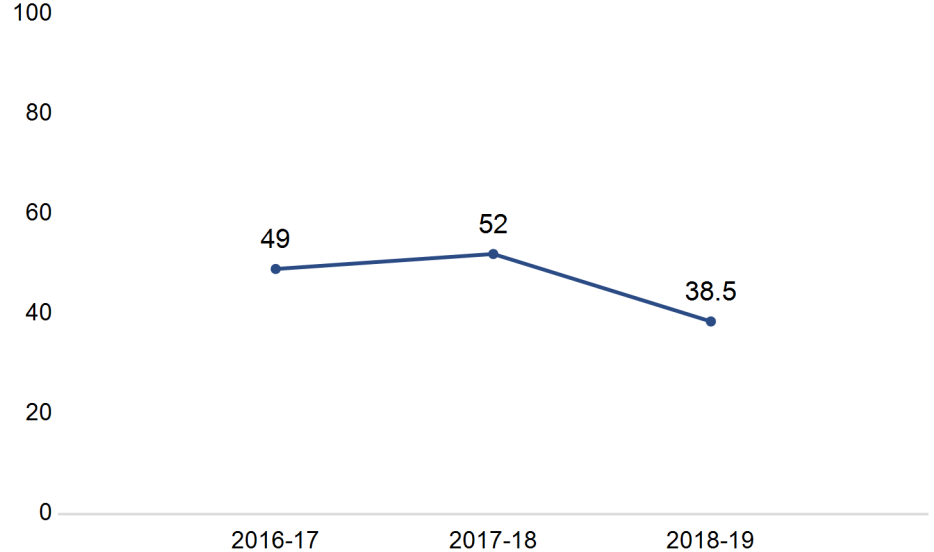
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57	56	62	49	52	38.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	63	50	Exceeds Standard	38.5	44	50	Not Met
White	76	63	50	**	45	47.5	52	**
Hispanic	60	63	49	Exceeds Standard	41	44	47	Met Standard
Black or African American	66	61	45	Exceeds Standard	35	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	60	64	53	N	42	43	50	N
Male	66	61	47	N	34	44	51	N
Economically Disadvantaged Students	60	63	48	Exceeds Standard	37.5	43	46	Not Met
Students with Disabilities	44	52	43	Met Standard	32.5	41	45	Not Met
English Learners	67	65	52	Exceeds Standard	42	45	50	Met Standard
Homeless Students	*	64	43	N	N	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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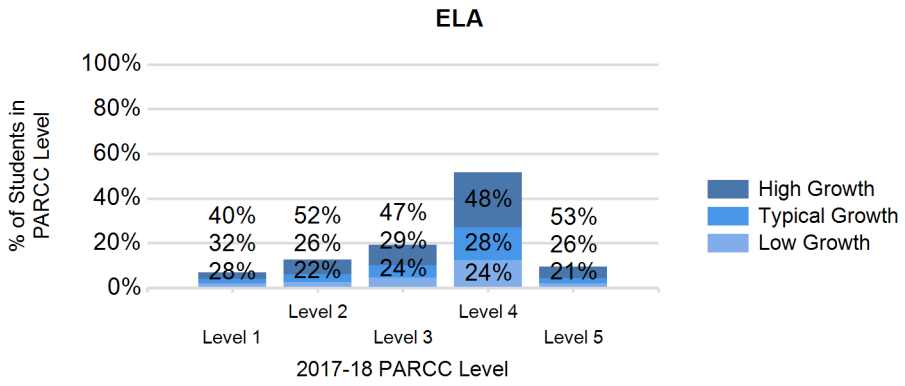
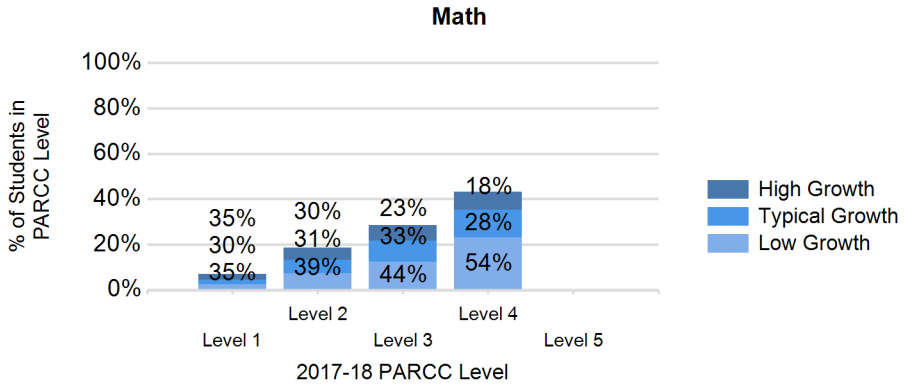
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

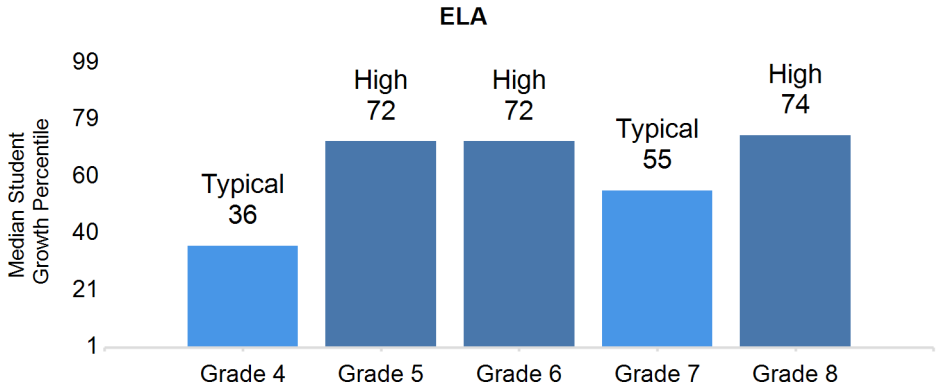
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

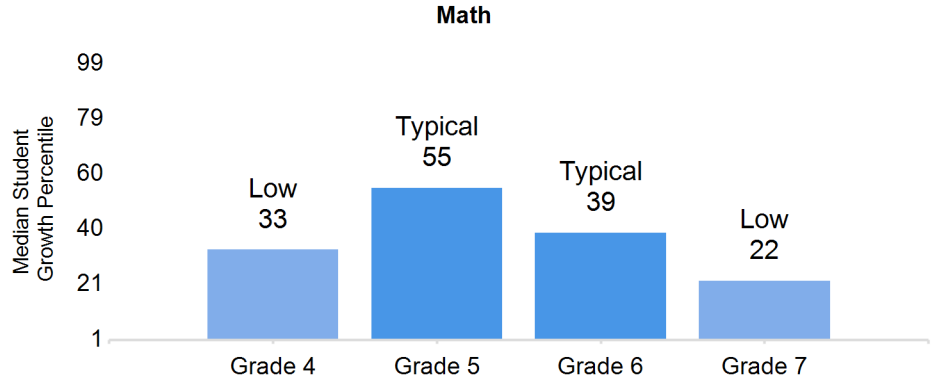




Student Growth by Grade

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





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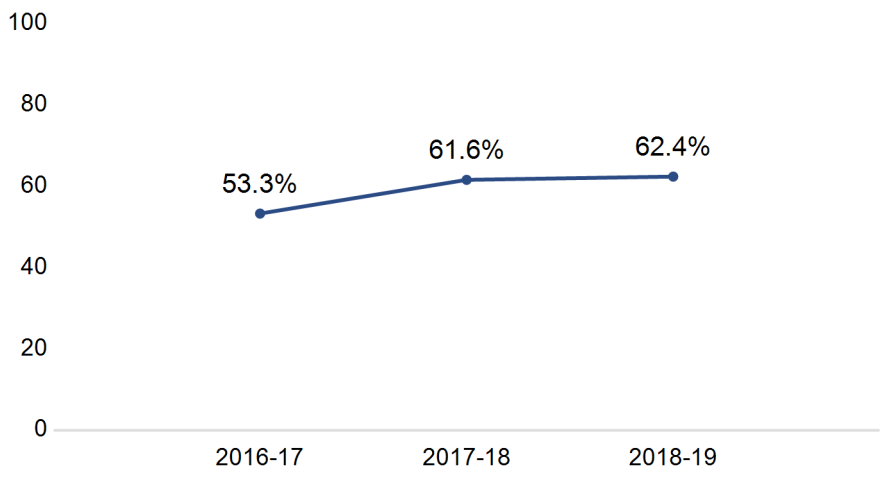
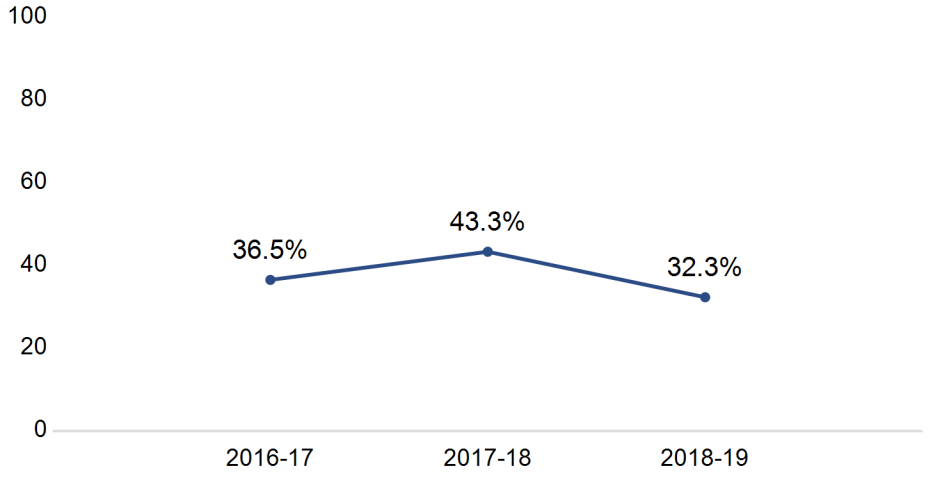
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



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%	99.5%	99.5%	100.0%	99.8%	99.5%
Proficiency Rate for Federal Accountability	53.3%	61.6%	62.4%	36.5%	43.3%	32.3%
Annual Target	51.5%	53.0%	54.5%	39.6%	41.7%	43.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	439	99.5	62.4	52.8	57.9	62.4	54.5	Met Target
White	*	*	*	63.5	66.9	*	56.5	Met Target
Hispanic	322	99.7	63.4	53.5	43.9	63.4	56.2	Met Target
Black or African American	81	100.0	58.0	42.5	38.5	58.0	46.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	217	99.5	68.7	59.1	64.8	68.7		
Male	222	99.6	56.3	46.6	51.3	56.3		
Economically Disadvantaged Students	359	99.4	59.6	50.4	40.0	59.6	52.8	Met Target
Non-Economically Disadvantaged Students	80	100.0	75.0	62.8	67.9	75.0		
Students with Disabilities	58	98.3	15.5	18.8	22.7	15.5	17.9	Met Target†
Students without Disabilities	381	99.7	69.6	57.8	65.1	69.6		
English Learners	104	98.1	52.9	40.3	29.3	52.9	40.3	Met Target
Non-English Learners	335	100.0	65.4	58.3	60.6	65.4		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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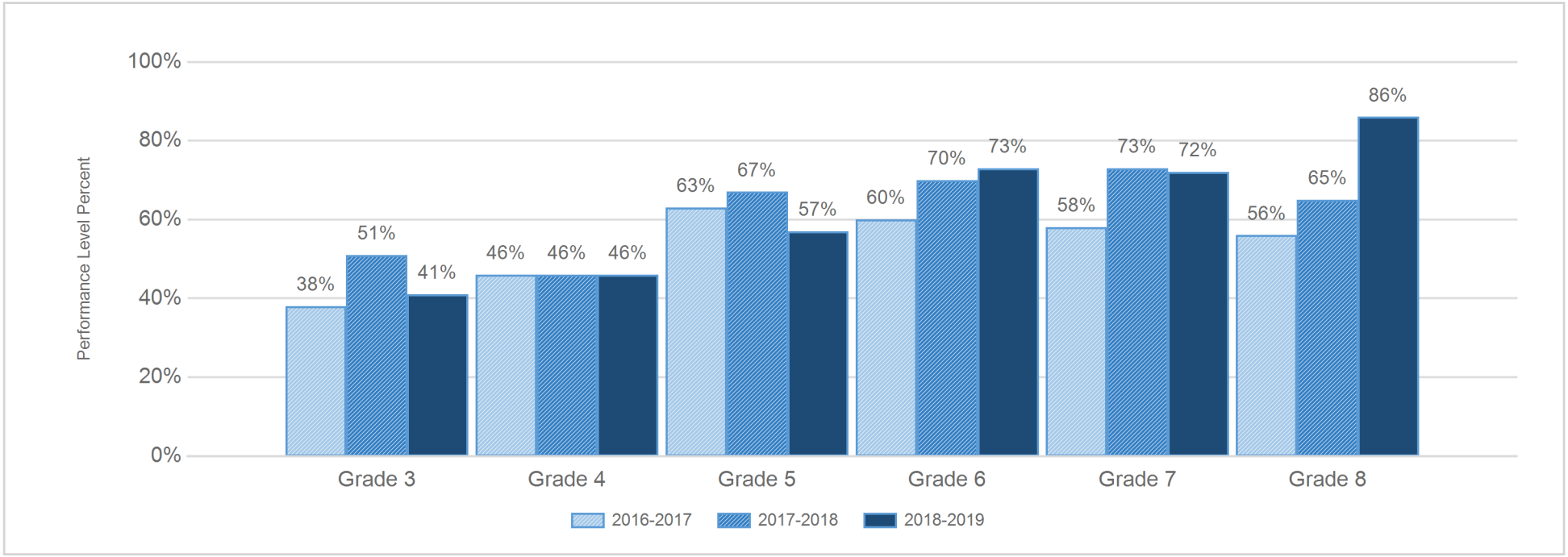
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	741	738	748	13%	17%	29%	*	*	41%	50%
White	14	740	750	757	*	*	*	*	*	36%	60%
Hispanic	50	747	738	734	*	*	32%	*	*	46%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	746	743	753	*	*	*	*	*	43%	55%
Male	39	737	733	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	63	737	735	731	16%	*	*	*	*	37%	33%
Non-Economically Disadvantaged Students	13	764	753	759	0%	*	*	*	*	62%	61%
Students with Disabilities	10	723	700	719	*	*	*	*	*	20%	24%
Students without Disabilities	66	744	743	754	*	*	*	*	*	44%	56%
English Learners	17	730	719	713	*	*	*	*	*	18%	17%
Non-English Learners	59	745	746	751	*	*	*	*	*	47%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	745	748	755	*	21%	27%	*	*	46%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	55	743	748	743	*	22%	29%	*	*	42%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	29	747	753	760	*	*	*	*	*	48%	62%
Male	42	743	743	750	*	*	*	*	*	45%	53%
Economically Disadvantaged Students	61	744	745	740	*	*	*	*	*	44%	40%
Non-Economically Disadvantaged Students	10	751	759	765	*	*	*	*	*	60%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	755	751	756	*	*	27%	43%	14%	57%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	55	756	751	743	*	*	35%	*	*	53%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	38	762	757	761	*	*	26%	*	*	66%	64%
Male	36	748	744	750	*	*	28%	*	*	47%	52%
Economically Disadvantaged Students	64	752	748	740	*	*	*	*	*	55%	39%
Non-Economically Disadvantaged Students	10	771	761	766	*	*	*	*	*	70%	69%
Students with Disabilities	15	718	713	724	*	*	*	*	*	13%	23%
Students without Disabilities	59	764	756	762	*	*	*	*	*	68%	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	765	750	754	*	*	20%	57%	16%	73%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	51	769	752	743	*	*	22%	55%	20%	75%	43%
Black or African American	18	748	741	738	*	*	*	61%	0%	61%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	37	774	757	762	*	*	*	*	*	89%	64%
Male	38	757	744	748	*	*	*	*	*	58%	48%
Economically Disadvantaged Students	57	764	748	740	*	*	*	*	*	70%	39%
Non-Economically Disadvantaged Students	18	768	758	763	*	*	*	*	*	83%	67%
Students with Disabilities	10	723	717	722	*	*	*	*	*	20%	19%
Students without Disabilities	65	772	755	761	*	*	*	*	*	82%	64%
English Learners	N	N	717	710	N	N	N	N	N	N	*
Non-English Learners	75	765	755	756	*	*	20%	57%	16%	73%	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	768	759	761	*	*	15%	35%	37%	72%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	54	771	*	747	*	*	*	28%	44%	72%	50%
Black or African American	14	755	746	741	0%	*	*	*	*	64%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	38	773	765	769	*	*	*	32%	42%	74%	71%
Male	33	763	753	753	*	*	*	39%	30%	70%	55%
Economically Disadvantaged Students	55	766	756	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	16	777	768	771	*	*	*	*	*	88%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	N	N	713	706	N	N	N	N	N	N	12%
Non-English Learners	71	768	765	763	*	*	15%	35%	37%	72%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert Einstein Academy School No. 29
(39-1320-295)
Grades Offered: PK-08
2018-2019

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

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	73	776	758	762	0%	0%	14%	64%	22%	86%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	58	777	758	747	0%	0%	*	*	*	91%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	39	779	764	771	0%	0%	*	*	*	87%	71%
Male	34	772	753	753	0%	0%	*	*	*	85%	55%
Economically Disadvantaged Students	59	777	756	743	0%	0%	*	*	*	88%	45%
Non-Economically Disadvantaged Students	14	771	763	772	0%	0%	*	*	*	79%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	N	N	713	708	N	N	N	N	N	N	12%
Non-English Learners	73	776	764	764	0%	0%	14%	64%	22%	86%	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	439	99.5	32.3	27.2	44.5	32.3	43.9	Not Met
White	*	*	*	37.3	54.1	*	52.5	Met Target†
Hispanic	322	99.7	35.1	27.9	28.8	35.1	44.9	Not Met
Black or African American	81	100.0	16.0	17.0	23.0	16.0	37.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	217	99.5	33.6	27.1	44.9	33.6		
Male	222	99.6	31.1	27.3	44.2	31.1		
Economically Disadvantaged Students	359	99.4	31.5	25.4	26.3	31.5	42.3	Not Met
Non-Economically Disadvantaged Students	80	100.0	36.3	34.2	54.9	36.3		
Students with Disabilities	58	98.3	13.8	10.7	17.4	13.8	19.9	Met Target†
Students without Disabilities	381	99.7	35.2	29.5	50.0	35.2		
English Learners	104	98.1	37.5	25.9	25.0	37.5	33.2	Met Target
Non-English Learners	335	100.0	30.7	27.8	46.5	30.7		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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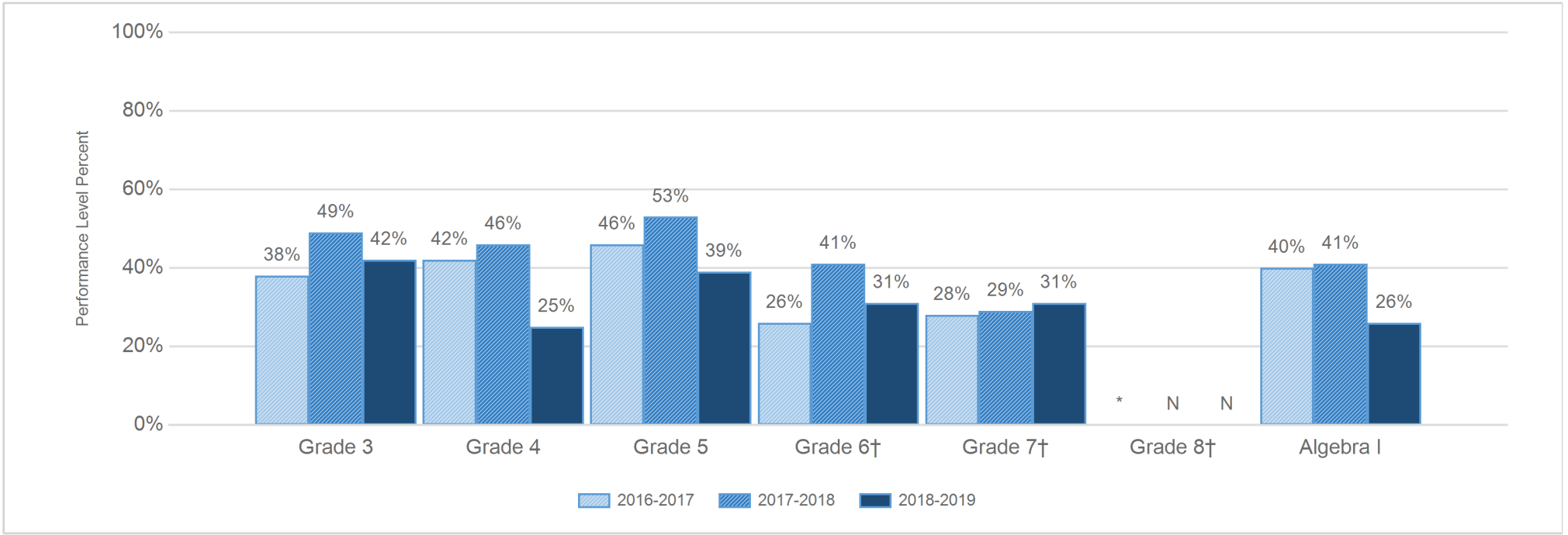
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	744	741	752	*	16%	39%	*	*	42%	55%
White	14	748	750	760	0%	*	*	*	*	50%	66%
Hispanic	50	744	742	739	*	*	42%	*	*	42%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	744	743	751	*	*	32%	*	*	49%	54%
Male	39	744	740	752	*	*	46%	*	*	36%	56%
Economically Disadvantaged Students	63	743	740	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	13	749	747	761	*	*	*	*	*	46%	67%
Students with Disabilities	10	741	716	731	*	*	*	*	*	20%	31%
Students without Disabilities	66	744	744	756	*	*	*	*	*	45%	60%
English Learners	17	737	735	728	*	*	59%	*	*	29%	26%
Non-English Learners	59	746	744	754	*	*	34%	*	*	46%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	737	737	749	*	*	45%	25%	0%	25%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	55	736	738	737	*	*	44%	25%	0%	25%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	29	733	737	749	*	*	55%	*	*	14%	50%
Male	42	739	737	749	*	*	38%	*	*	33%	52%
Economically Disadvantaged Students	61	736	736	734	*	*	*	*	*	20%	32%
Non-Economically Disadvantaged Students	10	742	741	759	*	*	*	*	*	60%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	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
Schoolwide	74	742	738	747	*	24%	34%	*	*	39%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	55	745	739	735	*	22%	31%	*	*	45%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	38	745	740	747	*	*	*	*	*	45%	47%
Male	36	738	737	747	*	*	*	*	*	33%	47%
Economically Disadvantaged Students	64	742	737	732	*	*	*	*	*	38%	27%
Non-Economically Disadvantaged Students	10	744	742	757	*	*	*	*	*	50%	59%
Students with Disabilities	15	726	717	725	*	*	*	*	*	27%	19%
Students without Disabilities	59	746	741	752	*	*	*	*	*	42%	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	733	726	741	*	*	35%	31%	0%	31%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	51	739	727	729	*	*	41%	35%	0%	35%	24%
Black or African American	18	712	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	37	739	727	742	*	*	30%	*	*	38%	42%
Male	38	728	725	740	*	*	39%	*	*	24%	40%
Economically Disadvantaged Students	57	732	725	726	*	*	*	*	*	30%	21%
Non-Economically Disadvantaged Students	18	739	732	750	*	*	*	*	*	33%	53%
Students with Disabilities	10	706	709	716	*	*	0%	*	*	10%	12%
Students without Disabilities	65	738	728	746	*	*	40%	*	*	34%	46%
English Learners	N	N	709	709	N	N	N	N	N	N	*
Non-English Learners	75	733	729	743	*	*	35%	31%	0%	31%	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	736	728	744	*	25%	37%	*	*	31%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	54	740	*	733	*	*	37%	37%	0%	37%	26%
Black or African American	14	719	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	38	736	728	744	*	*	39%	*	*	29%	42%
Male	33	735	727	743	*	*	33%	*	*	33%	42%
Economically Disadvantaged Students	55	736	727	731	*	*	*	*	*	29%	24%
Non-Economically Disadvantaged Students	16	735	728	751	*	*	*	*	*	38%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	71	736	730	745	*	25%	37%	*	*	31%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	733	730	744	*	38%	34%	*	*	26%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	58	735	731	728	*	33%	38%	*	*	28%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	39	732	730	745	*	38%	33%	*	*	26%	44%
Male	34	735	731	743	*	38%	35%	*	*	26%	41%
Economically Disadvantaged Students	59	735	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	14	726	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	73	733	733	745	*	38%	34%	*	*	26%	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert Einstein Academy School No. 29
(39-1320-295)
Grades Offered: PK-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.6%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	46	*	*
5 or more	49	81.6%	18.4%

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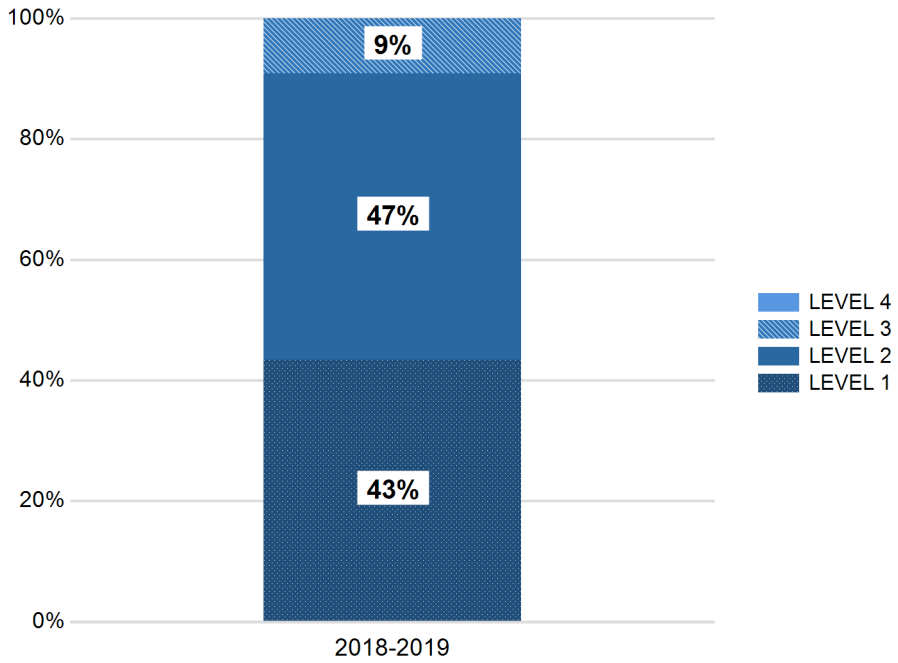
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	47	9	0
White	*	*	*	*
Hispanic	42	45	13	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	34	61	5	0
Male	53	33	14	0
Economically Disadvantaged Students	47	44	9	0
Non-Economically Disadvantaged Students	20	70	10	0
Students with Disabilities	80	7	13	0
Students without Disabilities	34	58	8	0
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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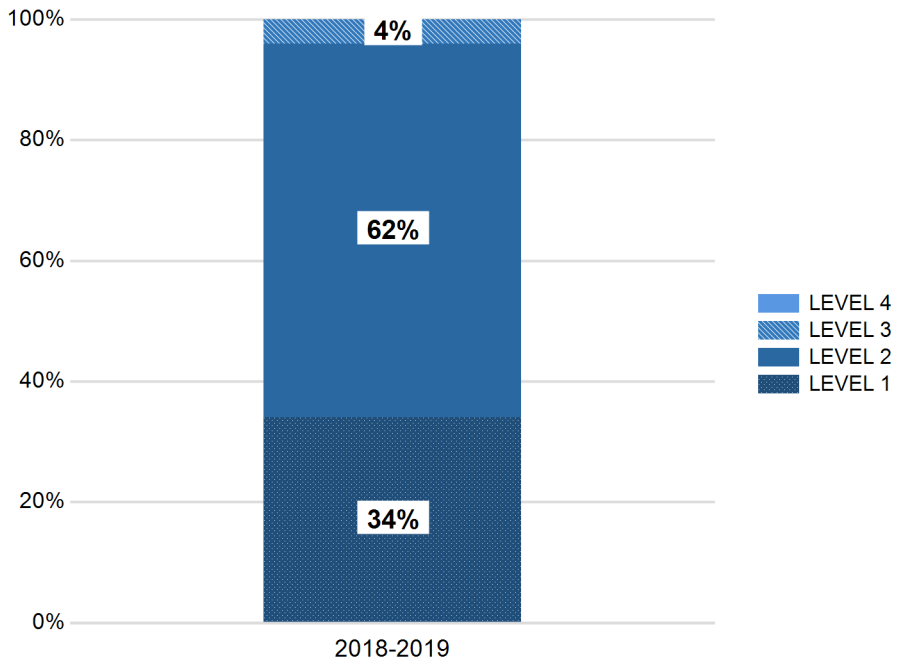
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	62	4	0
White	*	*	*	*
Hispanic	29	67	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	38	59	3	0
Male	29	65	6	0
Economically Disadvantaged Students	31	66	3	0
Non-Economically Disadvantaged Students	50	43	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	34	62	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	83
7	0	0	75
8	80	0	0
Total	80	0	158

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	80	0	0	0	0	0	0
7	74	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	154	0	0	0	0	0	0

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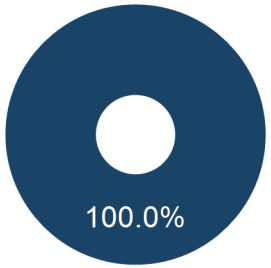
Visual and Performing Arts – Course Participation

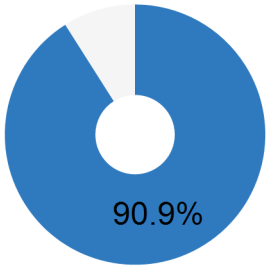
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

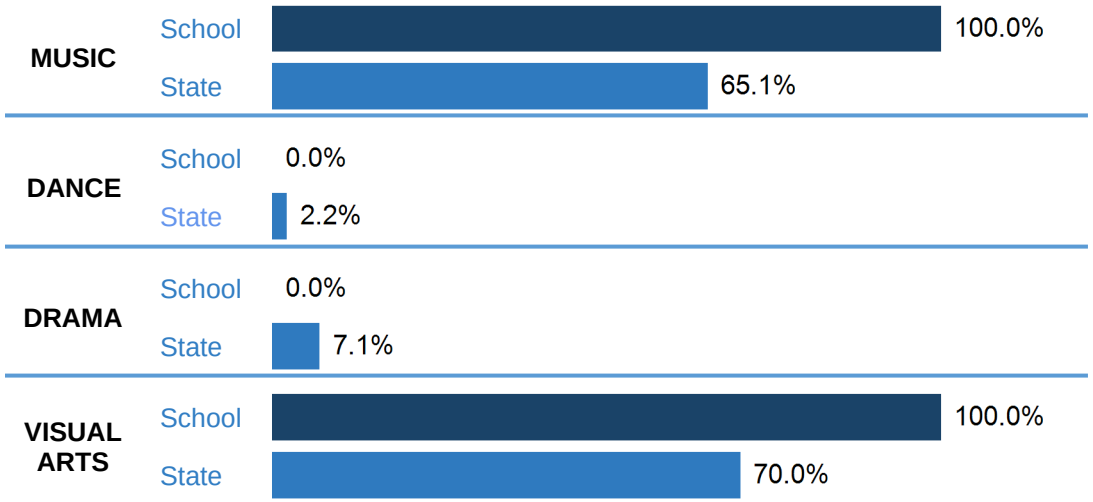


School



State

Students enrolled in one or more classes by discipline:



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

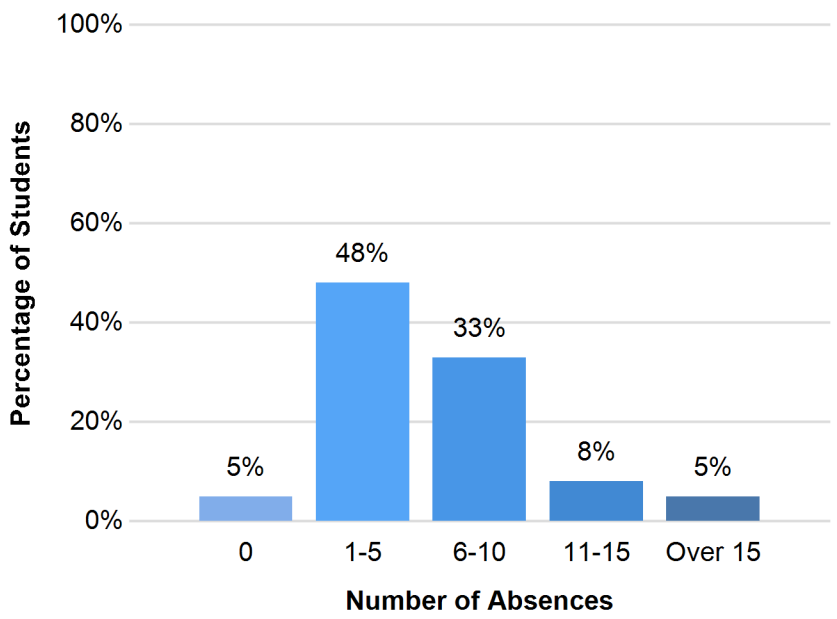
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	3.4	9.0	Met
White	3	5.0	9.0	Met
Hispanic	13	2.6	9.0	Met
Black or African American	7	6.0	9.0	Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	8	2.3		
Male	15	4.5		
Economically Disadvantaged Students	22	4.0	9.0	Met
Students with Disabilities	6	7.1	9.0	Met
English Learners	2	2.1	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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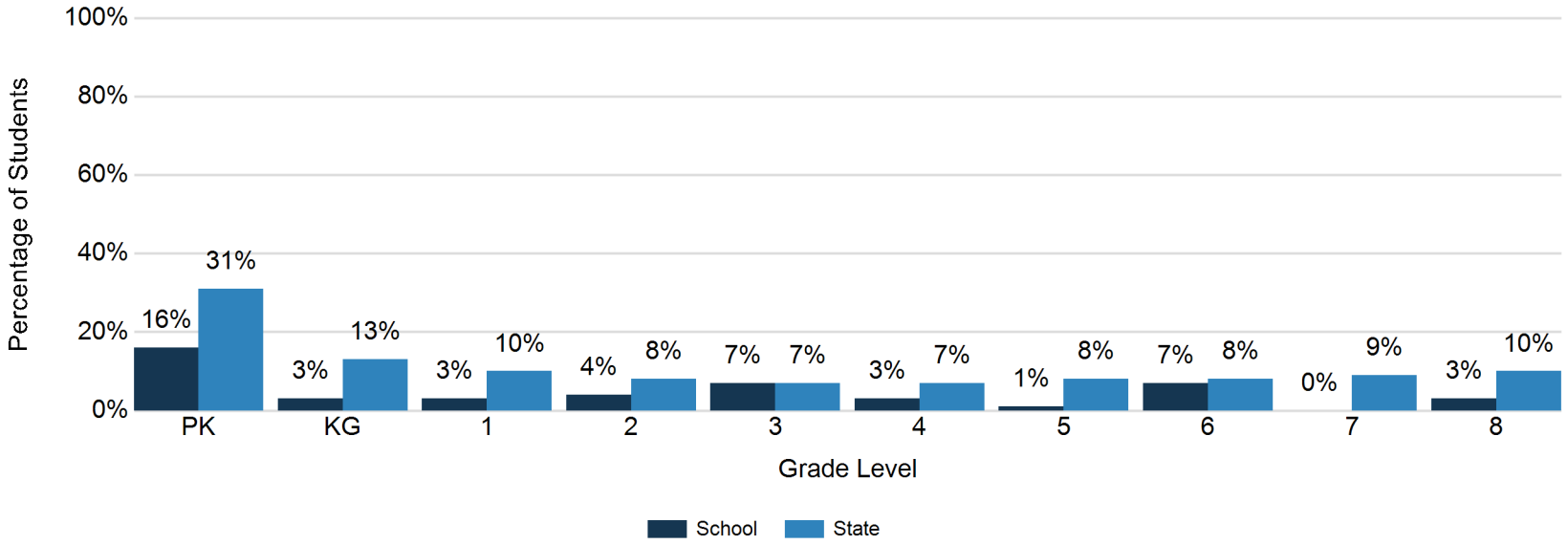
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	11
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	17
Incidents Per 100 Students Enrolled	1.99

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	15	1.8%
Any Suspension	16	1.9%
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
37

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	12.5	12.1
Average years experience in district	12.5	10.8
Percentage of Teachers with 4 or more years experience in the district	90.6%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	428:1	297:1
Teachers to Administrators	32:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	79.7%	100.0%	48.4%	77.1%	54.9%
Male	50.7%	20.3%	0.0%	51.6%	22.9%	45.1%
White	8.9%	59.4%	0.0%	42.4%	83.6%	77.4%
Hispanic	72.3%	28.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	16.9%	7.8%	50.0%	15.0%	6.6%	13.9%
Asian	1.5%	4.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	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

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.4%

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Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Dr. Albert Einstein Academy School No. 29
(39-1320-295)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.3%	61.6%	62.4%
Math Proficiency	36.5%	43.3%	32.3%
ELA Growth	57	56	62
Math Growth	49	52	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.5%	60.6%
Chronic Absenteeism	3.8%	4.2%	3.4%

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• STEAM School: Science, Technology, Engineering, Architecture/Art, Mathematics Focus • Technology is a part of each school day; Grades 2-8 utilizing 1:1 laptops, • Curriculum includes Connected Math 3, Agile Minds, Balanced Literacy, and Next Gen Science Standards
Mission, Vision, Theme:	"The mission of Dr. Albert Einstein Academy is to develop the problem-solvers and innovators of tomorrow through the use of the latest technologies. As a STEAM school our focus is Science, Technology, Engineering, Architecture/Art, and Mathematics. Our shared vision is to be one of the best performing schools in the state of New Jersey, through a rigorous, yet supportive academic environment where students will be able to explore, analyze, and shape our world. "
Awards, Recognition, Accomplishments:	Dr. Albert Einstein Academy is a proud member of the National Junior Honor Society. Students also participate in school, state, and national competitions. Students compete at the Destination Imagination State Competition, where teams of students find solutions to multifaceted challenges which promote creativity, ingenuity, and content knowledge in science, art, language arts, music, and engineering and the Technology Student Association annual state conference at The College of New Jersey.Ontop of all these great accomplishments, Dr. Albert Einstein Academy has been recognized as a National School of Character. This award was recieved at both the State and National level.

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Courses, Curriculum, Instruction:	Our goal is to provide excellent educational experiences to every student at School No. 29. he core curricula, teachers enrich through the utilization of online resources, such as Reading Street Online, Blackboard, SchoolNet, MathXL, and My Access. In addition to our regular schedule we also incorporate a forty-minute period dedicated to science, technology, engineering, architecture/arts and mathematics projects.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) School 29 students have the opportunity to participate in sports offered through the district.
Clubs and Activities:	Students are given the opportunity to apply and extend content knowledge through other educational opportunities such as service learning, field trips, Poetry Contests, Law Day, Biography Day, Music Under the Stars, and the Teen Arts festival. Students can also participate in a variety of engaging afterschool programs, varying from Musical Theater, NASA Explorer, Engineering Explorers, Greenhouse Gardening, Arts and Crafts, and Theater Set Design.

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Before and After School Programs:	Outside of the regular school schedule, students can also participate in a variety of engaging afterschool programs, varying from Musical Theater, NASA Explorer, Engineering Explorers, Greenhouse Gardening, Arts and Crafts, Technology Club, and Theater Set Design. Students from Kindergarten through 8th grade are invited to attend.
Staff and Professional Learning:	Staff at Dr. Albert Einstein Academy engage in multiple Professional Learning opportunities throughout the year. In addition to the District provided professional development, teachers have the opportunity to attend specialized professional development opportunities which develop their professional knowledge, skills, and dispositions which increase student engagement, learning, and overall academic success and well-being. Furthermore, teachers have opportunities to meet with other staff members during the school day and participate in Professional Learning Communities. We believe that educators must work together to achieve their collective purpose of learning for all.

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Student Supports and Services:	At-risk students are identified early in the school year using a combination of data including, but not limited to, DRA2, PARCC, teacher created assessments, MAP testing, district benchmarks, RTI supports and services. Support services at 29 include Special Education, ESL, morning tutoring, and Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	Dr. Albert Einstein Academy School No. 29 participates in the district's free breakfast program. If students attend afterschool they also receive a light dinner. All students participate in recess daily and physical education classes twice per week.
Parent and Community Involvement:	At Dr. Albert Einstein Academy we have an active PTO. The PTO's goal is to build parent involvement, where parents can serve many different roles in the educational process: advocates for their children, volunteers, and fundraisers. This allows parents to become part of the decision-making for the school. Dr. Albert Einstein has also added a new initiative to make character education a focus. As a WE school, students also engage in participating, planning, and performing community service. School 29 also offers a variety of parent workshops which focus on student needs inside and outside of the classroom.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers "Students, parents, and teachers are asked to participate in an online school climate survey. Survey is given once a year and results are reviewed with the School Safety Committee to determine next steps.
Facilities:	Dr. Albert Einstein Academy School No. 29 is equipped with 2 science labs, computer lab, art room, gymnasium, midi-lab, chorus and band room. Students are also able to enjoy the courtyard, complete with two playgrounds; one for our First through Eighth grade students and a separate outdoor play area for our Pre-K and Kindergarten students. School 29 is a fully air conditioned building.
School Safety:	Saftey is always a focus at Dr. Albert Einstein academy. Currently, the school has a school saftey committee comprised of various staff members. In addition to this, multiple school-wide events, such as the "Week of Respect", focus on increasing the saftey and well-being of students and staff members.

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Technology and STEM:	Technology is an integral part of every students education at Dr. Albert Einstein Academy. Moreover, every classroom and curricula in the school is integrated with technology. In addition to the abudance of technology founbd within the school, School 29 also exposes students to STEM curricula. From a period devoted to STEM learning every day, to afterschool programs revoling around STEM curricula, Dr. Albert Einstein Academy uses technology to teach students using the best, research based methods.

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Other Information	"Dr. Albert Einstein Academy School No. 29 is a lottery school. Parents have the option of applying for School 29 regardless of neighborhood school, and acceptance is based upon lottery selection. Our enrollment is currently 890 students. In addition to General Education programs, we offer Special Education, Bilingual program, and 9 Early childhood classrooms, as well. Our school wide inititaive focusing on our STEAM program is designed with the intent to foster the development of life skills to succeed; collaboration, communication, problem solving, and time management skills. STEAM courses for grades 1 through 5 are based on the engineering in the elementary curriculum, an age appropriate curriculum developed by the Boston Museum of Science to expose students to basic engineering concepts by incorporating literacy, science, math and the application of the engineering design process in a problem-based design project. Middle school students, grades 6 through 8, select two STEAM courses a year. Middle school STEAM courses are designed to develop students' problem solving skills and challenge their creativity through real-life, problem-based design projects, using the engineering design process. Middle school course offering includes: Robotics, Hydroponics and Vertical Gardening, Design of Earthquake-proof Structures, School-wide Composting Project and Alternative Energy Design Applications. Our technology capabilities include a teacher work station, a Smart Board in every classroom, a laptop for every teacher, and laptops for all students in grades 2 through 8. Technology is further integrated into the curriculum and daily instruction through the use of the Spitz Planetarium, Magic Planet Interactive Globe, and Microsoft for educational collaboration. "

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Veronica Alvero
Address	505 -517 MORRIS AVENUE ELIZABETH, NJ 07208
Phone Number	908-436-3900
Email Address	alverove@epsnj.org
Website	https://www.epsnj.org/Domain/36

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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	104	104	103
KG	108	110	92
1	110	106	112
2	109	106	100
3	88	105	87
4	137	79	99
5	98	124	81
6	88	94	127
7	86	82	90
8	87	90	92
Total	1,015	1,000	983

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.8%	49.3%	49.2%
Male	49.2%	50.7%	50.8%
Economically Disadvantaged Students	76.7%	77.3%	73.8%
Students with Disabilities	14.8%	15.1%	16.0%
English Learners	25.1%	31.6%	29.9%
Homeless Students	0.7%	1.1%	0.7%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	6.1%	5.3%	5.4%
Hispanic	72.8%	74.4%	74.2%
Black or African American	19.6%	19.0%	19.1%
Asian	1.4%	1.2%	1.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	104	104	103
KG - Half Day	0	0	0
KG - Full Day	108	110	92

Enrollment by Home Language

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

Home Language	% of Students
Spanish	58.4%
English	31.0%
Haitian	6.5%
Portuguese	1.1%
Other Languages	3.0%

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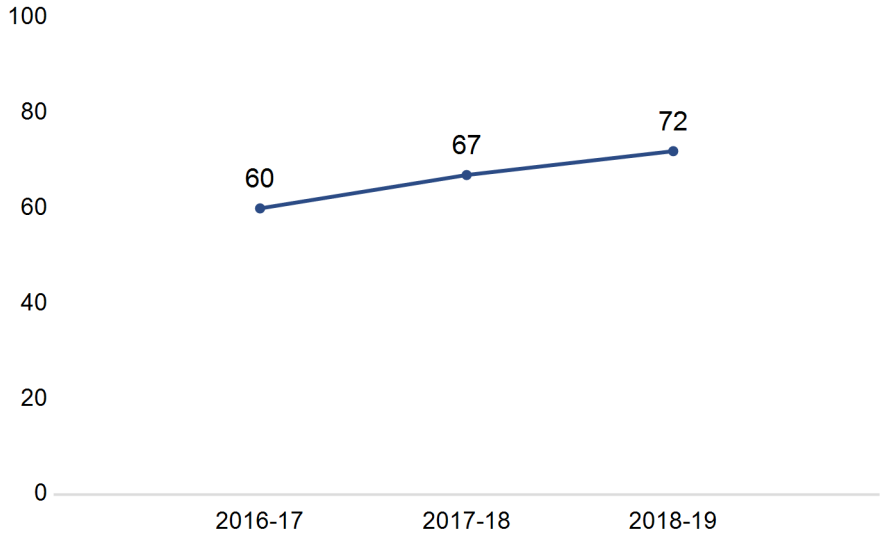
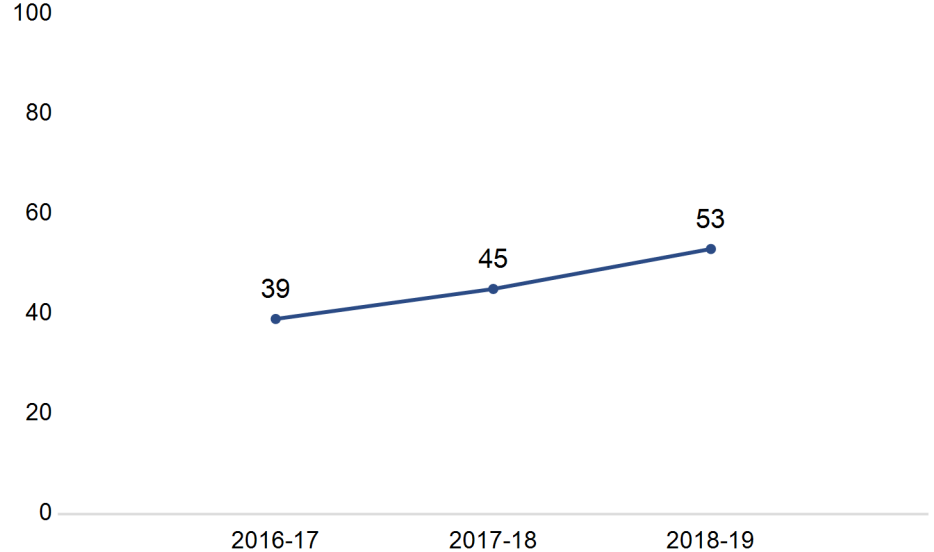
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	60	67	72	39	45	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds 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	72	63	50	Exceeds Standard	53	44	50	Met Standard
White	67	63	50	Exceeds Standard	64	47.5	52	Exceeds Standard
Hispanic	72	63	49	Exceeds Standard	51	44	47	Met Standard
Black or African American	70	61	45	Exceeds Standard	56	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	75	64	53	N	58	43	50	N
Male	71	61	47	N	51	44	51	N
Economically Disadvantaged Students	72	63	48	Exceeds Standard	51	43	46	Met Standard
Students with Disabilities	61	52	43	Exceeds Standard	50	41	45	Met Standard
English Learners	79	65	52	Exceeds Standard	55.5	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Dr. Antonia Pantoja School No. 27
(39-1320-310)
Grades Offered: PK-08
2018-2019

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

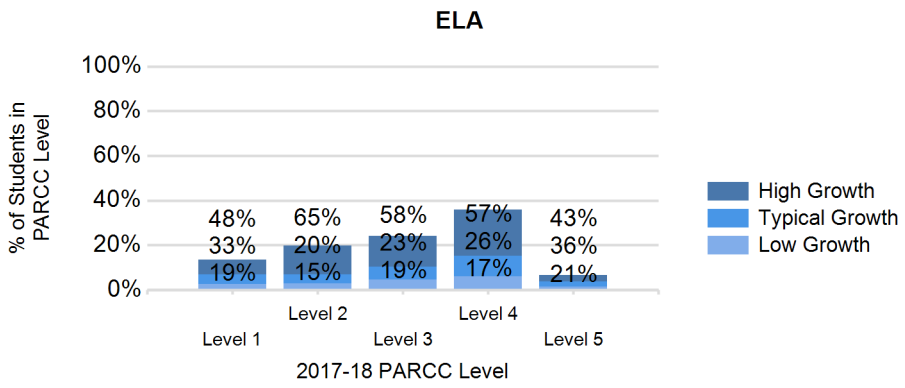
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

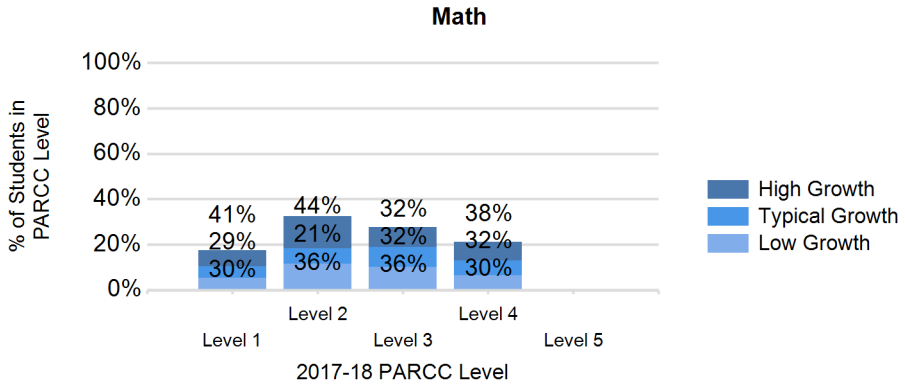
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

Student Growth by Performance Level

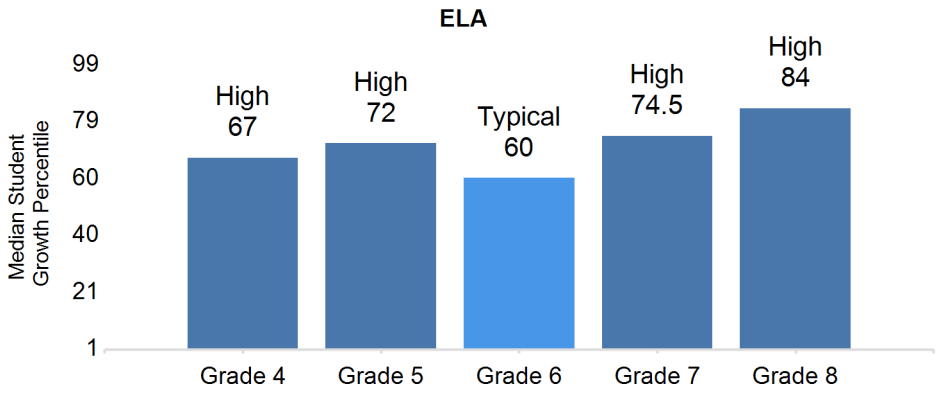
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

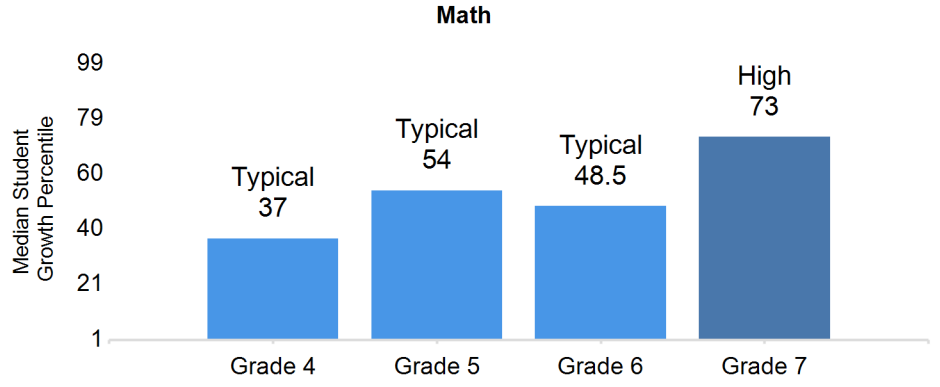




Student Growth by Grade

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





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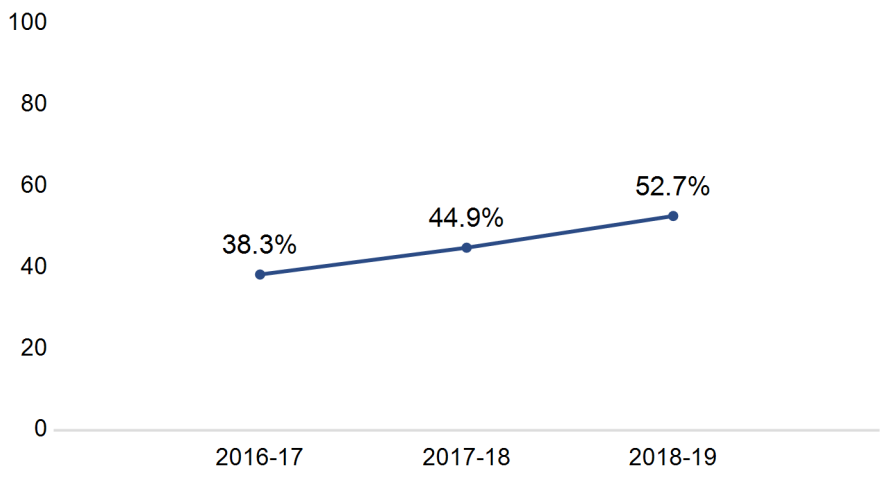
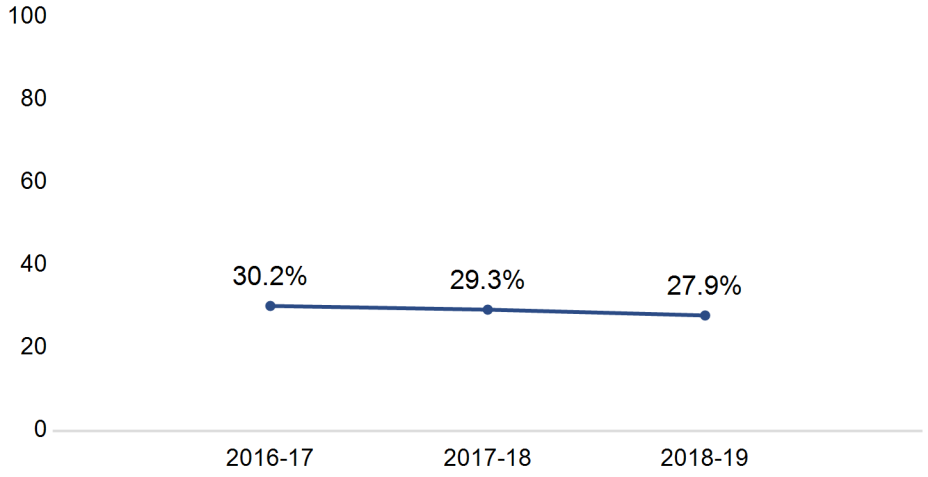
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.3%	99.6%	99.5%	100.0%	99.7%
Proficiency Rate for Federal Accountability	38.3%	44.9%	52.7%	30.2%	29.3%	27.9%
Annual Target	35.6%	38.0%	40.3%	38.9%	41.0%	43.2%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	524	99.6	52.7	52.8	57.9	52.7	40.3	Met Target
White	*	*	*	63.5	66.9	*	49.7	Met Target
Hispanic	406	99.5	52.7	53.5	43.9	52.7	41.2	Met Target
Black or African American	84	100.0	44.0	42.5	38.5	44.0	31.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	260	100.0	59.2	59.1	64.8	59.2		
Male	264	99.3	46.2	46.6	51.3	46.2		
Economically Disadvantaged Students	416	100.0	50.7	50.4	40.0	50.7	39.7	Met Target
Non-Economically Disadvantaged Students	108	98.4	60.2	62.8	67.9	60.2		
Students with Disabilities	90	100.0	23.3	18.8	22.7	23.3	27.5	Met Target†
Students without Disabilities	434	99.6	58.8	57.8	65.1	58.8		
English Learners	205	99.5	38.0	40.3	29.3	38.0	32.1	Met Target
Non-English Learners	319	99.7	62.1	58.3	60.6	62.1		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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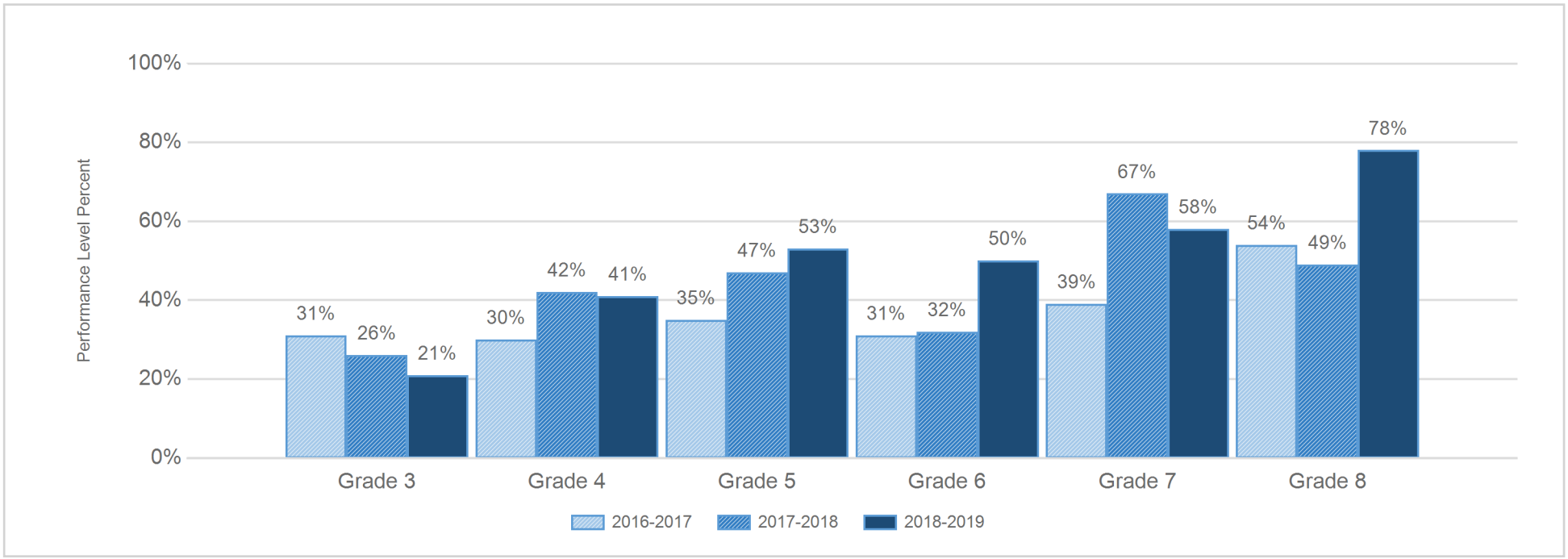
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	720	738	748	34%	*	32%	*	*	21%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	55	718	738	734	38%	*	35%	*	*	18%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	39	719	743	753	31%	*	33%	*	*	21%	55%
Male	32	720	733	743	38%	*	31%	*	*	22%	46%
Economically Disadvantaged Students	60	719	735	731	*	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	11	724	753	759	*	*	*	*	*	36%	61%
Students with Disabilities	13	694	700	719	*	*	*	*	*	*	24%
Students without Disabilities	58	726	743	754	*	*	*	*	*	*	56%
English Learners	35	710	719	713	*	*	31%	*	*	11%	17%
Non-English Learners	36	729	746	751	*	*	33%	*	*	31%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	739	748	755	19%	16%	24%	*	*	41%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	74	738	748	743	19%	16%	27%	*	*	38%	44%
Black or African American	13	734	742	739	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	41	750	753	760	*	*	*	*	*	46%	62%
Male	50	729	743	750	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	76	736	745	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	15	751	759	765	*	*	*	*	*	60%	69%
Students with Disabilities	10	696	713	725	*	*	*	*	*	*	25%
Students without Disabilities	81	744	752	761	*	*	*	*	*	*	64%
English Learners	34	726	729	720	*	*	29%	*	*	24%	17%
Non-English Learners	57	746	754	758	*	*	21%	*	*	51%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	749	751	756	*	*	24%	*	*	53%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	51	748	751	743	*	*	24%	*	*	53%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	41	760	757	761	*	*	*	*	*	68%	64%
Male	37	736	744	750	*	*	*	*	*	35%	52%
Economically Disadvantaged Students	61	748	748	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	17	750	761	766	*	*	*	*	*	47%	69%
Students with Disabilities	13	719	713	724	*	*	*	*	*	15%	23%
Students without Disabilities	65	754	756	762	*	*	*	*	*	60%	65%
English Learners	19	731	722	713	*	*	*	*	*	21%	11%
Non-English Learners	59	754	756	758	*	*	*	*	*	63%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	748	750	754	*	18%	27%	*	*	50%	56%
White	10	757	756	762	*	*	*	*	*	70%	65%
Hispanic	102	748	752	743	*	17%	25%	*	*	52%	43%
Black or African American	10	731	741	738	*	*	*	*	*	10%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	69	751	757	762	*	14%	23%	*	*	58%	64%
Male	53	744	744	748	*	23%	32%	*	*	40%	48%
Economically Disadvantaged Students	93	745	748	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	29	755	758	763	*	*	*	*	*	52%	67%
Students with Disabilities	19	730	717	722	*	*	*	*	*	26%	19%
Students without Disabilities	103	751	755	761	*	*	*	*	*	54%	64%
English Learners	21	730	717	710	*	*	*	*	*	24%	*
Non-English Learners	101	751	755	756	*	*	*	*	*	55%	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	753	759	761	*	20%	20%	*	*	58%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	62	755	*	747	*	19%	16%	*	*	63%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	40	754	765	769	*	*	*	*	*	58%	71%
Male	46	753	753	753	*	*	*	*	*	59%	55%
Economically Disadvantaged Students	68	753	756	743	*	*	*	*	*	59%	45%
Non-Economically Disadvantaged Students	18	755	768	771	*	*	*	*	*	56%	73%
Students with Disabilities	16	724	720	720	*	*	*	*	*	*	22%
Students without Disabilities	70	760	764	769	*	*	*	*	*	*	71%
English Learners	13	737	713	706	*	*	*	*	*	38%	12%
Non-English Learners	73	756	765	763	*	*	*	*	*	62%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	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	89	771	758	762	*	*	15%	52%	26%	78%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	68	770	758	747	*	*	*	54%	24%	78%	49%
Black or African American	16	768	750	741	*	0%	*	*	*	75%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	39	787	764	771	*	*	*	*	*	95%	71%
Male	50	759	753	753	*	*	*	*	*	64%	55%
Economically Disadvantaged Students	64	771	756	743	*	*	*	*	*	78%	45%
Non-Economically Disadvantaged Students	25	773	763	772	*	*	*	*	*	76%	72%
Students with Disabilities	12	738	720	721	*	*	*	*	*	50%	22%
Students without Disabilities	77	776	763	770	*	*	*	*	*	82%	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Dr. Antonia Pantoja School No. 27
(39-1320-310)
Grades Offered: PK-08
2018-2019

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

Mathematics Assessment - 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	538	99.7	27.9	27.2	44.5	27.9	43.2	Not Met
White	*	*	*	37.3	54.1	*	56.1	Met Target†
Hispanic	418	99.6	27.8	27.9	28.8	27.8	44.7	Not Met
Black or African American	86	100.0	19.8	17.0	23.0	19.8	32	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	265	100.0	28.7	27.1	44.9	28.7		
Male	273	99.3	27.1	27.3	44.2	27.1		
Economically Disadvantaged Students	420	100.0	28.1	25.4	26.3	28.1	44	Not Met
Non-Economically Disadvantaged Students	118	98.6	27.1	34.2	54.9	27.1		
Students with Disabilities	90	100.0	11.1	10.7	17.4	11.1	33.8	Not Met
Students without Disabilities	448	99.6	31.3	29.5	50.0	31.3		
English Learners	219	99.6	24.2	25.9	25.0	24.2	38.7	Not Met
Non-English Learners	319	99.7	30.4	27.8	46.5	30.4		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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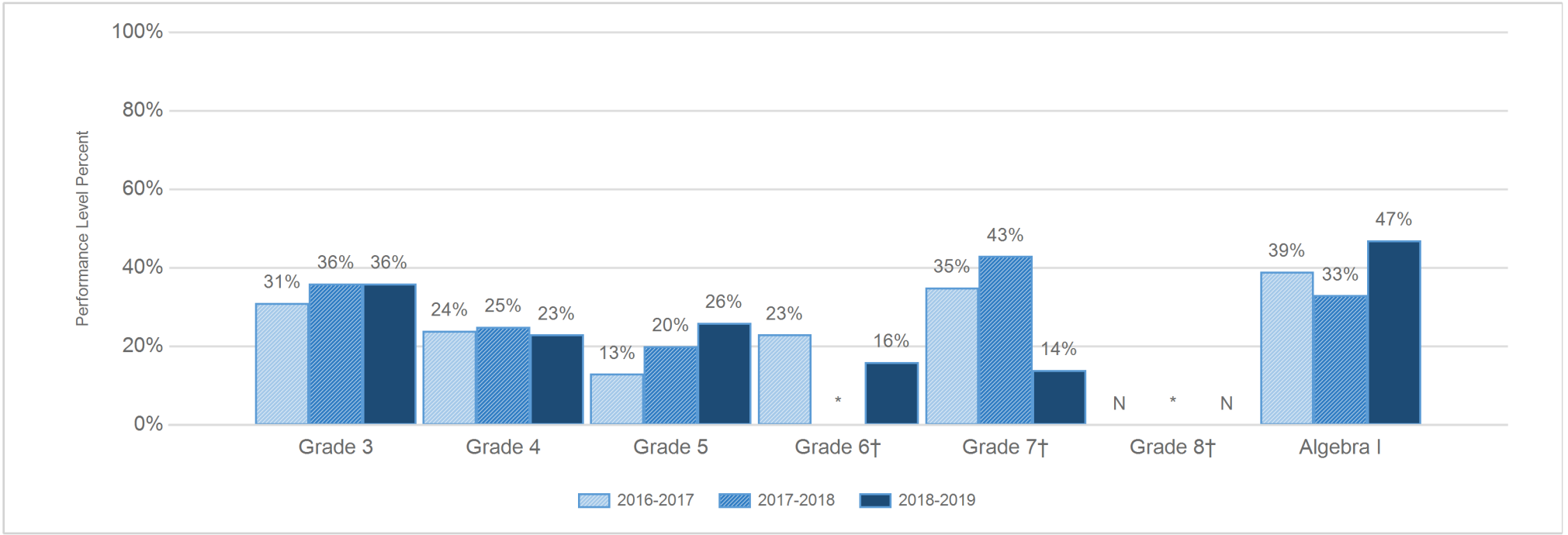
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	734	741	752	14%	33%	17%	*	*	36%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	59	735	742	739	*	29%	20%	*	*	37%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	42	731	743	751	*	36%	*	*	*	29%	54%
Male	34	737	740	752	*	29%	*	*	*	44%	56%
Economically Disadvantaged Students	60	735	740	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	16	727	747	761	*	*	*	*	*	31%	67%
Students with Disabilities	13	724	716	731	*	*	*	*	*	15%	31%
Students without Disabilities	63	736	744	756	*	*	*	*	*	40%	60%
English Learners	40	729	735	728	*	38%	*	*	*	30%	26%
Non-English Learners	36	738	744	754	*	28%	*	*	*	42%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	731	737	749	16%	25%	36%	*	*	23%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	78	732	738	737	17%	24%	35%	*	*	24%	36%
Black or African American	13	721	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	42	735	737	749	*	*	40%	*	*	24%	50%
Male	53	728	737	749	*	*	32%	*	*	23%	52%
Economically Disadvantaged Students	77	731	736	734	*	*	31%	*	*	26%	32%
Non-Economically Disadvantaged Students	18	731	741	759	*	*	56%	*	*	11%	63%
Students with Disabilities	10	707	713	726	*	*	*	*	*	*	25%
Students without Disabilities	85	734	740	754	*	*	*	*	*	*	56%
English Learners	38	727	726	722	*	32%	*	*	*	26%	18%
Non-English Learners	57	733	741	751	*	21%	*	*	*	21%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	732	738	747	*	44%	24%	*	*	26%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	53	731	739	735	*	51%	23%	*	*	23%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	42	738	740	747	*	31%	*	*	*	33%	47%
Male	38	726	737	747	*	58%	*	*	*	18%	47%
Economically Disadvantaged Students	61	732	737	732	*	*	*	*	*	26%	27%
Non-Economically Disadvantaged Students	19	733	742	757	*	*	*	*	*	26%	59%
Students with Disabilities	13	715	717	725	*	*	*	*	*	*	19%
Students without Disabilities	67	735	741	752	*	*	*	*	*	*	52%
English Learners	21	724	724	718	*	*	*	*	*	*	12%
Non-English Learners	59	735	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	127	722	726	741	21%	41%	22%	*	*	16%	41%
White	10	736	737	749	*	*	*	*	*	30%	51%
Hispanic	107	722	727	729	20%	44%	21%	*	*	15%	24%
Black or African American	10	706	714	722	*	*	*	*	*	10%	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	72	721	727	742	22%	36%	*	*	*	14%	42%
Male	55	723	725	740	20%	47%	*	*	*	18%	40%
Economically Disadvantaged Students	95	721	725	726	*	*	*	*	*	12%	21%
Non-Economically Disadvantaged Students	32	725	732	750	*	*	*	*	*	28%	53%
Students with Disabilities	19	715	709	716	*	*	*	*	*	11%	12%
Students without Disabilities	108	723	728	746	*	*	*	*	*	17%	46%
English Learners	26	710	709	709	*	*	*	*	*	*	*
Non-English Learners	101	725	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	725	728	744	15%	34%	36%	*	*	14%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	65	728	*	733	15%	32%	35%	*	*	17%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	44	727	728	744	*	43%	32%	*	*	16%	42%
Male	47	724	727	743	*	26%	40%	*	*	13%	42%
Economically Disadvantaged Students	69	725	727	731	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	22	727	728	751	*	*	*	*	*	18%	53%
Students with Disabilities	16	703	709	718	*	*	*	*	*	*	13%
Students without Disabilities	75	730	730	749	*	*	*	*	*	*	48%
English Learners	18	717	713	716	*	*	*	*	*	*	10%
Non-English Learners	73	728	730	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	742	730	744	*	26%	*	47%	0%	47%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	74	742	731	728	*	27%	*	46%	0%	46%	24%
Black or African American	16	742	722	725	*	*	*	*	*	50%	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	*	752	N	N	N	N	N	N	51%
Female	41	749	730	745	*	*	*	56%	0%	56%	44%
Male	54	737	731	743	*	*	*	41%	0%	41%	41%
Economically Disadvantaged Students	65	744	729	727	*	23%	*	*	*	57%	23%
Non-Economically Disadvantaged Students	30	737	733	752	*	33%	*	*	*	27%	52%
Students with Disabilities	12	712	708	717	*	*	*	*	*	*	12%
Students without Disabilities	83	746	733	748	*	*	*	*	*	*	47%
English Learners	14	722	712	710	*	*	*	*	*	29%	*
Non-English Learners	81	746	733	745	*	*	*	*	*	51%	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.3%	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	98	*	*
3-4	113	*	*
5 or more	75	84.0%	16.0%

NJ SCHOOL PERFORMANCE REPORT

Dr. Antonia Pantoja School No. 27
(39-1320-310)
Grades Offered: PK-08
2018-2019

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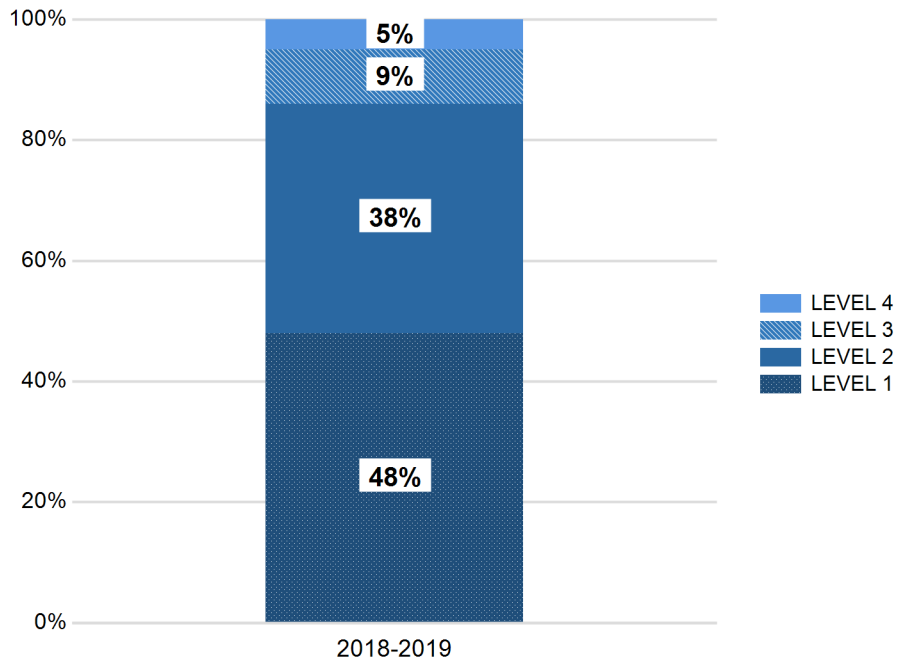
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	38	9	5
White	*	*	*	*
Hispanic	47	43	4	6
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	41	37	17	5
Male	55	40	0	5
Economically Disadvantaged Students	54	34	7	5
Non-Economically Disadvantaged Students	30	50	15	5
Students with Disabilities	71	29	0	0
Students without Disabilities	43	40	10	6
English Learners	71	24	5	0
Non-English Learners	40	43	10	7
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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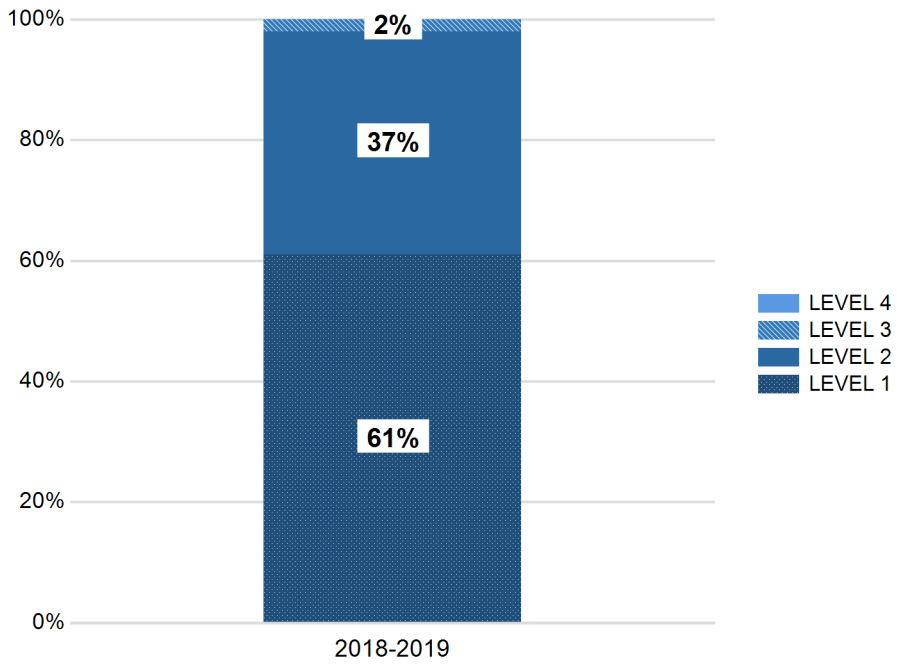
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	37	2	0
White	*	*	*	*
Hispanic	57	41	3	0
Black or African American	75	25	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	34	2	0
Male	59	39	2	0
Economically Disadvantaged Students	52	45	3	0
Non-Economically Disadvantaged Students	80	20	0	0
Students with Disabilities	75	25	0	0
Students without Disabilities	59	39	2	0
English Learners	71	29	0	0
Non-English Learners	59	38	2	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	127
7	0	0	90
8	89	0	3
Total	89	0	220

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	122	0	0	0	0	0	0
7	89	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	211	0	0	0	0	0	0

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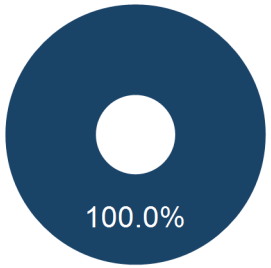
Visual and Performing Arts – Course Participation

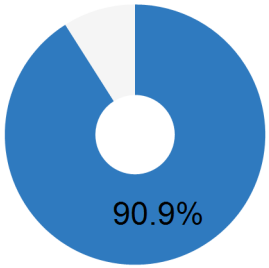
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

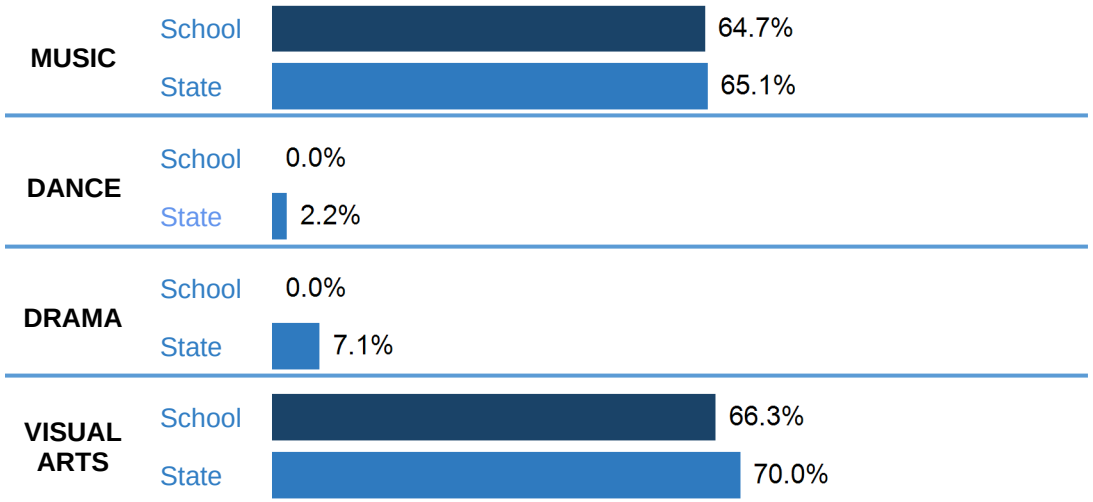


School



State

Students enrolled in one or more classes by discipline:



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

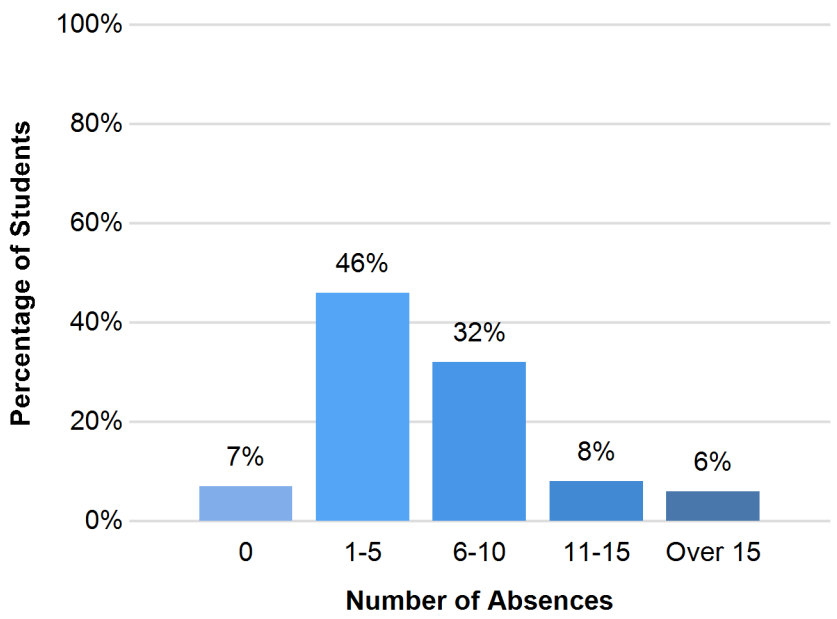
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	44	5.1	9.0	Met
White	5	10.6	9.0	Not Met
Hispanic	34	5.3	9.0	Met
Black or African American	4	2.4	9.0	Met
Asian, Native Hawaiian, or Pacific	1	8.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	3.8		
Male	28	6.2		
Economically Disadvantaged Students	27	4.1	9.0	Met
Students with Disabilities	16	11.9	9.0	Not Met
English Learners	11	3.8	9.0	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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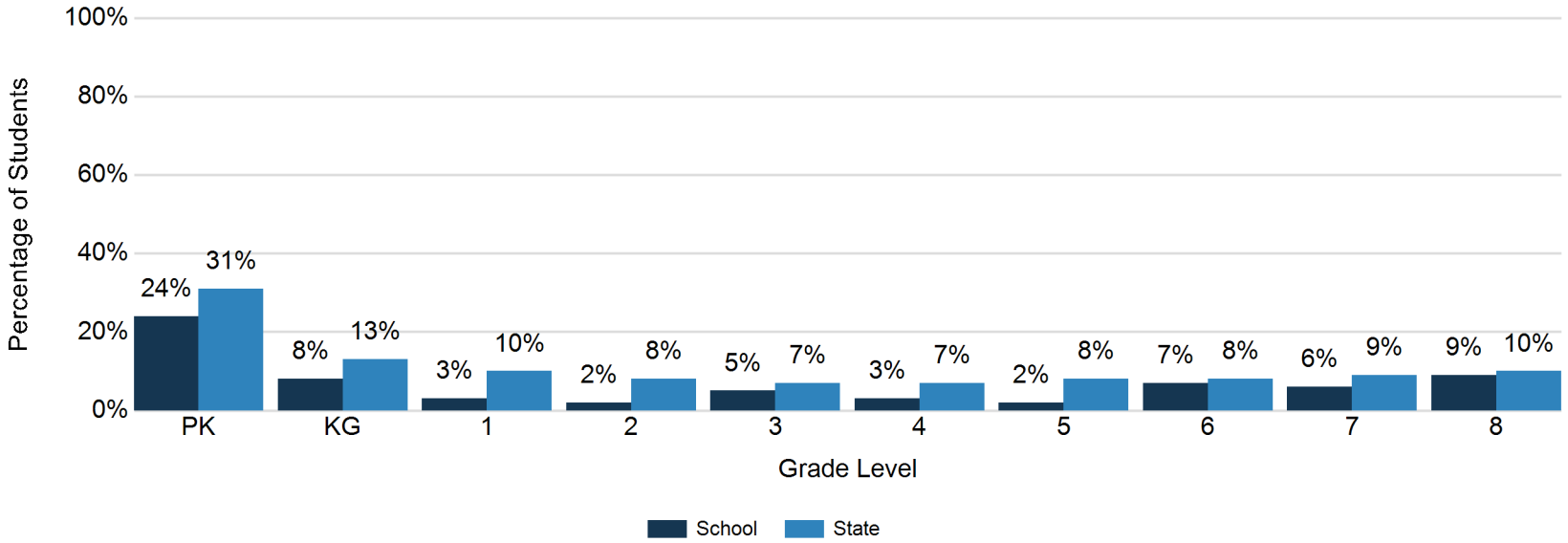
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	46
Weapons	3
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	56
Incidents Per 100 Students Enrolled	5.70

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	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	63	6.4%
Any Suspension	63	6.4%
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
215

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	72	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	492:1	297:1
Teachers to Administrators	36:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.2%	87.5%	100.0%	48.4%	77.1%	54.9%
Male	50.8%	12.5%	0.0%	51.6%	22.9%	45.1%
White	5.4%	50.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	74.2%	38.9%	50.0%	29.9%	7.3%	7.2%
Black or African American	19.1%	9.7%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	1.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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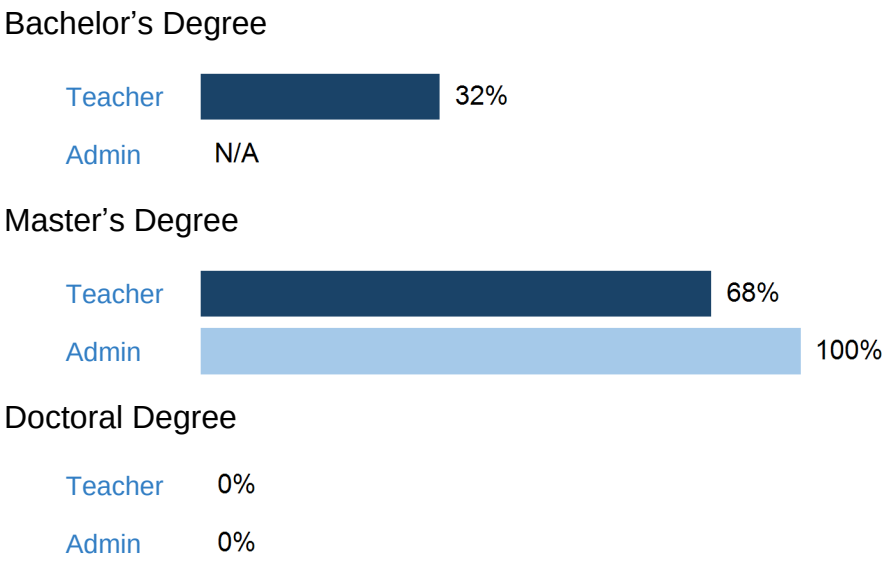
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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(39-1320-310)
Grades Offered: PK-08
2018-2019

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	38.3%	44.9%	52.7%
Math Proficiency	30.2%	29.3%	27.9%
ELA Growth	60	67	72
Math Growth	39	45	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.5%	47.3%
Chronic Absenteeism	9.0%	6.4%	5.1%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Implementation of AVID (Advancement Via Individual Determination) Program • Technology is a part of each school day, with students utilizing 1:1 personal laptops starting in Grade 2. • Proud Member of the National Junior Honor Society.
Mission, Vision, Theme:	"We believe that ALL students will achieve at great levels and become life-long learners socially, emotionally and academically, enabling them to become productive members of society. To ensure this, every school community member will set high expectations and provide the necessary, individualized tools and guided feedback needed for each learner. The school community will collaborate to ensure the environment is student-centered with a focus on each student's growth. "
Awards, Recognition, Accomplishments:	Pantoja School No 27 is one of the schools chosen to receive a grant called, Union County Kids Dig In. Through this opportunity students were able to build and maintain a garden. A portion of the produce from the garden is donated to people in our community.

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Courses, Curriculum, Instruction:	Dr. Antonia Pantoja School No 27 boasts a comprehensive and rigorous curriculum which is completely aligned to the NJSLS. We implement a research-based literacy program which incorporates grade-appropriate social studies themes. Science and math curricula have recently been realigned; all students in Grade 8 take Algebra I. For further enrichment, students are provided visual and performing arts education. Technology is integrated in daily lessons and all content areas.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Middle school students have the opportunity to participate in district-wide intramural sports teams. In addition, one of our after school program units is a character education program which incorporates basketball skills.
Clubs and Activities:	Junior National Honor Society, Advancement Via Individual Determination Program (AVID), Yearbook Club, Growth Mindset Scholars, Leaders of Technique, First Ladies, and Jr. NBA: Character Building Programs; WE Partnership (WE Scare Hunger, WE Rise Above, WE Read Together, etc.), U.C. Kids Dig In Grant- Pantoja Gardens

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Before and After School Programs:	School No. 27 houses programs such as Catapult, offering students in Grades PreK-3 before and after school care. A district program is offered for enrichment for students in grades K-8. Curriculum and instruction is themed and includes technology, cultural awareness, character building, ESL, mathematics and much more. Students are afforded the opportunity to display visual and performing arts work at our winter and spring concerts. Additionally, we host various evening events for students and families.
Staff and Professional Learning:	School and district sponsored professional development is provided on various days throughout the school year. Each teacher is responsible for creating his/her own plan based on data. In addition, Professional Learning Committee (PLC) meetings are held at least once, sometimes twice per month. These PLC meetings were created to address the needs in meeting our school's goals.
Postsecondary Information:	Our district goal is to support every child in becoming college prepared, career ready and to accomplish 'on time' graduation. To promote this, our school implements the AVID Program (Advancement Via Individual Determination) for interested students in grades 7-8. AVID is only offered to students who have satisfactory citizenship, good attendance, and a GPA of 2.0 or higher. AVID's mission is to develop a sense of hope for personal achievement, gained through hard work and determination.

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Student Supports and Services:	English Language Learners are supported via a Sheltered English approach as well as a focus on native language skills. Additionally, students with different abilities are supported via an Individualized Educational Plan (IEP): inclusion, resource and self-contained classes, which allow for the least restrictive learning environment. The Intervention & Referral Services (I&RS) process, targets students experiencing challenges with learning, behavior, and/or health.
Student Health and Wellness:	School No. 27 ensures to teach the "whole child", including social-emotional development supported by guidance counselors and a social worker. Topics that are addressed include student home & family life, school environment, peer mediation, anti-bullying and good decision making . The S.H.A.R.K. mascot (Set goals, Hard-working, Academically focused, Respectful & Resilient, Kindhearted) is used to exemplify model behavior. Also, school nurses conduct regular screenings of the students.
Parent and Community Involvement:	School No. 27 embraces a strong partnership between home and school. Pantoja Parents participate through our Parent Teacher Organization (PTO), as well as individually, to enhance the education of our students. The PTO has brought many stimulating programs to our children during the school day and after school hours. PowerSchool is the parent portal used for review of student grades, attendance, etc.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, teachers and parents take a survey about the climate and safety of the school. The survey is taken twice per year. It is available in both English and Spanish and other languages, per request. It is used to gauge the way stakeholders of our school community feel about curriculum, structure of schedule, activities offered and safety.
Facilities:	"School No. 27 is one of the newer educational facilities of the Elizabeth Public Schools. The facility includes a media lounge including a full complement of books and resources. The music wing includes a vocal music room, and sound-proof practice rooms. The art studio is fully equipped with a kiln for those working on clay sculptures. There are seminar rooms for small group instruction as well as two science labs which include space for demonstrations and classroom instruction. "

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Other Information	"School No. 27 is a neighborhood school that serves students in grades PreK-8. Our students arrive at school in their uniforms, daily. The school-wide infusion of Carol Dweck's, ""Growth Mindset"" plays a role in the improvement of all aspects of educating our children at all grade levels. Guiding students through the use of valuable feedback, to set their own goals, be resilient and make better choices, through valuable feedback is a key focus while using ideas of growth mindset. As an (AVID) Advanced Via Individual Determination School we also embrace and foster independence and determination in our students. We teach them to use applicable tools to be academically successful and take charge of their own learning as well. Teachers are working to provide feedback to students based on common assessment data, in order to make students resilient in learning. School No. 27 partners with Hispanics Inspiring Students' Performance and Achievement (HISPA), which is a role model program that inspires students to pursue a higher education and reach for their goals. The program consists of six visits by HISPA role models, who provide presentations about their stories, cultural backgrounds, professional careers and the educational experiences that helped them achieve their goals. We believe in a high quality education and the value of good citizenship at Dr. Antonia Pantoja School No. 27. Our philosophy is that ALL children are able to learn and achieve at high levels as long as such expectations are set and appropriate tools are provided. Together as a school community we will support students' social and emotional development and make a positive impact on their academic growth. One of our goals is to ensure they successfully reach college and career readiness. The entire Dr. Antonia Pantoja family is working together to provide all students with the best education possible so they may be life-long learners who excel in whatever they dream to do in life. "

NJ SCHOOL PERFORMANCE REPORT

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Gladys Castellanos
Address	130 TRUMBULL STREET ELIZABETH, NJ 07206
Phone Number	908-436-6450
Email Address	CastelGl@epsnj.org
Website	https://www.epsnj.org/Domain/17

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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	301	308	303
Total	301	308	303

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	52.6%	50.5%
Male	51.5%	47.4%	49.5%
Economically Disadvantaged Students	84.4%	86.4%	74.6%
Students with Disabilities	11.0%	10.4%	12.5%
English Learners	56.5%	25.3%	0.0%
Homeless Students	0.3%	0.3%	0.0%
Students in Foster Care	0.3%	0.6%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.3%	5.5%	4.3%
Hispanic	77.1%	77.9%	84.5%
Black or African American	16.9%	15.6%	10.6%
Asian	0.3%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	301	308	303

Enrollment by Home Language

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

Home Language	% of Students
Spanish	64.7%
English	33.7%
Portuguese	1.0%
Other Languages	0.7%

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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.

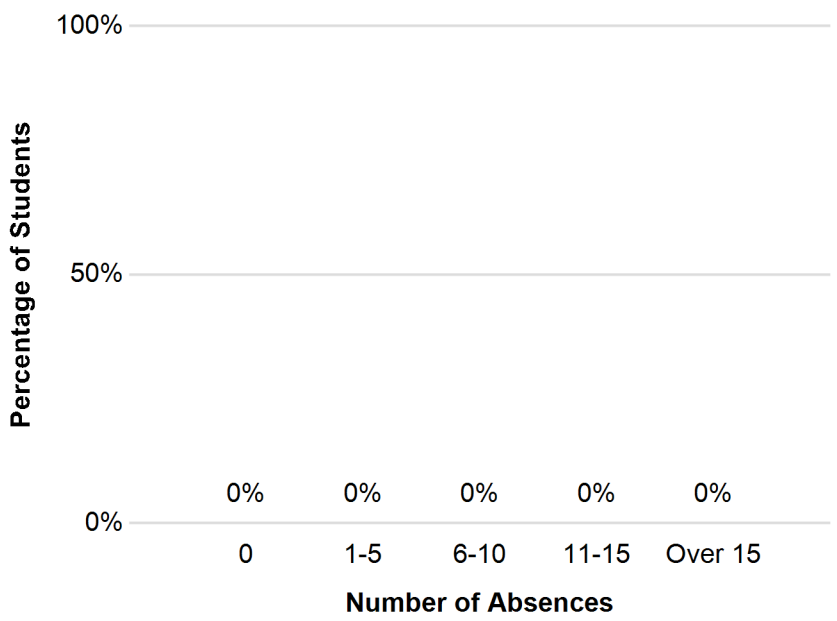
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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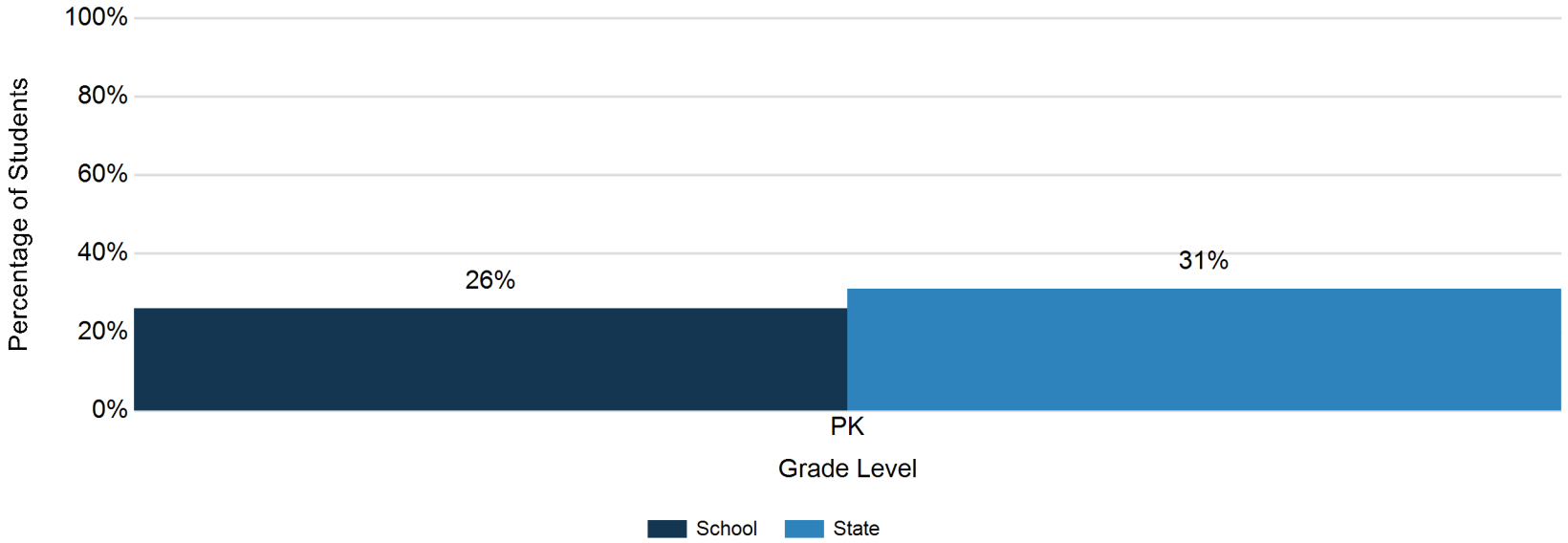
Chronic Absenteeism by Grade

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



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	4 Hrs. 40 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

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

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	24	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	95.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	303:1	297:1
Teachers to Administrators	24:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	50.5%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	49.5%	8.3%	0.0%	51.6%	22.9%	45.1%
White	4.3%	33.3%	0.0%	42.4%	83.6%	77.4%
Hispanic	84.5%	62.5%	100.0%	29.9%	7.3%	7.2%
Black or African American	10.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.7%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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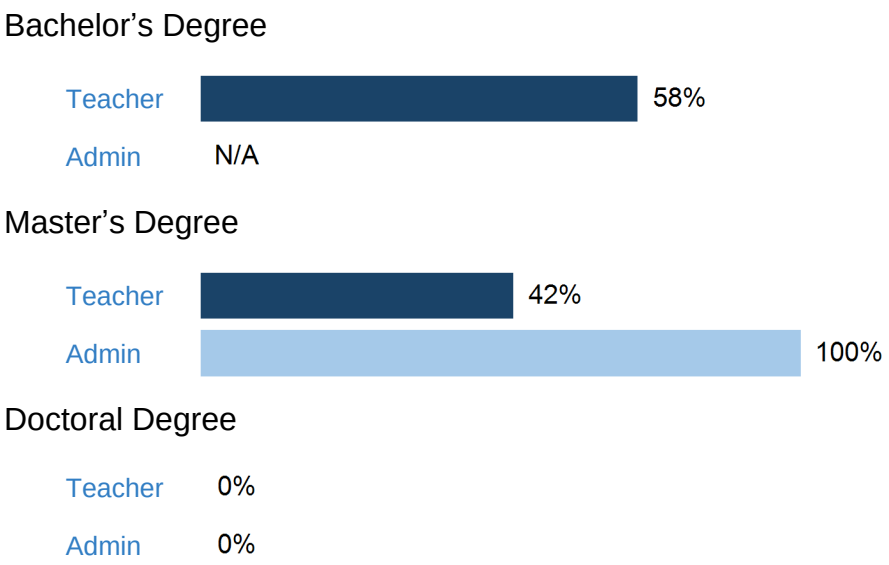
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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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:	• The Dual Language Program offers children opportunities to acquire second language through meaningful instruction. • The High/Scope Approach enables children to take initiative/develop their social, intellectual and physical capacities.
Mission, Vision, Theme:	Dr. Martin Luther King Jr. School Number 52 works together as a team to foster an atmosphere of excellent educational experiences by demonstrating genuine love for the students and the subject matter that we teach. As a result of our love, laser-like focus on teaching and leadership within our school community, our children leave our school with a foundation in academics and socially and emotionally prepared to be engaged in their education.
Awards, Recognition, Accomplishments:	During the 2018 - 2019 school year we hosted a wide variety of events to stimulate our students' minds as well as promote quality interactions with the parents. Parents had several opportunities to work is small group activities with their child that promoted our theme of quality interaction. We were award the New Jersey's Fresh Fruit and Vegetable Program. Twice a week we introduced the children and staff to new or familiar fresh fruit and/or vegetable. as well as the Union County Kids Dig In Grant whichteaches and encourages children to plant seeds, take care of plants and enjoy their 'fruits'.

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Courses, Curriculum, Instruction:	Technology also plays an integral part in the curriculum. Each classroom houses a Smart Board, teacher workstation, five iPads and a VCR. The technology equipment is utilized daily based on children's interest, as well as, on the teacher's daily plans. The Smart Board stimulates student engagement enhancing learning opportunities and communication in the classroom. In addition, the children at The Dr. Martin Luther King, Jr. Center receive instruction in art, music, and physical education.

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Before and After School Programs:	Through Catapult Learning before care and after care are offered to children/families.
Staff and Professional Learning:	During the school year school staff attend 2 full days of PD and 2 half day sessions - as well as instructional staff participate in monthly Professional Learning Communities.

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Student Supports and Services:	Our children and families are provided with Health and Social Support Services. We have a full-time Nurse, Social Worker and LDT-C.
Student Health and Wellness:	The children participate in the breakfast and lunch program, all meals meat the appropriate dietary guidelines. The Nutrition Services department is made up of a team of food and nutrition professionals that are dedicated to students' health, well being and their ability to learn. We support learning by promoting healthy habits for lifelong nutrition and fitness practices
Parent and Community Involvement:	Our school's PTO is dedicated to fostering a spirit of cooperation and communication among all members of our school community with the intent of developing a closer relationship between home and school and to support the provision of a high quality, well-rounded education for the children of School Number 52. Together, and as partners, we can ensure that every child receives the best education and is ensured success.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys are sent home - results are reviewed, discussed and plans of action are developed in order to address any concerns.
Facilities:	The Dr. Martin Luther King, Jr. Center for Early Childhood Education School Number 52 is located at 130 Trumbull Street in Elizabeth, New Jersey. We opened our doors on August 8, 2005 to 300 three and four year-old children. Our school has 4 outdoor play areas, (large jungle gym, water table, and tracks for tricycle/scooter and a reading garden), a practice kitchen and a multi-purpose room.

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Other Information	The love of teaching and learning is heard and felt throughout each classroom on a daily basis. Our Curriculum: High-Scope Approach, Scholastic Preschool Reading Program, Handwriting without Tears, Second Steps Social Emotional Program. The staff at the Dr. Martin Luther King, Jr. Center is committed to providing children with opportunities that foster their creativity and growth in an environment that enhances their social, emotional, cognitive and physical development. The creation of this type of environment along with special programs, allows us to contribute in the development and abilities of each child and provide the foundation upon which subsequent learning is based, while providing a happy learning experience for all children. If you have any questions about our school or about our programs, you are welcomed to call or stop in. We are very proud of our Dr. Martin Luther King, Jr., Center for Early Childhood Education.

NJ SCHOOL PERFORMANCE REPORT

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mr. Howard Teitelbaum
Address	1014 South Elmora Avenue ELIZABETH, NJ 07202
Phone Number	908-436-5970
Email Address	teitelho@epsnj.org
Website	https://www.epsnj.org/Domain/41

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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	43	132	133
KG	50	51	70
1	52	49	55
2	50	47	50
3	51	49	50
4	50	61	67
5	52	72	74
6	53	68	73
7	49	72	68
8	46	69	67
Total	496	670	707

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	49.7%	48.8%
Male	51.6%	50.3%	51.2%
Economically Disadvantaged Students	79.8%	84.2%	83.2%
Students with Disabilities	8.1%	7.5%	8.8%
English Learners	10.3%	22.5%	23.2%
Homeless Students	0.2%	0.4%	0.1%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.5%	6.9%	8.2%
Hispanic	73.8%	77.8%	78.1%
Black or African American	16.1%	14.0%	12.2%
Asian	1.6%	1.2%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	43	132	133
KG - Half Day	0	0	0
KG - Full Day	50	51	70

Enrollment by Home Language

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

Home Language	% of Students
Spanish	62.8%
English	29.8%
Portuguese	3.3%
Arabic	1.1%
Haitian	1.0%
Other Languages	2.0%

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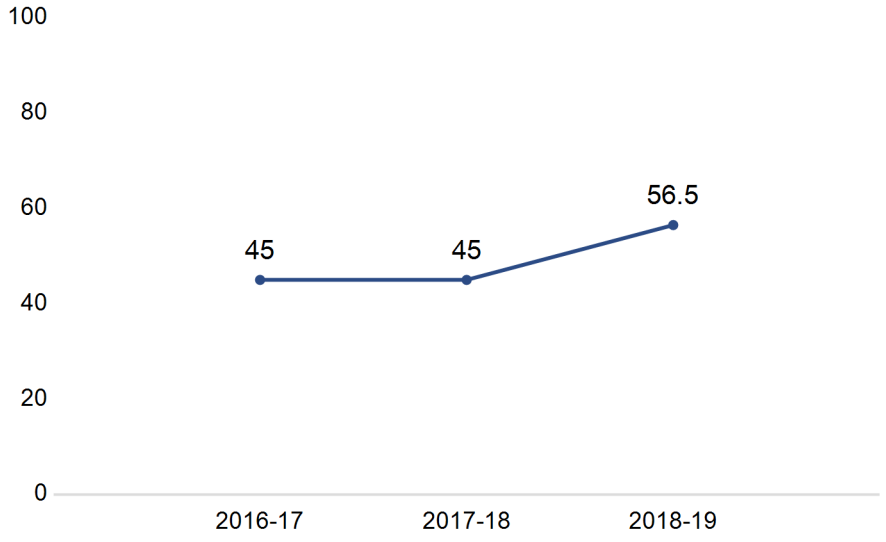
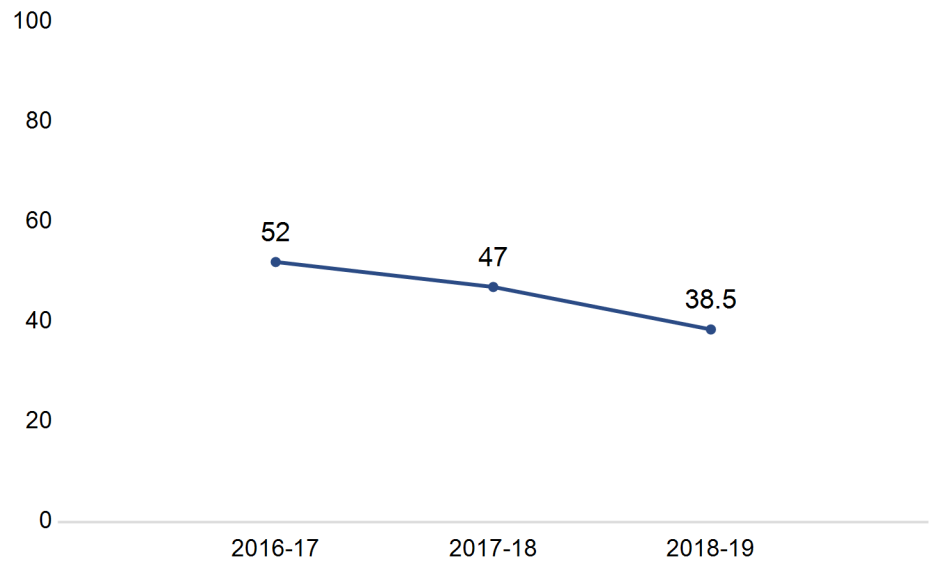
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	45	56.5	52	47	38.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56.5	63	50	Met Standard	38.5	44	50	Not Met
White	53.5	63	50	Met Standard	41.5	47.5	52	**
Hispanic	60	63	49	Exceeds Standard	41	44	47	Met Standard
Black or African American	53	61	45	Met Standard	26.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	58.5	64	53	N	40	43	50	N
Male	51	61	47	N	37	44	51	N
Economically Disadvantaged Students	57.5	63	48	Met Standard	40	43	46	Met Standard
Students with Disabilities	46	52	43	Met Standard	43.5	41	45	**
English Learners	52.5	65	52	Met Standard	46.5	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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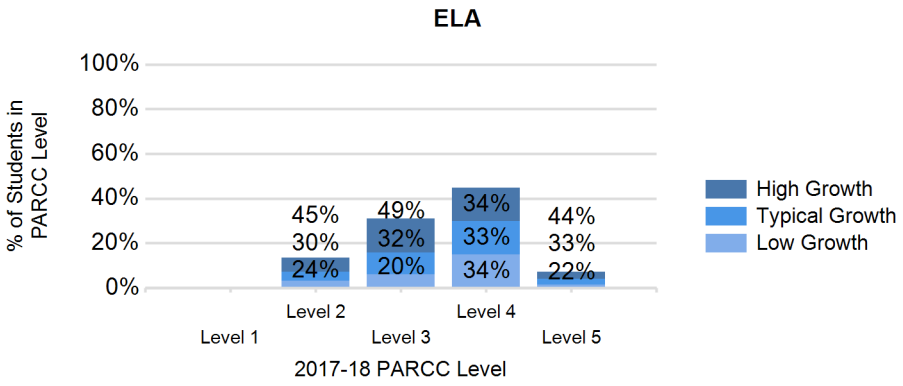
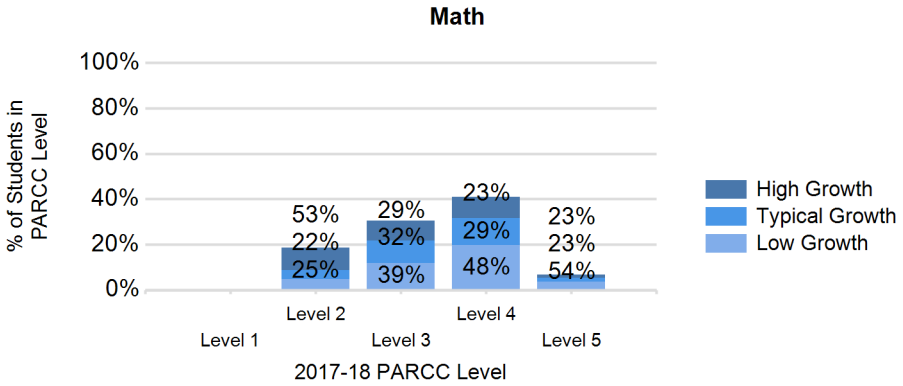
Student Growth by Performance Level

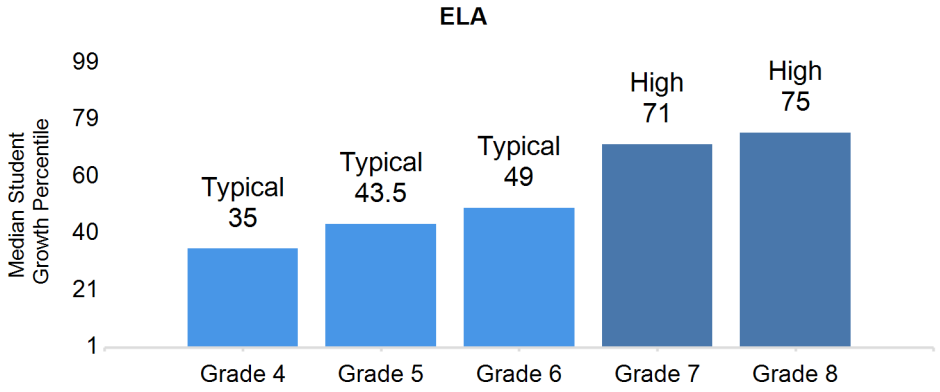
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

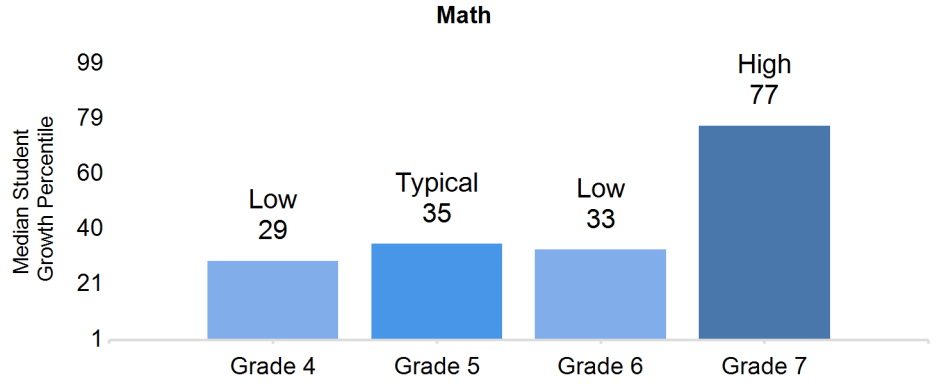




Student Growth by Grade

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





NJ SCHOOL PERFORMANCE REPORT

Dr. Orlando Edreira Academy School No. 26
(39-1320-290)
Grades Offered: PK-08
2018-2019

Report Key:
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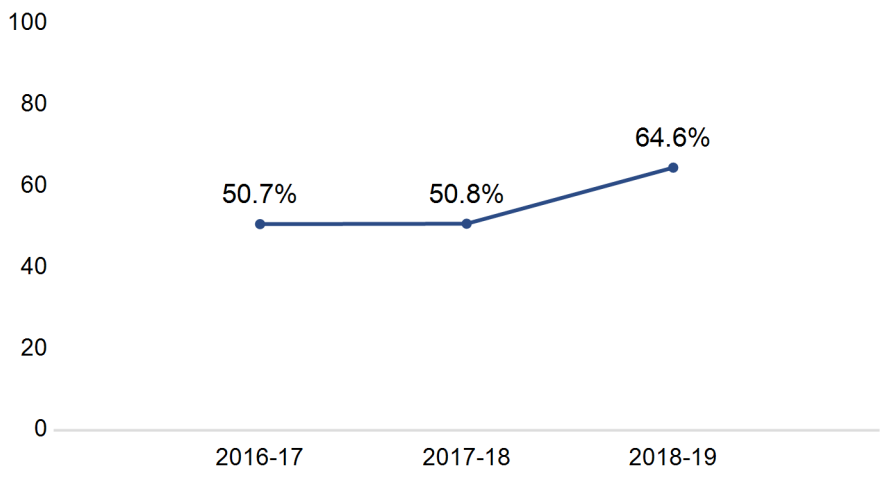
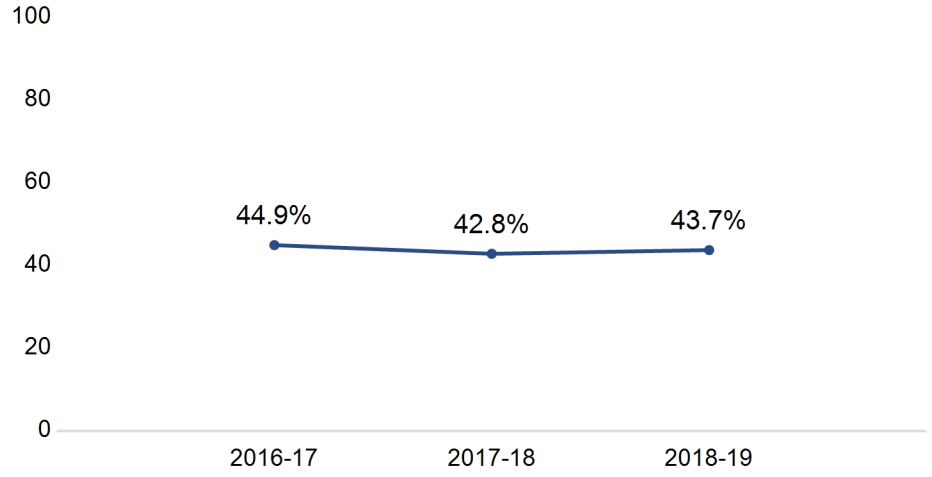
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.0%	99.7%	100.0%	99.7%	99.3%
Proficiency Rate for Federal Accountability	50.7%	50.8%	64.6%	44.9%	42.8%	43.7%
Annual Target	51.0%	52.5%	54.1%	42.7%	44.6%	46.6%
Met Annual Target?	Met Target†	Met Target†	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	294	99.7	64.6	52.8	57.9	64.6	54.1	Met Target
White	*	*	*	63.5	66.9	*	75.7	Met Target†
Hispanic	216	99.5	68.5	53.5	43.9	68.5	52.6	Met Target
Black or African American	45	100.0	42.2	42.5	38.5	42.2	47	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	142	100.0	66.9	59.1	64.8	66.9		
Male	152	99.3	62.5	46.6	51.3	62.5		
Economically Disadvantaged Students	246	99.6	63.8	50.4	40.0	63.8	51.1	Met Target
Non-Economically Disadvantaged Students	48	100.0	68.8	62.8	67.9	68.8		
Students with Disabilities	23	100.0	26.1	18.8	22.7	26.1	26.8	Met Target†
Students without Disabilities	271	99.6	67.9	57.8	65.1	67.9		
English Learners	82	98.8	59.8	40.3	29.3	59.8	31.1	Met Target
Non-English Learners	212	100.0	66.5	58.3	60.6	66.5		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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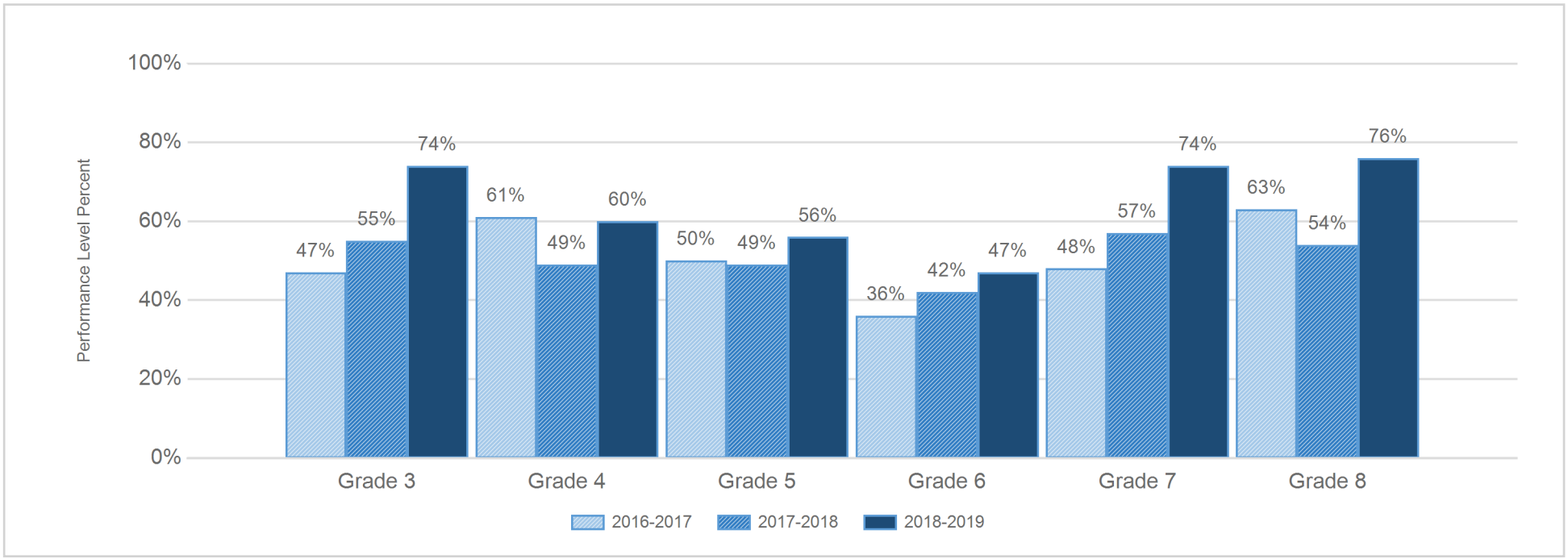
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	763	738	748	*	*	*	*	*	74%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	40	768	738	734	*	*	*	*	*	83%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	774	743	753	*	*	*	*	*	82%	55%
Male	28	755	733	743	*	*	*	*	*	68%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	719	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	752	748	755	*	*	25%	*	*	60%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	28	756	748	743	0%	*	*	*	*	68%	44%
Black or African American	13	740	742	739	*	*	*	*	*	46%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	28	753	753	760	*	*	*	*	*	61%	62%
Male	20	750	743	750	*	*	*	*	*	60%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	750	751	756	*	*	24%	*	*	56%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	37	751	751	743	*	*	*	*	*	59%	44%
Black or African American	*	*	741	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	*	762	N	N	N	N	N	N	65%
Female	25	753	757	761	*	*	*	*	*	52%	64%
Male	25	746	744	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	750	750	754	0%	*	*	47%	0%	47%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	33	751	752	743	0%	*	48%	*	*	45%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	24	753	757	762	0%	*	*	*	*	54%	64%
Male	25	747	744	748	0%	*	*	*	*	40%	48%
Economically Disadvantaged Students	37	750	748	740	0%	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	12	749	758	763	0%	*	*	*	*	50%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	717	710	N	N	N	N	N	N	*
Non-English Learners	49	750	755	756	0%	*	*	47%	0%	47%	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	763	759	761	0%	*	*	*	*	74%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	38	766	*	747	0%	*	*	*	*	76%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	23	766	765	769	0%	*	*	*	*	78%	71%
Male	24	760	753	753	0%	*	*	*	*	71%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	N	N	713	706	N	N	N	N	N	N	12%
Non-English Learners	47	763	765	763	0%	*	*	*	*	74%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	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	51	769	758	762	*	*	*	53%	24%	76%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	40	770	758	747	*	*	*	48%	28%	75%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	21	769	764	771	*	*	*	*	*	81%	71%
Male	30	768	753	753	*	*	*	*	*	73%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	N	N	713	708	N	N	N	N	N	N	12%
Non-English Learners	51	769	764	764	*	*	*	53%	24%	76%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	293	99.3	43.7	27.2	44.5	43.7	46.6	Met Target†
White	*	*	*	37.3	54.1	*	63.6	Met Target†
Hispanic	215	99.1	46.0	27.9	28.8	46.0	46.7	Met Target†
Black or African American	45	100.0	20.0	17.0	23.0	20.0	33.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	142	100.0	38.7	27.1	44.9	38.7		
Male	151	98.7	48.3	27.3	44.2	48.3		
Economically Disadvantaged Students	245	99.2	40.8	25.4	26.3	40.8	46.3	Not Met
Non-Economically Disadvantaged Students	48	100.0	58.3	34.2	54.9	58.3		
Students with Disabilities	22	95.7	27.3	10.7	17.4	27.3	19.4	Met Target
Students without Disabilities	271	99.6	45.0	29.5	50.0	45.0		
English Learners	82	98.8	50.0	25.9	25.0	50.0	50.2	Met Target†
Non-English Learners	211	99.5	41.2	27.8	46.5	41.2		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Dr. Orlando Edreira Academy School No. 26
(39-1320-290)
Grades Offered: PK-08
2018-2019

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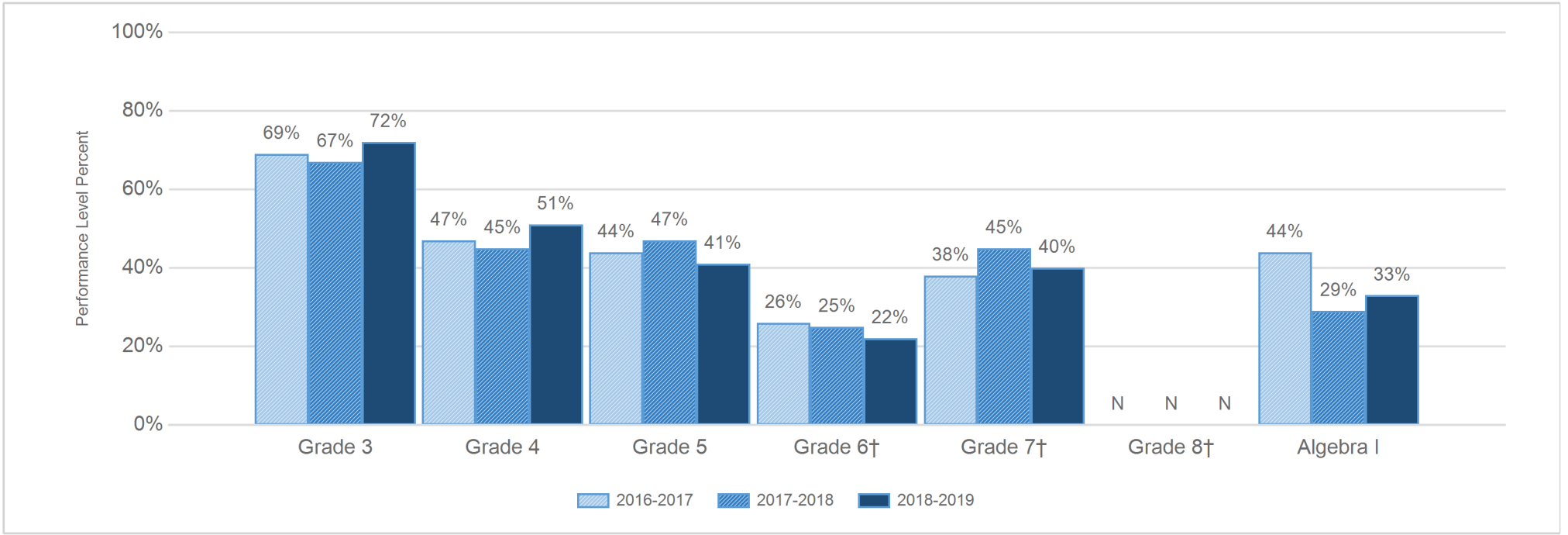
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	765	741	752	*	*	*	*	*	72%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	40	768	742	739	*	*	*	*	*	75%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	767	743	751	*	*	*	*	*	82%	54%
Male	28	763	740	752	*	*	*	*	*	64%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	750	737	749	*	*	29%	*	*	51%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	29	753	738	737	*	*	*	*	*	52%	36%
Black or African American	13	735	728	731	*	*	*	*	*	31%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	28	748	737	749	*	*	*	*	*	46%	50%
Male	21	753	737	749	*	*	*	*	*	57%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	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
Schoolwide	49	744	738	747	*	*	37%	*	*	41%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	36	745	739	735	0%	*	39%	*	*	42%	30%
Black or African American	*	*	728	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	*	753	N	N	N	N	N	N	55%
Female	25	737	740	747	*	*	*	*	*	28%	47%
Male	24	750	737	747	*	*	*	*	*	54%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	732	726	741	*	41%	33%	*	*	22%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	33	734	727	729	*	42%	*	*	*	27%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	24	732	727	742	*	42%	*	*	*	21%	42%
Male	25	732	725	740	*	40%	*	*	*	24%	40%
Economically Disadvantaged Students	37	732	725	726	*	*	*	*	*	22%	21%
Non-Economically Disadvantaged Students	12	730	732	750	*	*	*	*	*	25%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	709	709	N	N	N	N	N	N	*
Non-English Learners	49	732	729	743	*	41%	33%	*	*	22%	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	746	728	744	0%	21%	38%	*	*	40%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	38	747	*	733	0%	*	45%	*	*	39%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	23	741	728	744	0%	*	*	*	*	30%	42%
Male	24	751	727	743	0%	*	*	*	*	50%	42%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	728	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	47	746	730	745	0%	21%	38%	*	*	40%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	741	730	744	*	20%	41%	*	*	33%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	40	740	731	728	*	*	38%	38%	0%	38%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	21	735	730	745	*	*	48%	*	*	24%	44%
Male	30	745	731	743	*	*	37%	*	*	40%	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	51	741	733	745	*	20%	41%	*	*	33%	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	32.7%	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	69	*	*
3-4	72	*	*
5 or more	25	*	*

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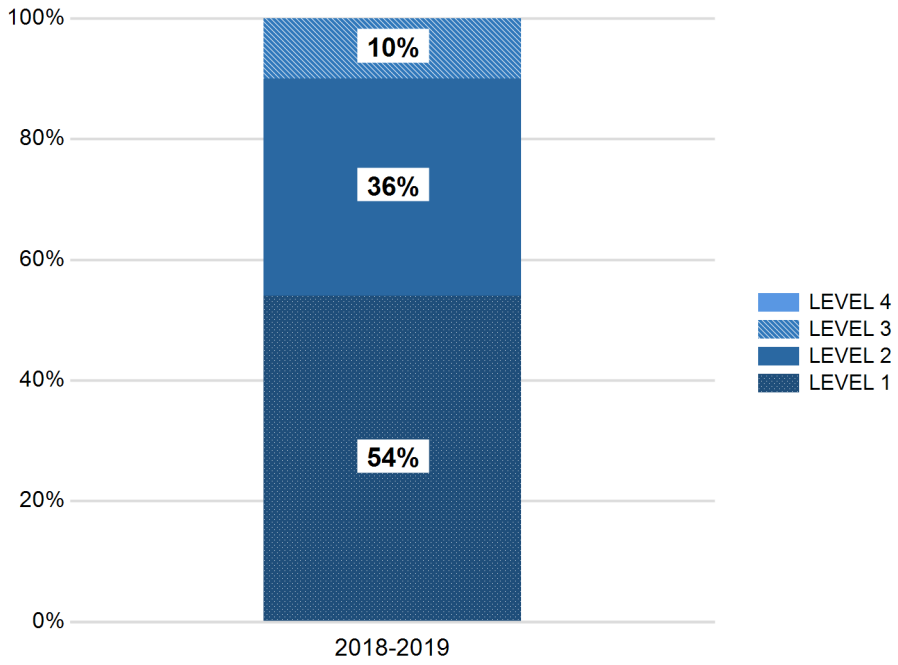
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	36	10	0
White	*	*	*	*
Hispanic	51	38	11	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	60	32	8	0
Male	48	40	12	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
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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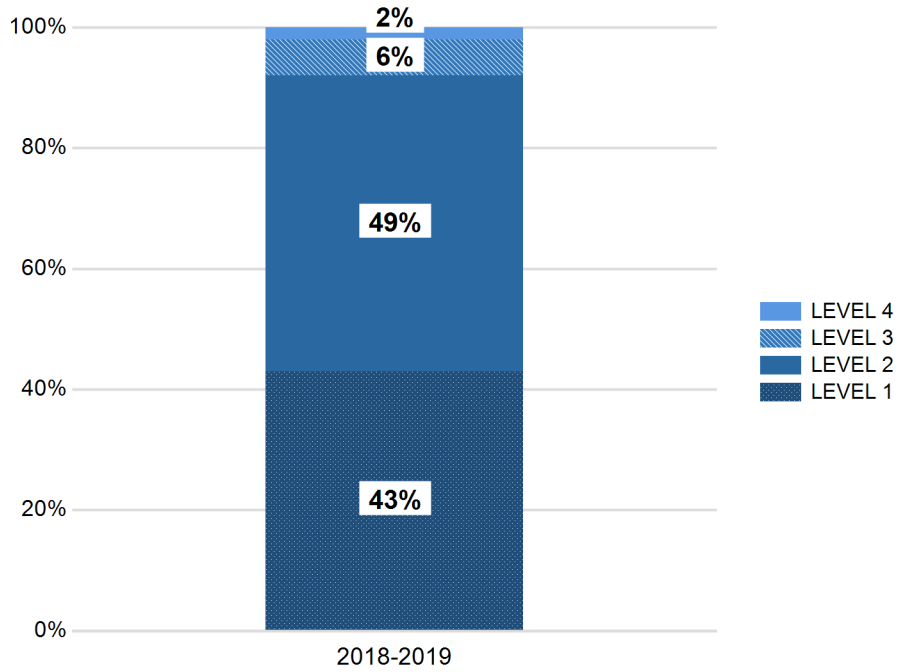
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	49	6	2
White	*	*	*	*
Hispanic	43	50	5	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	38	52	5	5
Male	47	47	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	43	49	6	2
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Dr. Orlando Edreira Academy School No. 26
(39-1320-290)
Grades Offered: PK-08
2018-2019

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	73
7	0	0	68
8	67	0	9
Total	67	0	150

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	24	0	0	0	0	25	0
7	26	0	0	0	0	22	0
8	26	0	0	0	0	25	0
Total	76	0	0	0	0	72	0

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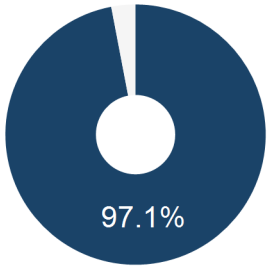
Visual and Performing Arts – Course Participation

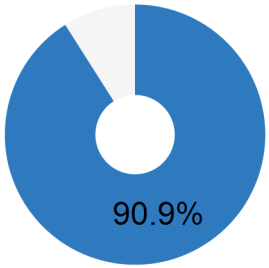
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

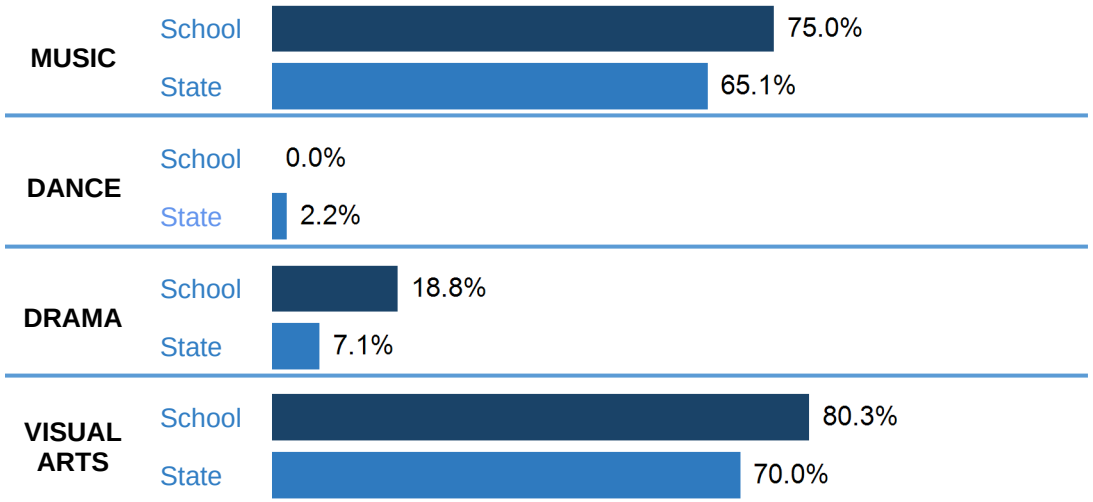


School



State

Students enrolled in one or more classes by discipline:



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

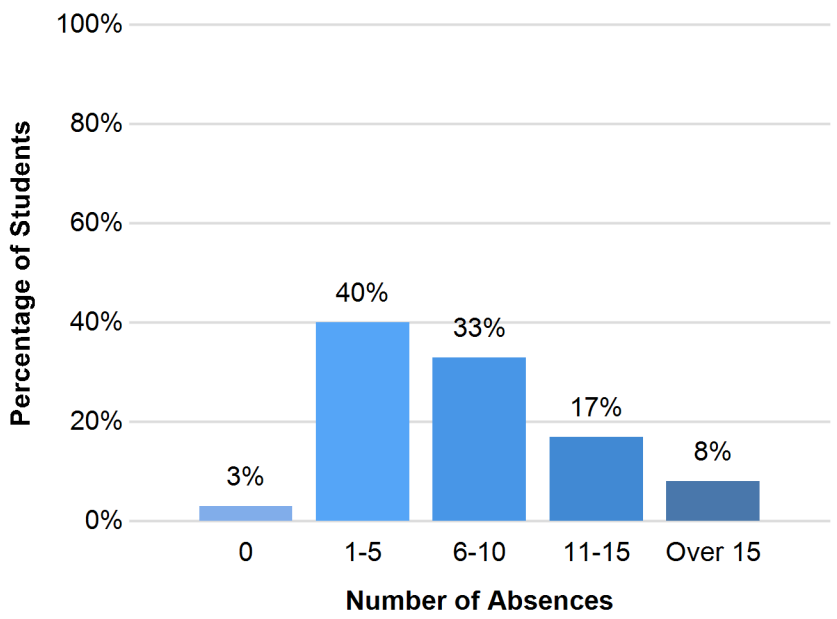
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	5.5	9.0	Met
White	*	*	9.0	Met
Hispanic	21	5.7	9.0	Met
Black or African American	5	6.6	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	6.9		
Male	11	4.3		
Economically Disadvantaged Students	25	6.2	9.0	Met
Students with Disabilities	5	11.9	9.0	Not Met
English Learners	6	7.3	9.0	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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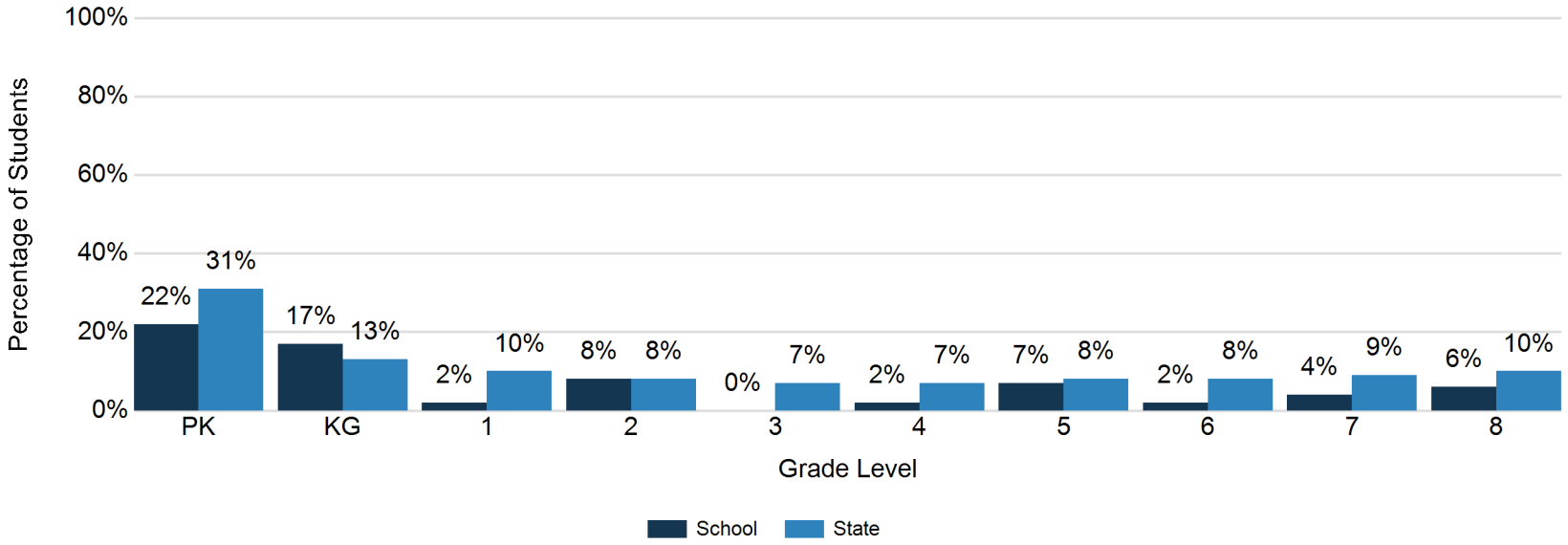
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.42

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	3:00 PM
Length of School Day	7 Hrs 30 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	1:1

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	58	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.0%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	354:1	297:1
Teachers to Administrators	29:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	79.3%	0.0%	48.4%	77.1%	54.9%
Male	51.2%	20.7%	100.0%	51.6%	22.9%	45.1%
White	8.2%	55.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	78.1%	27.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.2%	10.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	5.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	1.7%	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

Teacher 0%

Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.7%	50.8%	64.6%
Math Proficiency	44.9%	42.8%	43.7%
ELA Growth	45	45	56
Math Growth	52	47	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.6%	32.7%
Chronic Absenteeism	7.7%	7.2%	5.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Dr. Orlando Edreira Academy School No. 26
(39-1320-290)
Grades Offered: PK-08
2018-2019

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

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:	• Authorized International Baccalaureate World School PYP and MYP • Extended Day/ • Mandarin Chinese
Mission, Vision, Theme:	As a multi-disciplinary magnet school hosting the IB PYP and MYP our mission states that Dr. Orlando Edreira Academy is designed to support the belief that all children can succeed. We believe that the education of the whole child is the key to success of anyone who seeks to become a viable, caring, creative and innovative member of their community and the world.
Awards, Recognition, Accomplishments:	Dr. Orlando Edreira Academy is an authorized International Baccalaureate World School for both elementary and middle school grades. We are also a recognized Ashoka Changemaker school.

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Courses, Curriculum, Instruction:	As an IB World School we believe that educating the entire child is important. To that end all students take foreign langauge, Spanish or Chinese. Students from grade four and higher play at least one intrument. Our school has a one-to-one laptop program allowing all students a chance to learn and interact through the use of technology that enhances learning.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All middle school students are allowed to participate in after school sports activities during fall, winter, and spring seasons.
Clubs and Activities:	Dr. Orlando Edreira Academy offers a wide variety of classes that encourage students to take an active role in the world they live in. To that end, our student government functions as central to a school culture that fosters and supports student contributions the community through fund raising and the creation and hosting of community special events. Our performing and visual arts students are active in local and regional competitions and collaborations and host multiple arts events each year.

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Before and After School Programs:	Dr. Orlando Edreira Academy is an extended day school with K-8 students starting at 7:30 and ending at 3:05. In addition, we offer three days a week of after school enrichment for students in grades 1-8.
Staff and Professional Learning:	All staff members are highly qualified and dedicated professionals. Teachers too are life-long learners and there is a culture at School 26 of encouraging all faculty members to continually broaden their knowledge base and skill set as teachers.

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Student Supports and Services:	The school has a full time guidance counselor and a full time social worker to support students who attend our school. Various programs are offered to support students in need during the school year either in elective classes that address social and emotional learning issues, classes that support the develop of metacognitive skills, classes that enhance integration of the IB ATLs (Approaches to Learning), or provide students the oppotunity to meet with our professional mental health staff.
Student Health and Wellness:	Students are provided with breakfast and lunch each day. Students in the after school program are also given a light meal. All students have health class where they learn about health and wellness. There is a full time nurse on staff to address all health matters. Students in K-5 are given a lunch recess everyday with access to a large playground and play materials.
Parent and Community Involvement:	There is an active PTA and parents are encouraged to become partners with the school and help us to provide exceptional educational experiences for their children.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School surveys are given twice a year to help learn about all stakeholder's ideas and beliefs regarding the efficient and effective running of the school. A committee meets to discuss the survey and address concerns or contibutions that have been suggested.
Facilities:	Dr. Orlando Edriera Academy is housed in a state of the art building with specialized learning areas, a library, technology lab, three music rooms and two art rooms to maximize student learning.

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
(39-1320-025)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Michael Cummings
Address	40 Morrell Street ELIZABETH, NJ 07202
Phone Number	908-436-5870
Email Address	cumminmi@epsnj.org
Website	https://www.epsnj.org/Domain/11

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	310	316	321
10	242	300	306
11	218	231	293
12	200	214	229
Total	970	1,061	1,149

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	57.9%	58.4%	59.0%
Male	42.1%	41.6%	41.0%
Economically Disadvantaged Students	68.1%	68.7%	70.5%
Students with Disabilities	0.1%	0.3%	0.4%
English Learners	0.2%	0.7%	0.2%
Homeless Students	0.3%	0.3%	0.2%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.2%	11.9%	11.5%
Hispanic	71.9%	71.4%	73.1%
Black or African American	11.1%	11.2%	9.6%
Asian	4.6%	5.3%	5.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	970	1,061	1,149
Shared Time Students	0	0	0
Full Time Equivalent	970	1,061	1,149

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.5%
English	21.8%
Portuguese	4.6%
Arabic	2.6%
Haitian	2.1%
Other Languages	5.3%

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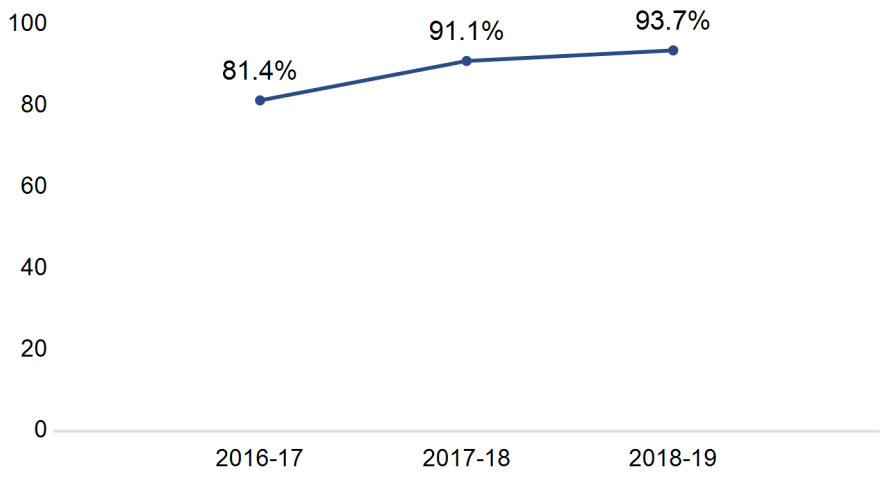
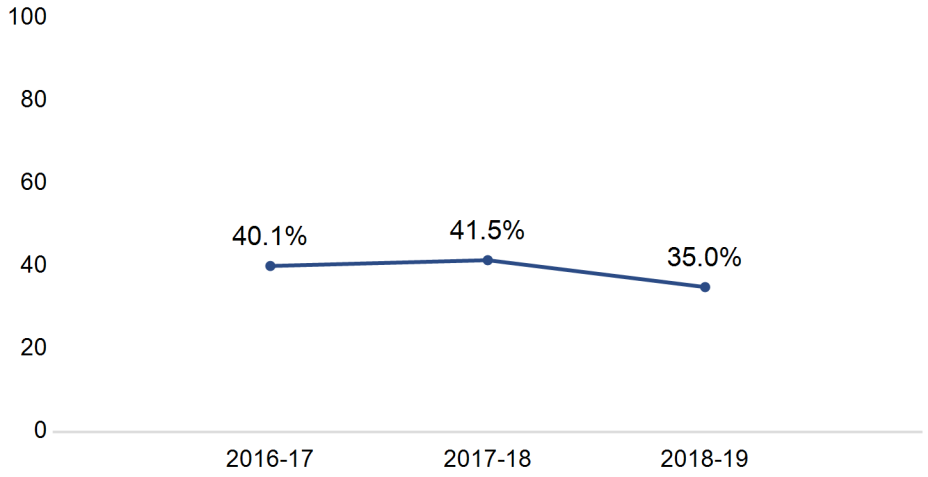
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	99.7%	100.0%	98.8%	99.6%	100.0%
Proficiency Rate for Federal Accountability	81.4%	91.1%	93.7%	40.1%	41.5%	35.0%
Annual Target	80.0%	80.0%	80.0%	34.5%	36.9%	39.3%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	630	100.0	93.7	52.8	57.9	93.7	80	Met Goal
White	74	100.0	90.5	63.5	66.9	90.5	80	Met Goal
Hispanic	453	100.0	94.7	53.5	43.9	94.7	80	Met Goal
Black or African American	67	100.0	86.6	42.5	38.5	86.6	71.1	Met Goal
Asian, Native Hawaiian, or Pacific Islander	36	100.0	100.0	79.5	82.9	100.0	74.8	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	376	100.0	94.4	59.1	64.8	94.4		
Male	254	100.0	92.5	46.6	51.3	92.5		
Economically Disadvantaged Students	442	100.0	93.9	50.4	40.0	93.9	80	Met Goal
Non-Economically Disadvantaged Students	188	100.0	93.1	62.8	67.9	93.1		
Students with Disabilities	*	*	*	18.8	22.7	*	**	**
Students without Disabilities	*	*	*	57.8	65.1	*		
English Learners	42	100.0	95.2	40.3	29.3	95.2	59.4	Met Goal
Non-English Learners	588	100.0	93.5	58.3	60.6	93.5		
Homeless Students	N	N	N	34.3	29.1	N		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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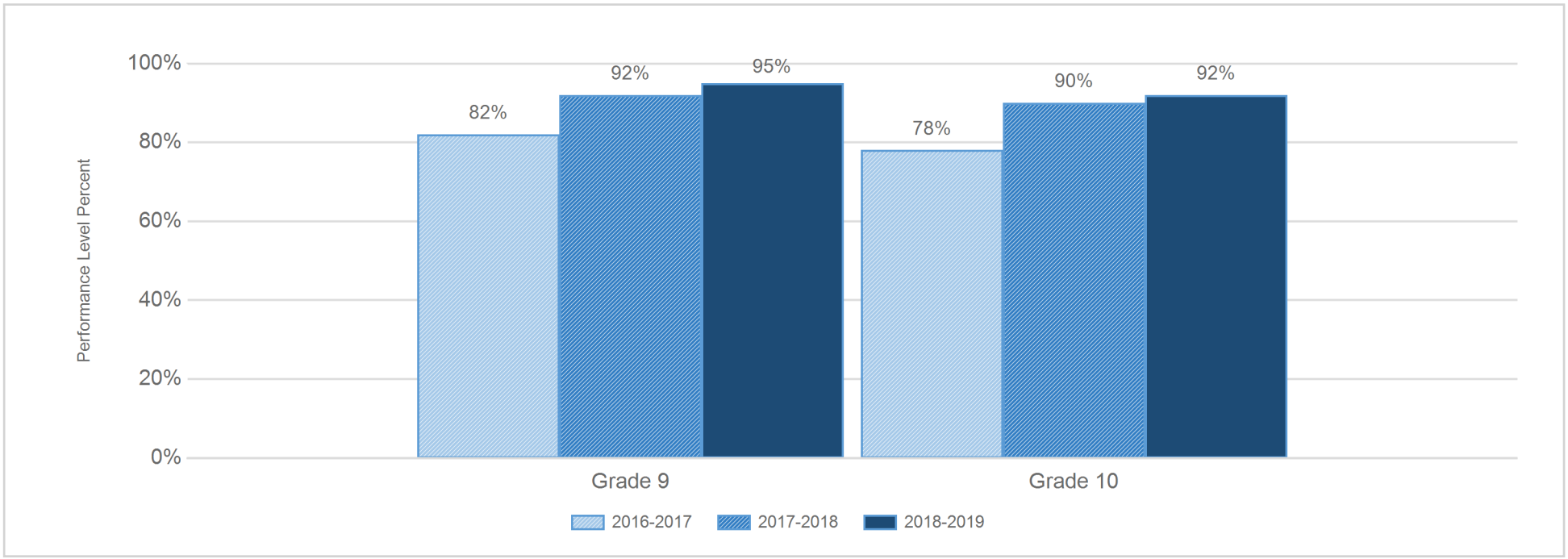
English Language Arts Assessment - Performance Trends

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



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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	323	789	745	753	*	0%	*	45%	50%	95%	56%
White	39	794	758	762	*	0%	*	*	*	92%	65%
Hispanic	241	790	746	737	*	0%	*	*	*	97%	40%
Black or African American	24	774	732	732	*	0%	*	*	*	79%	33%
Asian, Native Hawaiian, or Pacific Islander	19	792	775	783	*	0%	0%	*	*	100%	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	191	787	751	760	*	0%	*	45%	49%	94%	63%
Male	132	792	739	746	*	0%	*	45%	52%	98%	49%
Economically Disadvantaged Students	215	790	744	734	*	0%	*	*	*	97%	36%
Non-Economically Disadvantaged Students	108	788	750	762	*	0%	*	*	*	93%	65%
Students with Disabilities	*	*	711	717	*	*	*	*	*	*	17%
Students without Disabilities	*	*	749	760	*	*	*	*	*	*	63%
English Learners	*	*	702	693	*	*	*	*	*	*	*
Non-English Learners	*	*	753	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	309	796	750	757	0%	*	*	38%	54%	92%	58%
White	35	797	763	767	0%	*	*	*	*	89%	67%
Hispanic	214	797	750	738	0%	*	*	36%	56%	92%	43%
Black or African American	43	788	*	733	0%	*	*	49%	42%	91%	38%
Asian, Native Hawaiian, or Pacific Islander	17	805	*	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	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	186	796	759	766	0%	*	*	42%	53%	95%	66%
Male	123	796	742	749	0%	*	*	32%	55%	87%	51%
Economically Disadvantaged Students	229	794	750	735	0%	*	*	39%	52%	91%	40%
Non-Economically Disadvantaged Students	80	801	752	767	0%	*	*	35%	59%	94%	67%
Students with Disabilities	*	*	710	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	765	*	*	*	*	*	*	65%
English Learners	N	N	*	687	N	N	N	N	N	N	*
Non-English Learners	309	796	*	760	0%	*	*	38%	54%	92%	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	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	531	100.0	35.0	27.2	44.5	35.0	39.3	Not Met
White	61	100.0	36.1	37.3	54.1	36.1	42.3	Met Target†
Hispanic	383	100.0	35.0	27.9	28.8	35.0	40.6	Not Met
Black or African American	56	100.0	28.6	17.0	23.0	28.6	27.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	31	100.0	45.2	55.9	76.5	45.2	39	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	321	100.0	28.0	27.1	44.9	28.0		
Male	210	100.0	45.7	27.3	44.2	45.7		
Economically Disadvantaged Students	373	100.0	35.7	25.4	26.3	35.7	41.4	Not Met
Non-Economically Disadvantaged Students	158	100.0	33.5	34.2	54.9	33.5		
Students with Disabilities	10	100.0	10.0	10.7	17.4	10.0	**	**
Students without Disabilities	521	100.0	35.5	29.5	50.0	35.5		
English Learners	41	100.0	29.3	25.9	25.0	29.3	29.4	Met Target†
Non-English Learners	490	100.0	35.5	27.8	46.5	35.5		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
(39-1320-025)
Grades Offered: 09-12
2018-2019

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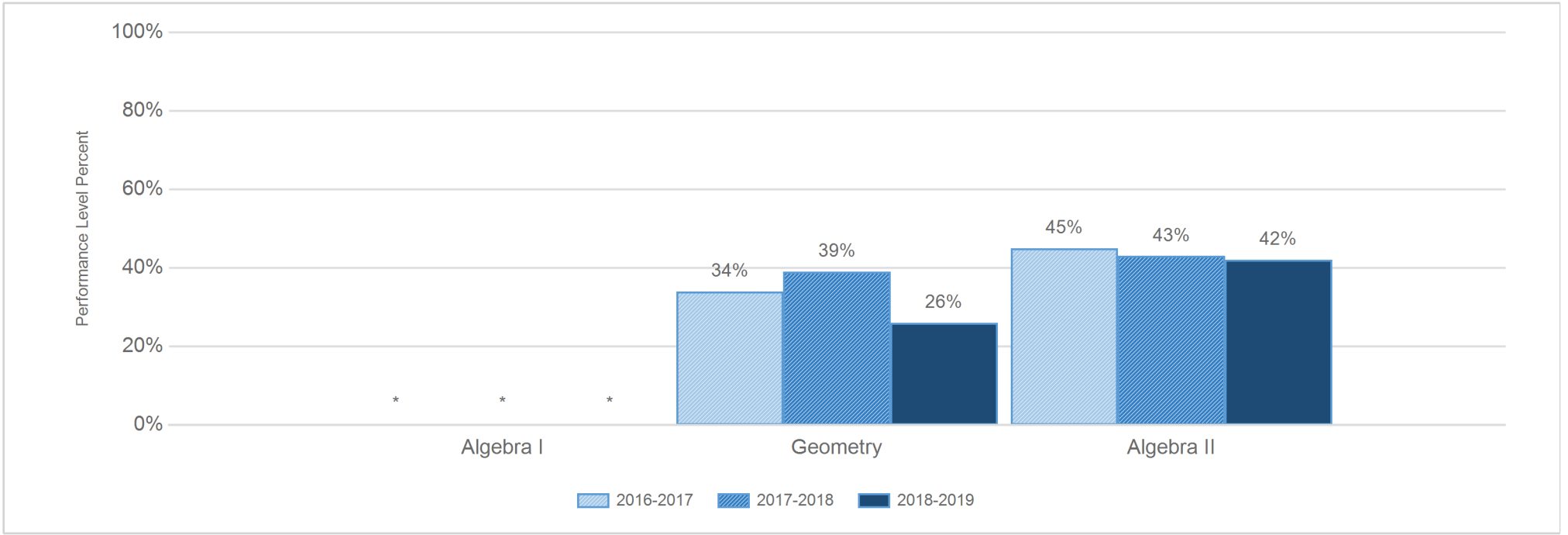
Mathematics Assessment – Performance Trends

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



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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	730	745	N	N	N	N	N	N	44%
Male	*	*	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	N	N	729	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	224	736	718	737	4%	21%	49%	*	*	26%	35%
White	26	738	721	743	*	*	50%	*	*	31%	43%
Hispanic	167	736	719	724	*	22%	49%	*	*	*	17%
Black or African American	18	722	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	13	748	*	762	0%	0%	*	*	*	46%	70%
American Indian or Alaska Native	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	129	733	720	738	*	25%	51%	*	*	19%	36%
Male	95	740	716	736	*	16%	45%	*	*	35%	34%
Economically Disadvantaged Students	160	737	717	722	*	*	46%	*	*	29%	16%
Non-Economically Disadvantaged Students	64	734	719	743	*	*	56%	*	*	19%	43%
Students with Disabilities	*	*	699	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	720	741	*	*	*	*	*	*	*
English Learners	*	*	709	708	*	*	*	*	*	*	*
Non-English Learners	*	*	721	738	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	*
Students in Foster Care	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.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	306	740	714	755	11%	18%	29%	*	*	42%	58%
White	34	747	729	758	*	*	44%	*	*	41%	62%
Hispanic	217	739	713	731	12%	18%	27%	*	*	42%	34%
Black or African American	37	739	708	725	*	*	27%	*	*	41%	27%
Asian, Native Hawaiian, or Pacific Islander	18	747	734	777	*	*	*	*	*	44%	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	193	735	713	752	*	22%	30%	*	*	34%	55%
Male	113	750	714	758	*	10%	27%	*	*	56%	62%
Economically Disadvantaged Students	215	739	713	729	12%	19%	28%	*	*	41%	32%
Non-Economically Disadvantaged Students	91	743	716	761	11%	14%	30%	*	*	45%	65%
Students with Disabilities	*	*	689	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	715	756	*	*	*	*	*	*	60%
English Learners	N	N	682	696	N	N	N	N	N	N	11%
Non-English Learners	306	740	718	755	11%	18%	29%	*	*	42%	59%
Homeless Students	N	N	687	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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

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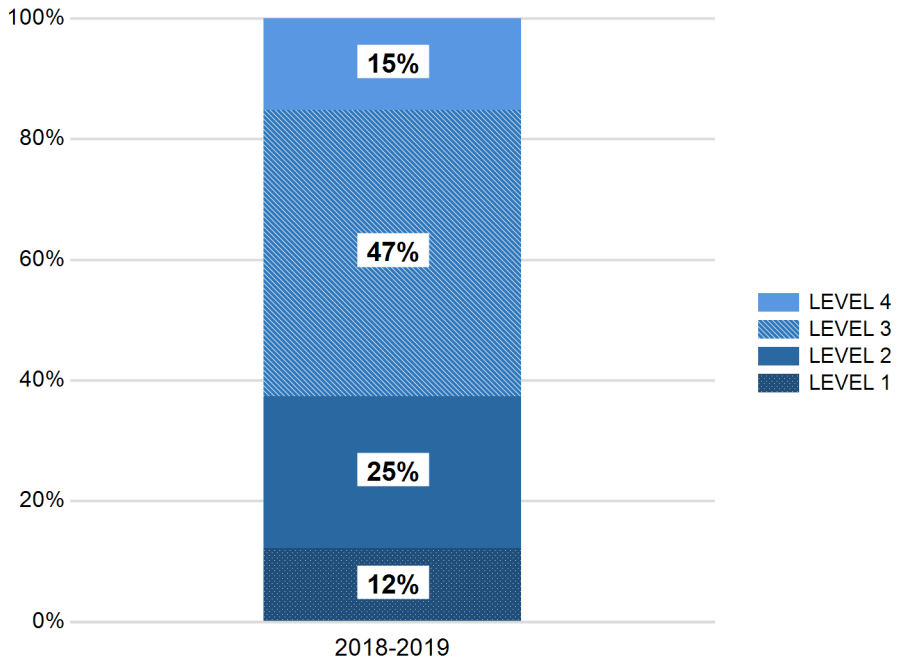
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	12	25	47	15
White	3	27	45	24
Hispanic	14	22	49	15
Black or African American	17	38	38	7
Asian, Native Hawaiian, or Pacific Islander	6	24	47	24
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	15	29	46	10
Male	9	18	49	23
Economically Disadvantaged Students	11	25	50	14
Non-Economically Disadvantaged Students	15	24	42	19
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	12	25	47	15
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about 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 in2018-19. 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	98.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	7.9%	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	495	476	Grade 10: 430 Grade 11: 460	77%	61%
PSAT 10/NMSQT - Math	507	477	Grade 10: 480 Grade 11: 510	61%	43%
SAT - Reading and Writing	559	539	480	89%	70%
SAT - Math	570	541	530	75%	53%
ACT - Reading	23	25	22	78%	66%
ACT - English	23	24	18	89%	81%
ACT - Math	22	24	22	50%	65%
ACT - Science	23	24	23	56%	57%

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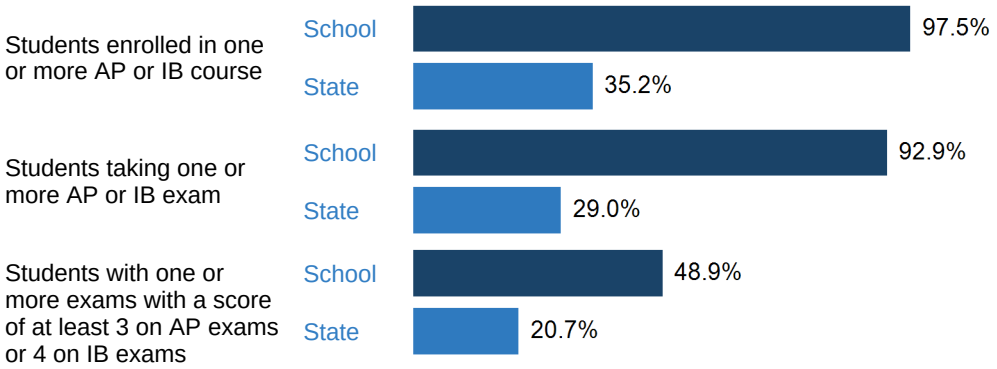
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses 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 Art—History of Art	16	15
AP Biology	49	50
AP Calculus AB	164	142
AP Calculus BC	0	20
AP Chemistry	60	59
AP Computer Science Principles	46	44
AP English Language and Composition	294	283
AP English Literature and Composition	153	153
AP Human Geography	33	33
AP Italian Language and Culture	9	9
AP Latin (Virgil, Catullus and Horace)	0	1
AP Macroeconomics	0	54
AP Microeconomics	59	56
AP Physics 1	0	21
AP Physics B	20	0
AP Physics C: Mechanics	0	1

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AP/IB Course	Students Enrolled	Students Tested
AP Psychology	26	25
AP Research	0	70
AP Seminar	135	59
AP Spanish Language	0	106
AP Spanish Literature	129	0
AP Statistics	52	49
AP Studio Art—Two-Demensional	0	1
AP U.S. Government and Politics	22	24
AP U.S. History	309	298
AP World History	322	312
Total Exams taken		1885
Exams with scores of at least 3 on AP exams or 4 on IB exams		582

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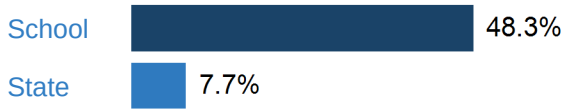
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career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

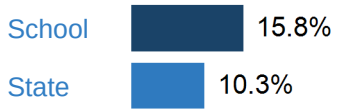
Career and Technical Education Participation

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)



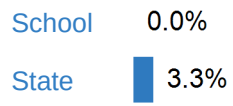
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	48.3%	15.8%	7.7%	10.3%
White	48.5%	13.6%	6.1%	9.6%
Hispanic	47.7%	16.9%	10.3%	11.3%
Black or African American	56.4%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	41.8%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	49.9%	15.6%	7.3%	10.6%
Male	46.1%	15.9%	8.0%	10.1%
Economically Disadvantaged Students	48.6%	15.8%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

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
Arts, AV Technology & Communications	614		
Finance	14		
Information Technology	108		
Total (All Clusters)	736	0	0

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
(39-1320-025)
Grades Offered: 09-12
2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	222	99	0	0	0	0
10	0	0	207	100	0	0	0
11	0	0	3	184	100	9	0
12	0	0	0	1	186	43	0
Total	0	222	309	285	286	52	0
Enrolled in AP/IB Course					164	52	0
Enrolled in Dual Enrollment Course	0	0	0	59	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	0	0	0	0	320	0
10	2	304	0	0	0	0
11	290	59	0	0	6	0
12	49	2	0	0	16	92
Total	341	365	0	0	342	92
Enrolled in AP/IB Course	49	60		0	20	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	321	0	0	0	0	1
10	0	306	0	2	0	4
11	1	3	0	18	0	42
12	0	0	208	6	0	6
Total	322	309	208	26	0	53
Enrolled in AP/IB Course	322	309	59	26		53
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	116	95	79	0	0	0	31
10	132	105	69	0	0	0	0
11	138	50	102	0	0	0	0
12	13	1	10	0	0	0	1
Total	399	251	260	0	0	0	32
Enrolled in AP/IB Course	129	0	9	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	107	49	102	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
9	10	0	1	0	0	0
10	21	0	10	0	0	0
11	26	0	16	0	0	0
12	21	0	19	0	0	0
Total	78	0	46	0	0	0
Enrolled in AP/IB Course	0		46			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
Spanish	28
Total	28

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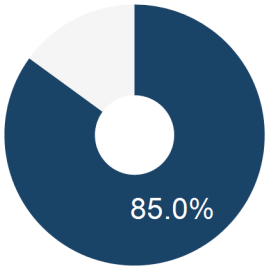
Visual and Performing Arts – Course Participation

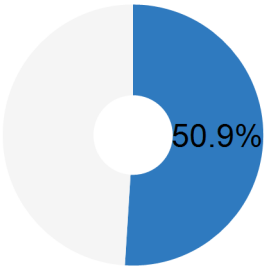
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

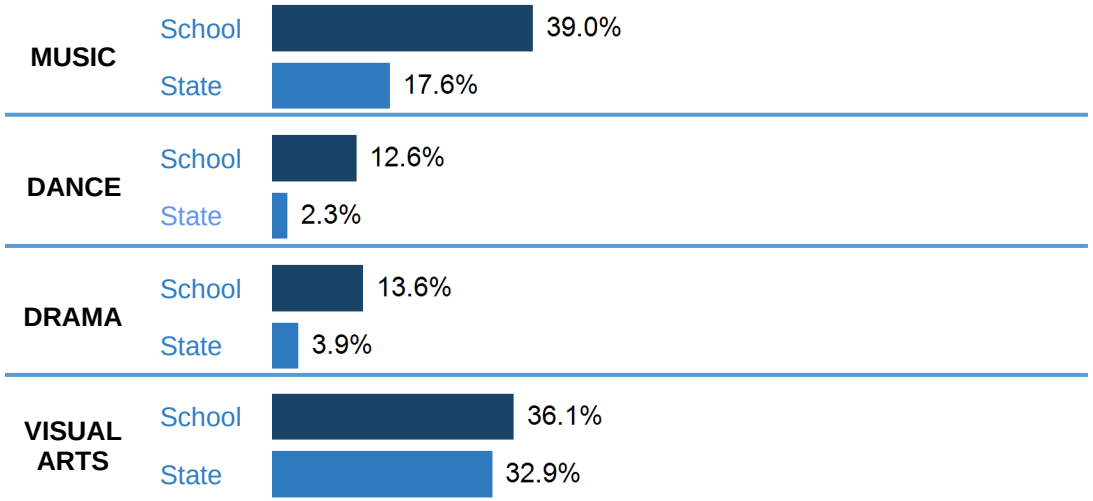


School



State

Students enrolled in one or more classes by discipline:



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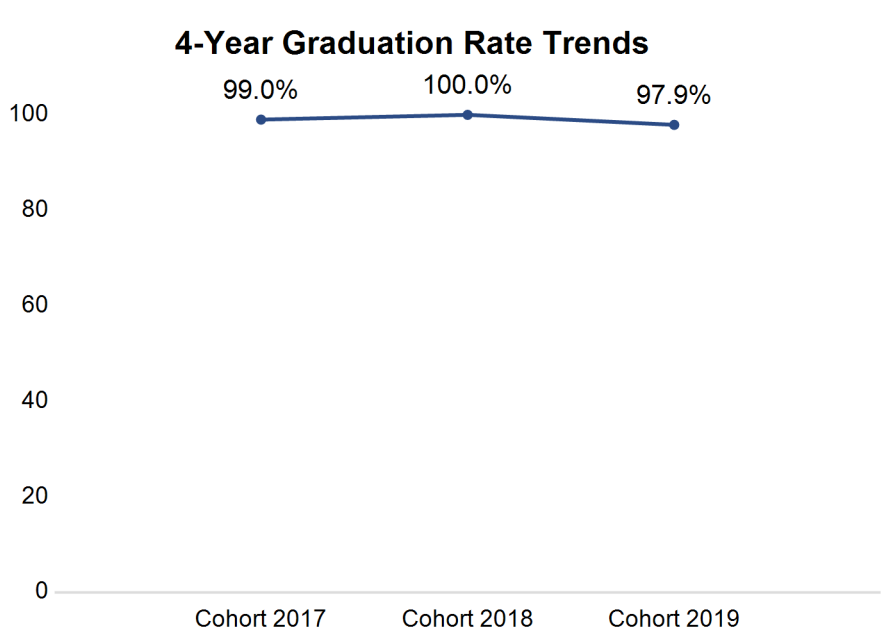
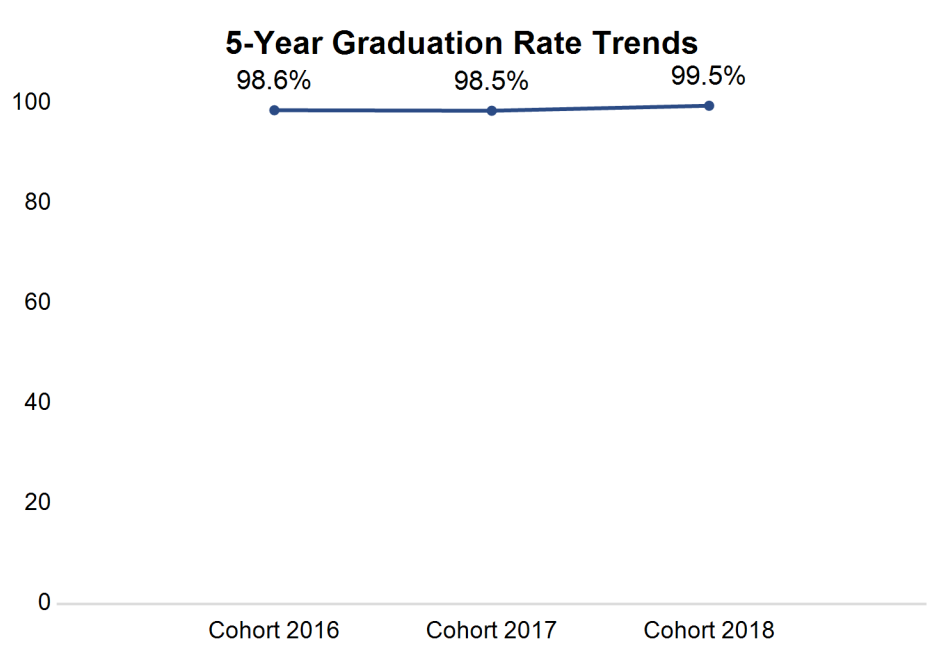
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	99.0%	100.0%	97.9%	98.6%	98.5%	99.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
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	97.9%	90.6%	99.5%	92.5%	100.0%	N	Met Goal	98.5%	N	Met Goal
White	100.0%	94.9%	*	95.9%	100.0%	N	Met Goal	*	N	Met Goal
Hispanic	98.3%	84.5%	100.0%	87.3%	100.0%	N	Met Goal	98.7%	N	Met Goal
Black or African American	90.5%	83.3%	96.9%	87.1%	*	N	Met Goal	96.3%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	99.3%	92.8%	99.2%	94.4%	100.0%			98.4%		
Male	96.0%	88.5%	100.0%	90.8%	100.0%			98.8%		
Economically Disadvantaged Students	97.8%	84.0%	99.4%	87.3%	100.0%	N	Met Goal	98.1%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	*	**	**
English Learners	N	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	97.8%	95.3%
Substitute Competency Test	1.3%	3.9%
Portfolio Appeals Process	0.9%	0.9%
Alternate Requirements specified in IEP	0.0%	0.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.2%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.8%	1.1%

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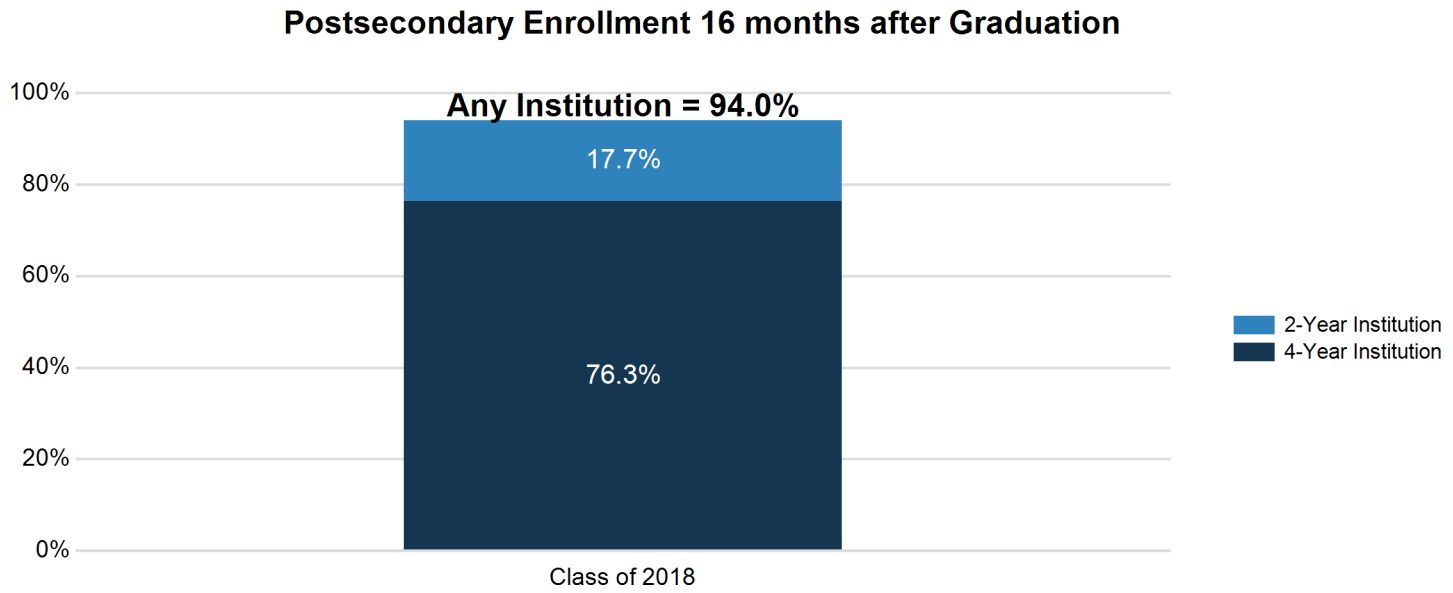
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	17.7%
% Enrolled in 4-Year Institution	76.3%
% Enrolled in Any Postsecondary Institution	94.0%

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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	87.6%	14.1%	85.9%
White	96%	16.7%	83.3%
Hispanic	87.9%	15.8%	84.2%
Black or African American	71.4%	0%	100%
Asian, Native Hawaiian, or Pacific Islander	93.3%	7.1%	92.9%
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	87.5%	12.1%	87.9%
Students with Disabilities	*	*	*
English Learners	N	N	N

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	94%	18.8%	81.2%	77.2%	22.8%	87.1%	12.9%
White	*	*	*	*	*	*	*
Hispanic	93.3%	21.6%	78.4%	78.4%	21.6%	86.3%	13.7%
Black or African American	96.6%	14.3%	85.7%	64.3%	35.7%	85.7%	14.3%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	93%	16.5%	83.5%	76.7%	23.3%	87.2%	12.8%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	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.

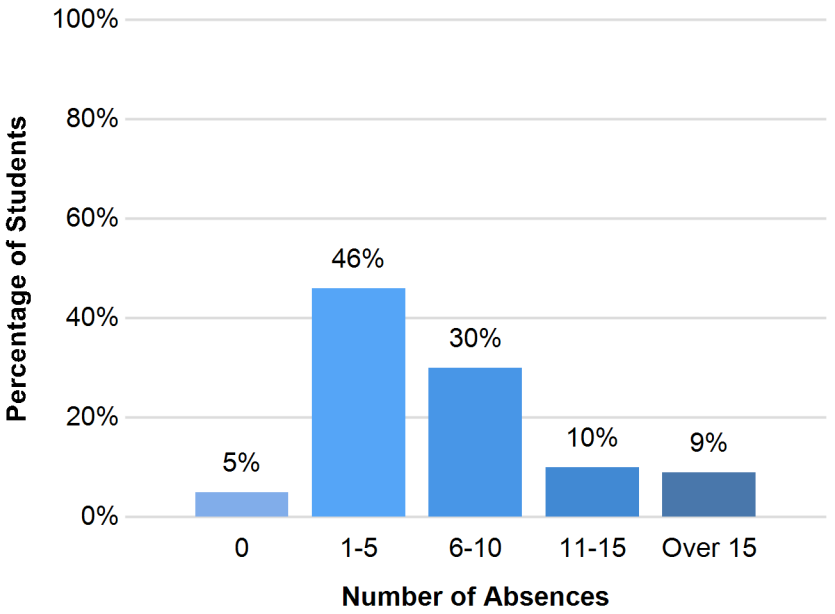
Chronic Absenteeism

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	79	6.9	14.2	Met
White	7	5.3	14.2	Met
Hispanic	63	7.5	14.2	Met
Black or African American	8	7.3	14.2	Met
Asian, Native Hawaiian, or Pacific	1	1.5	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	6.3		
Male	36	7.6		
Economically Disadvantaged Students	58	7.2	14.2	Met
Students with Disabilities	*	*	**	**
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



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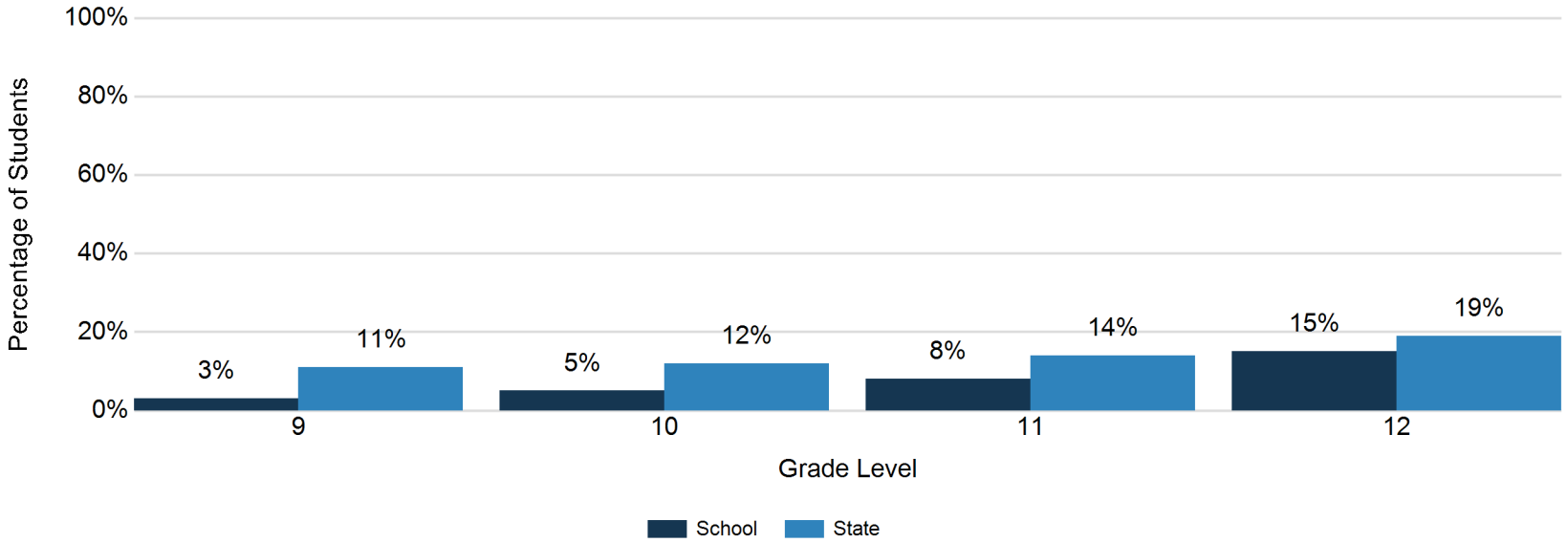
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	1
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	0.87

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	1	1
Other	1	0	1
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	17	1.5%
Any Suspension	17	1.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
67

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Grades Offered: 09-12
2018-2019

Report Key:
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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

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

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

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
(39-1320-025)
Grades Offered: 09-12
2018-2019

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	18:1	13:1
Students to Administrators	287:1	297:1
Teachers to Administrators	16:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
(39-1320-025)
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2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	59.0%	52.3%	25.0%	48.4%	77.1%	54.9%
Male	41.0%	47.7%	75.0%	51.6%	22.9%	45.1%
White	11.5%	60.0%	75.0%	42.4%	83.6%	77.4%
Hispanic	73.1%	18.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.6%	7.7%	25.0%	15.0%	6.6%	13.9%
Asian	5.7%	13.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Elizabeth High School - Frank J Cicarell Academy
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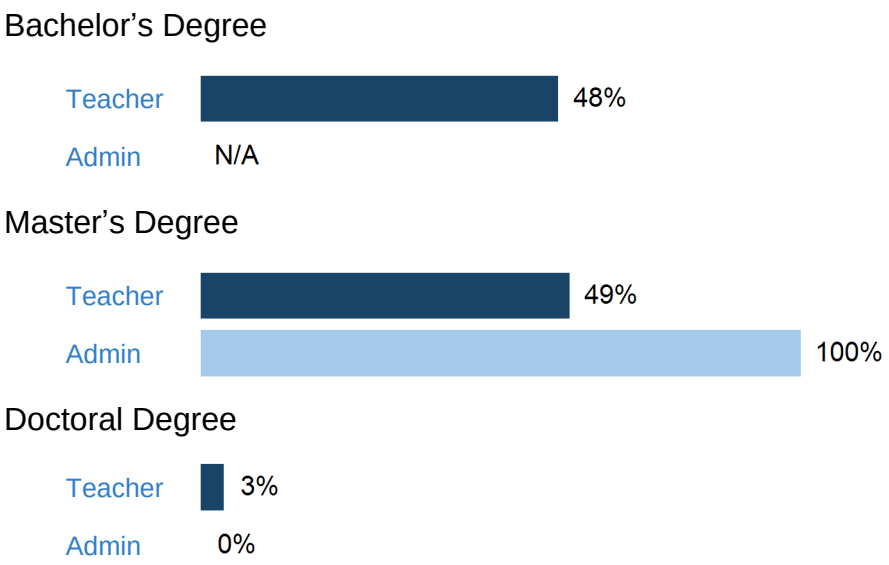
Teachers and Administrators - Level of Education

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.



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	81.4%	91.1%	93.7%
Math Proficiency	40.1%	41.5%	35.0%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	99.0%	100.0%	97.9%
5-Year Graduation Rate†	98.6%	98.5%	99.5%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.5%	4.7%	6.9%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Goal	Met Target†	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Black or African American	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Met Goal	Met Target†	**	**	**	**	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:	• The average student takes 7 AP Classes before graduation. • AP Capstone School • Our marching band won three national championships in the past nine years.
Mission, Vision, Theme:	Vision - Elizabeth High School will be the best in the world at preparing students for success at the nation's most competitive colleges and universities. Mission: Elizabeth High School will provide rich and highly relevant learning experiences inspiring every student to think, learn, achieve, and to care.
Awards, Recognition, Accomplishments:	National Blue Ribbon Award Winner 2015; Title I Distinguished School 2015; Ranked 25 in New Jersey Monthly September 2018; Ranked #10 in New Jersey and 313 Nationally by U.S. News and World Report 2019; Daily Beast Change Maker School #15 Nationally, 2014.

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Courses, Curriculum, Instruction:	18 AP Courses are offered including; Biology; Chemistry; Physics; Computer Science Principles; Calculus AB; Statistics; US History; World History; Human Geography; US Government; English Language; English Literature; Italian; Spanish Language; Spanish Literature; Art Studio; Art History, and Capstone Seminar AP Capstone Research; AP Macroeconomics.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Students are involved in many clubs including Destination Imagination, Mock Trial, Computer Coding, Peer Leadership, Class Clubs, Yearbook, and Forensics. Our Forensics Team consistently places at competitions held throughout the state and has sent teams to the National Forensics Tournament in from 2011-2019. In 2019, EHSs Destination Imagination Team competed in Global Finals in Kansas City, MO.

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Staff and Professional Learning:	All Advanced Placement teachers have received training within the past five years or will take the training in the summer of 2019 . All teachers are involved in content specific professional learning communities at school where they review student work, pursue curriculum alignment, and work toward measurable goals.
Postsecondary Information:	96% of seniors report that they will be attending college in the Fall immediately after graduation. 83% of students report that they will be attending four year colleges. According to National Clearinghouse data, 94% of students return ontime for the beginning of their sophomore year in college. For the past two years 11th grade students were able to take The Princeton Review SAT preparation course. All students can take an SAT preparation course offered by the City of Elizabeth onsite.

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Student Supports and Services:	We offer have bilingual and special education in-class-support.
Parent and Community Involvement:	We have an active Parent Teacher Organization and a Band Parent Association.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The recommended NJDOE Climate Surveys are conducted and shared annually for teachers students and parents.
Facilities:	New state-of -the-art building opened in the Fall of 2016 in the center of historic downtown Elizabeth with a media center, auditorium, two gymnasiums.

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Technology and STEM:	We have a Robotics Team that has won several grants to build robots and compete in state robotics competitions.

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Other Information	Elizabeth High School Frank Cicarell Academy is a choice school with an application process. Students need a minimum of a B average and passing standardized test scores to be considered for admission. The school day is the same each day beginning at 7:45 a.m. ending at 3:20 p.m. with all 9-11th grade students taking 8 47 minute classes. All seniors take 7 classes and are dismissed at 2:30 p.m. All students take Advanced Placement and honors courses. AP Calculus; AP Biology; AP Chemistry are double period 10 credit classes. All students wear the school uniform including khaki pants, white shirts, and blue sweaters/ jackets.

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Melissa Kulick
Address	638 MAGIE AVE ELIZABETH, NJ 07208-1505
Phone Number	908-436-5650
Email Address	kulickme@epsnj.org
Website	https://www.epsnj.org/Domain/25

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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	14	15	15
KG	99	78	88
1	89	83	84
2	91	83	71
3	84	84	74
4	71	68	76
5	64	73	64
6	65	70	67
7	56	65	71
8	58	58	72
Total	691	677	682

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	47.4%	46.6%
Male	52.5%	52.6%	53.4%
Economically Disadvantaged Students	76.8%	77.3%	75.2%
Students with Disabilities	9.1%	10.2%	11.7%
English Learners	24.2%	27.3%	26.8%
Homeless Students	0.0%	0.6%	0.4%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	6.2%	5.9%	4.8%
Hispanic	80.2%	82.9%	82.3%
Black or African American	10.7%	9.0%	10.3%
Asian	2.7%	2.1%	2.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	14	15	15
KG - Half Day	0	0	0
KG - Full Day	99	78	88

Enrollment by Home Language

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

Home Language	% of Students
Spanish	61.7%
English	32.3%
Haitian	1.8%
Portuguese	1.2%
Other Languages	3.1%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
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2018-2019

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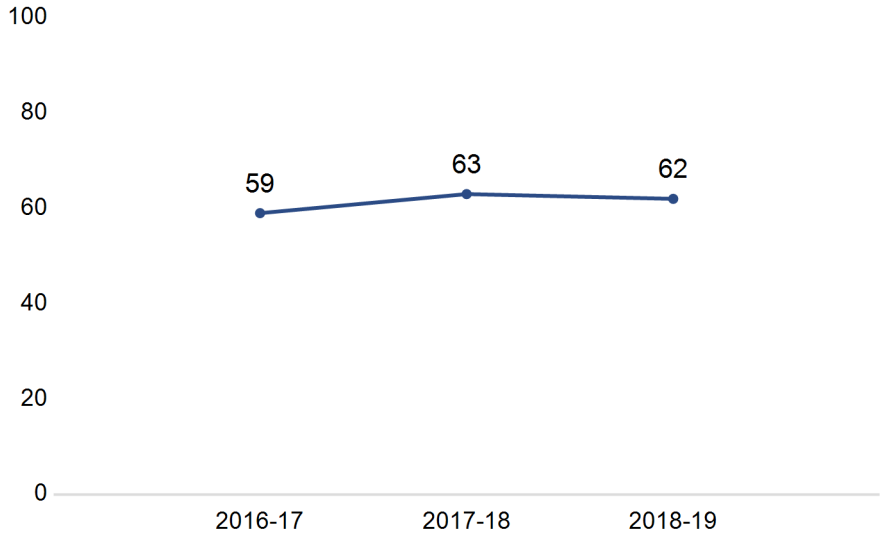
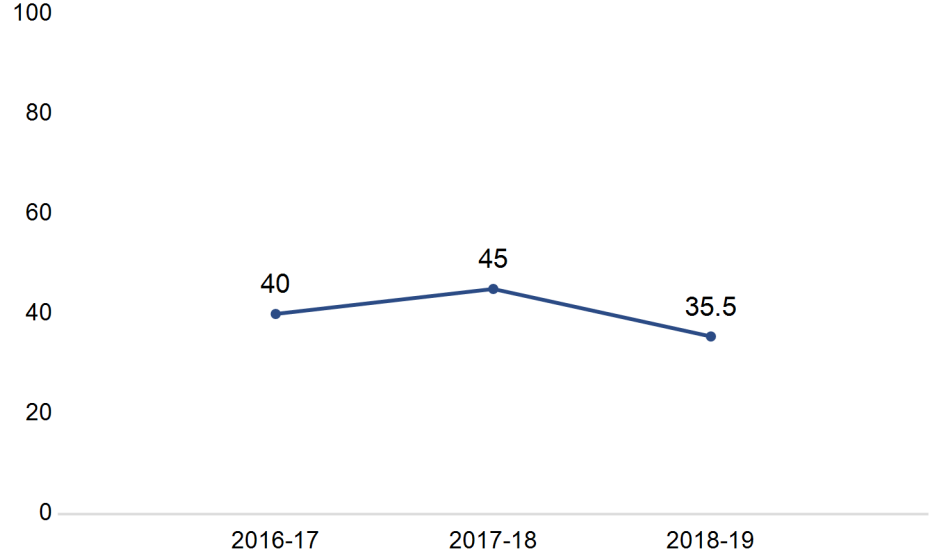
Student Growth Trends and Progress

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





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	63	62	40	45	35.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	63	50	Exceeds Standard	35.5	44	50	Not Met
White	33	63	50	**	48	47.5	52	**
Hispanic	63	63	49	Exceeds Standard	35	44	47	Not Met
Black or African American	56	61	45	Met Standard	34	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	64	64	53	N	31	43	50	N
Male	59	61	47	N	40	44	51	N
Economically Disadvantaged Students	64	63	48	Exceeds Standard	35	43	46	Not Met
Students with Disabilities	55	52	43	Met Standard	41	41	45	Met Standard
English Learners	67	65	52	Exceeds Standard	37.5	45	50	Not Met
Homeless Students	N	64	43	N	N	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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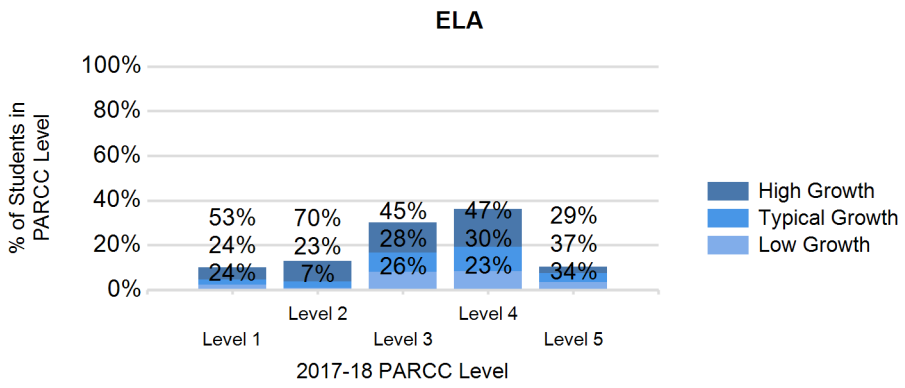
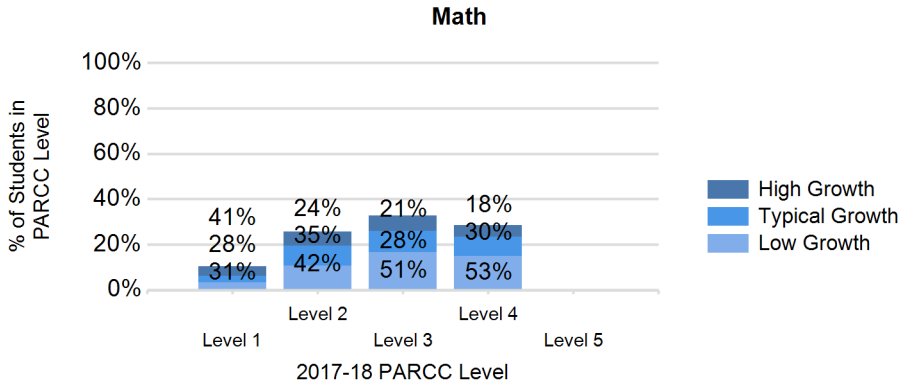
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for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

Student Growth by Performance Level

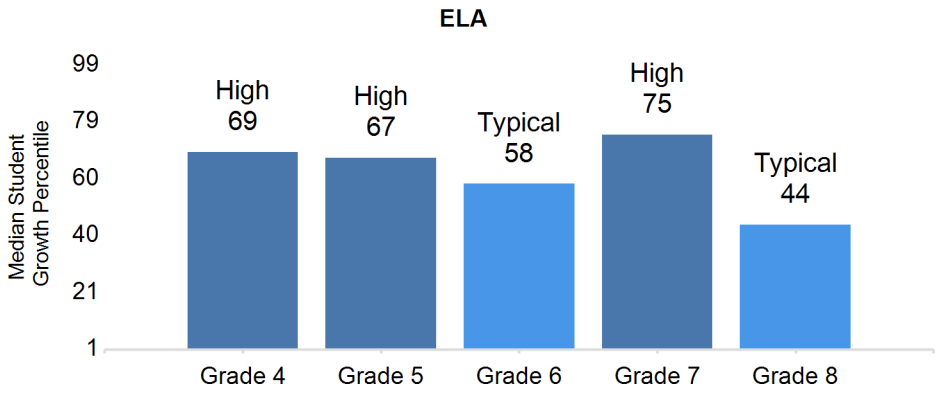
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

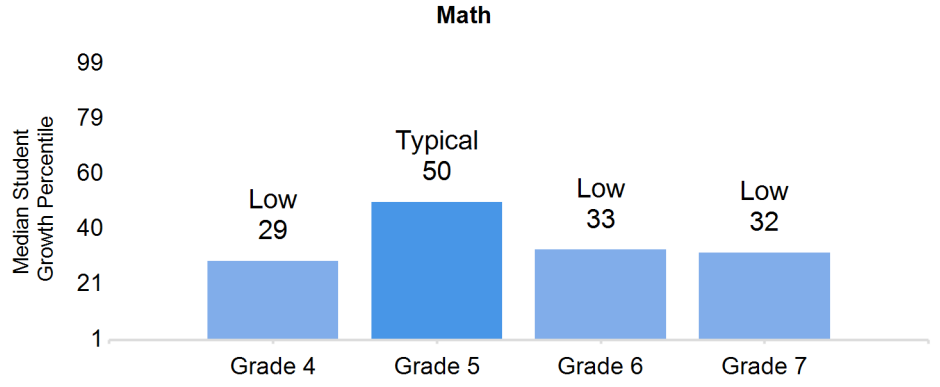




Student Growth by Grade

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





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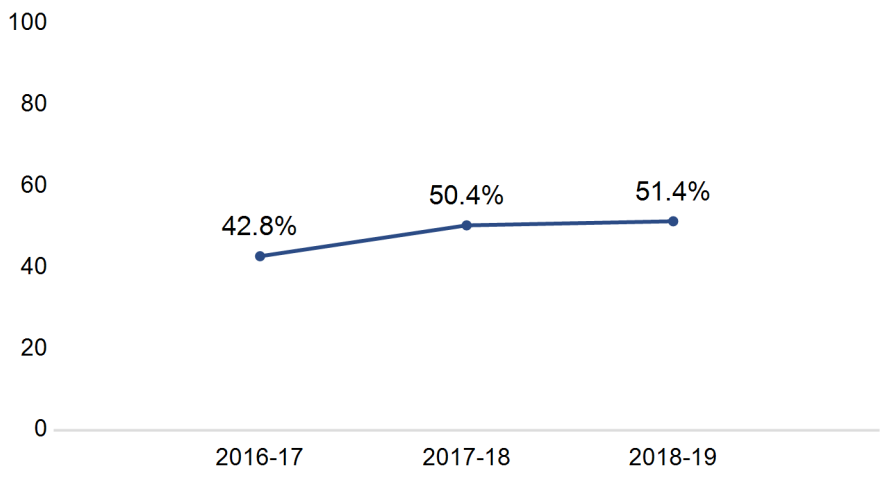
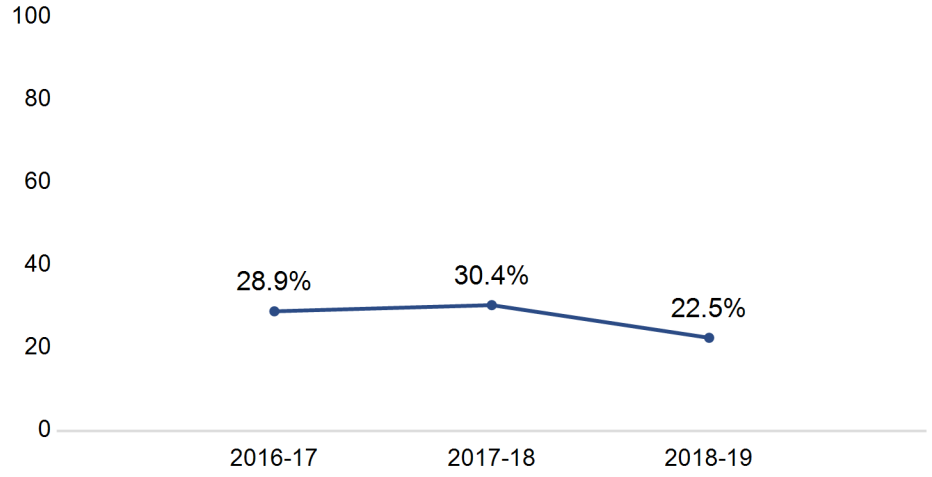
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.8%	98.2%	99.3%	99.6%	98.7%
Proficiency Rate for Federal Accountability	42.8%	50.4%	51.4%	28.9%	30.4%	22.5%
Annual Target	40.8%	42.8%	44.9%	33.8%	36.3%	38.7%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	414	98.2	51.4	52.8	57.9	51.4	44.9	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	346	98.6	53.8	53.5	43.9	53.8	45.4	Met Target
Black or African American	44	98.0	27.3	42.5	38.5	27.3	32	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	190	99.0	62.1	59.1	64.8	62.1		
Male	224	97.5	42.4	46.6	51.3	42.4		
Economically Disadvantaged Students	322	98.3	50.9	50.4	40.0	50.9	42.3	Met Target
Non-Economically Disadvantaged Students	92	98.0	53.3	62.8	67.9	53.3		
Students with Disabilities	61	92.9	23.0	18.8	22.7	22.3	19.6	Met Target
Students without Disabilities	353	99.2	56.4	57.8	65.1	56.4		
English Learners	157	99.4	47.1	40.3	29.3	47.1	35.1	Met Target
Non-English Learners	257	97.5	54.1	58.3	60.6	54.1		
Homeless Students	N	N	N	34.3	29.1	N		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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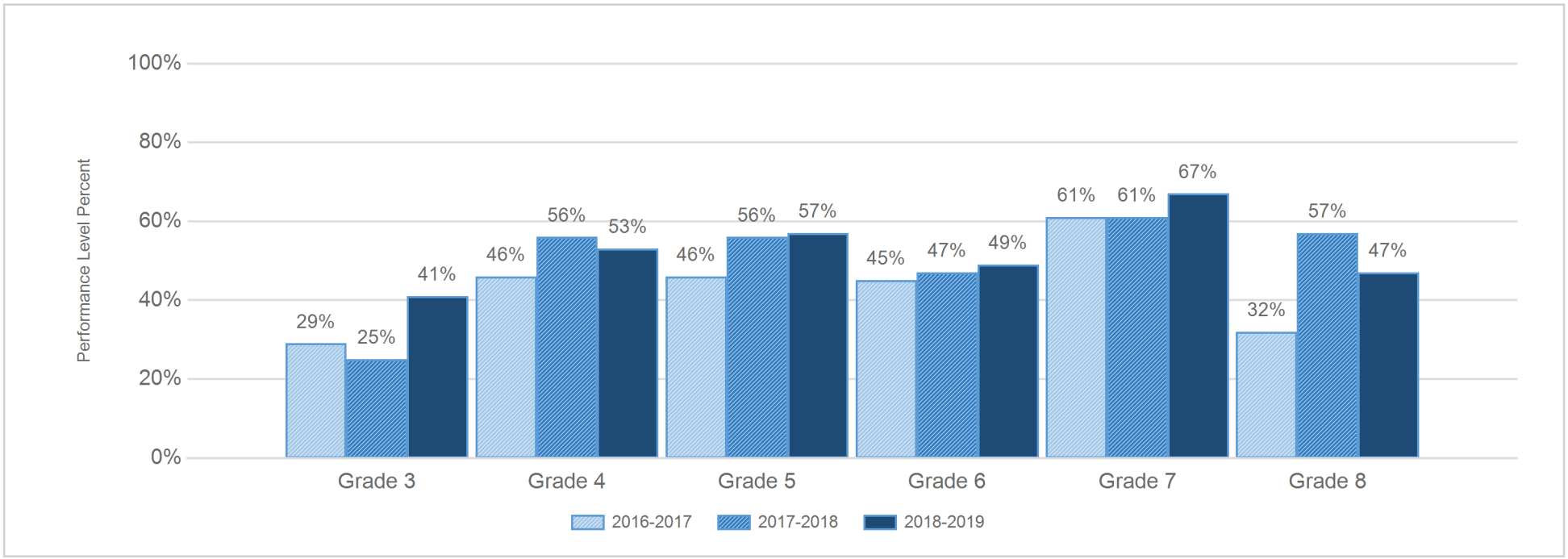
English Language Arts Assessment - Performance Trends

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



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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	737	738	748	19%	18%	22%	*	*	41%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	55	740	738	734	*	*	22%	45%	0%	45%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	28	730	743	753	*	*	*	*	*	39%	55%
Male	40	741	733	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	52	732	735	731	25%	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	16	752	753	759	0%	*	*	*	*	50%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	17	728	719	713	*	*	*	*	*	35%	17%
Non-English Learners	51	739	746	751	*	*	*	*	*	43%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	753	748	755	*	14%	29%	*	*	53%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	62	756	748	743	0%	*	31%	*	*	56%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	36	762	753	760	*	*	*	*	*	69%	62%
Male	41	745	743	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	63	753	745	740	*	17%	*	*	*	52%	40%
Non-Economically Disadvantaged Students	14	752	759	765	*	0%	*	*	*	57%	69%
Students with Disabilities	11	719	713	725	*	*	*	*	*	18%	25%
Students without Disabilities	66	759	752	761	*	*	*	*	*	59%	64%
English Learners	20	743	729	720	*	*	50%	*	*	40%	17%
Non-English Learners	57	757	754	758	*	*	21%	*	*	58%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	752	751	756	*	*	25%	*	*	57%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	55	753	751	743	*	*	27%	*	*	56%	44%
Black or African American	*	*	741	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	*	762	N	N	N	N	N	N	65%
Female	32	758	757	761	*	*	*	*	*	69%	64%
Male	35	746	744	750	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	55	752	748	740	*	*	*	*	*	56%	39%
Non-Economically Disadvantaged Students	12	749	761	766	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	13	726	722	713	*	*	*	*	*	23%	11%
Non-English Learners	54	758	756	758	*	*	*	*	*	65%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	748	750	754	*	16%	30%	*	*	49%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	63	748	752	743	*	16%	30%	*	*	49%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	758	757	762	*	0%	32%	*	*	62%	64%
Male	39	740	744	748	*	31%	28%	*	*	38%	48%
Economically Disadvantaged Students	55	749	748	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	18	746	758	763	*	*	*	*	*	44%	67%
Students with Disabilities	14	717	717	722	*	*	*	*	*	14%	19%
Students without Disabilities	59	756	755	761	*	*	*	*	*	58%	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

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

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	76	765	759	761	*	*	18%	38%	29%	67%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	65	768	*	747	*	*	*	38%	34%	72%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	41	770	765	769	*	*	*	*	*	73%	71%
Male	35	758	753	753	*	*	*	*	*	60%	55%
Economically Disadvantaged Students	57	761	756	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	19	774	768	771	*	*	*	*	*	79%	73%
Students with Disabilities	11	746	720	720	*	*	*	*	*	45%	22%
Students without Disabilities	65	768	764	769	*	*	*	*	*	71%	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

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

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	70	751	758	762	*	17%	27%	*	*	47%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	58	752	758	747	*	*	29%	*	*	48%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	31	759	764	771	*	*	*	*	*	58%	71%
Male	39	744	753	753	*	*	*	*	*	38%	55%
Economically Disadvantaged Students	53	755	756	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	17	737	763	772	*	*	*	*	*	29%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	11	718	713	708	*	*	*	*	*	*	12%
Non-English Learners	59	757	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
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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	423	98.7	22.5	27.2	44.5	22.5	38.7	Not Met
White	*	*	*	37.3	54.1	*	**	**
Hispanic	353	99.2	23.8	27.9	28.8	23.8	39	Not Met
Black or African American	46	98.1	10.9	17.0	23.0	10.9	34.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	194	99.5	19.1	27.1	44.9	19.1		
Male	229	98.0	25.3	27.3	44.2	25.3		
Economically Disadvantaged Students	325	98.9	20.3	25.4	26.3	20.3	37.5	Not Met
Non-Economically Disadvantaged Students	98	98.2	29.6	34.2	54.9	29.6		
Students with Disabilities	61	92.9	*	10.7	17.4	*	21.4	Not Met
Students without Disabilities	362	99.7	*	29.5	50.0	*		
English Learners	166	99.4	28.3	25.9	25.0	28.3	36.1	Not Met
Non-English Learners	257	98.2	18.7	27.8	46.5	18.7		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

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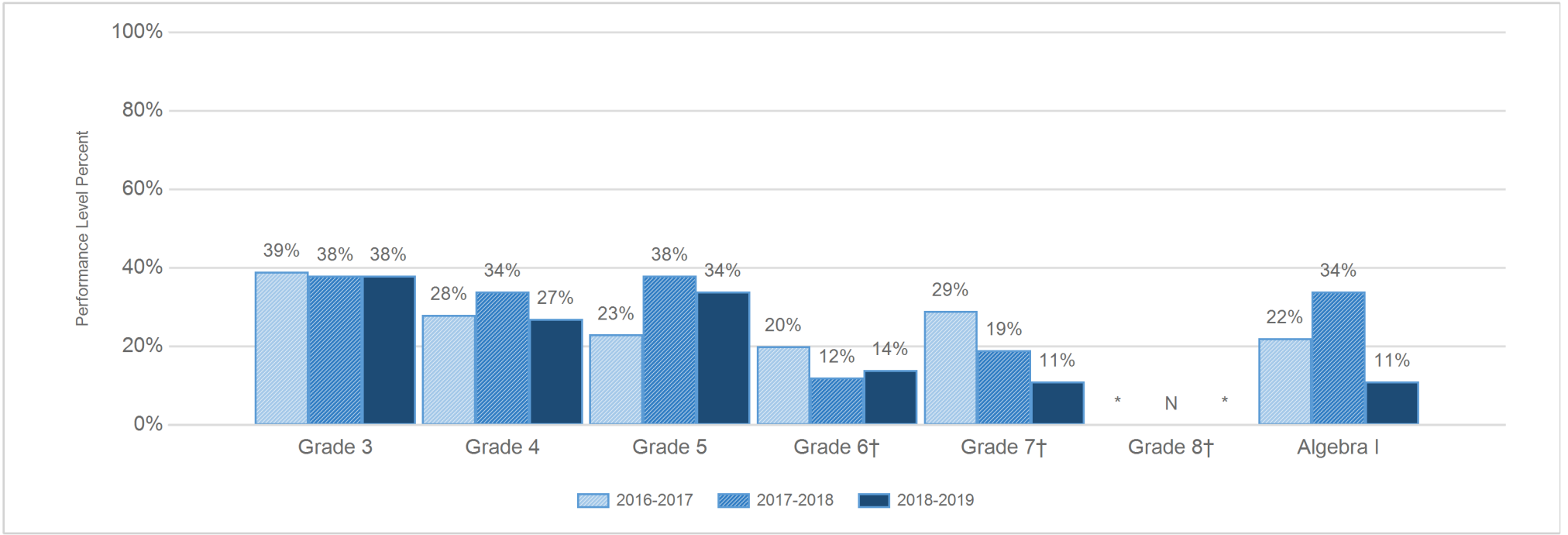
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

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



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

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	740	741	752	*	27%	27%	*	*	38%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	61	742	742	739	*	25%	26%	*	*	43%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	730	743	751	*	33%	*	*	*	27%	54%
Male	44	746	740	752	*	23%	*	*	*	45%	56%
Economically Disadvantaged Students	54	734	740	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	20	755	747	761	*	*	*	*	*	60%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	23	744	735	728	*	*	*	*	*	48%	26%
Non-English Learners	51	738	744	754	*	*	*	*	*	33%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	731	737	749	13%	30%	30%	*	*	27%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	62	733	738	737	*	31%	34%	*	*	27%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	729	737	749	*	33%	*	*	*	19%	50%
Male	41	732	737	749	*	27%	*	*	*	34%	52%
Economically Disadvantaged Students	63	730	736	734	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	14	735	741	759	*	*	*	*	*	50%	63%
Students with Disabilities	11	704	713	726	*	*	*	*	*	*	25%
Students without Disabilities	66	735	740	754	*	*	*	*	*	*	56%
English Learners	20	736	726	722	0%	*	*	*	*	30%	18%
Non-English Learners	57	729	741	751	18%	*	*	*	*	26%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	739	738	747	*	30%	33%	*	*	34%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	58	740	739	735	*	29%	31%	*	*	36%	30%
Black or African American	*	*	728	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	*	753	N	N	N	N	N	N	55%
Female	33	737	740	747	*	30%	39%	*	*	27%	47%
Male	37	740	737	747	*	30%	27%	*	*	41%	47%
Economically Disadvantaged Students	55	740	737	732	*	*	*	*	*	36%	27%
Non-Economically Disadvantaged Students	15	731	742	757	*	*	*	*	*	27%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	16	732	724	718	*	*	*	*	*	19%	12%
Non-English Learners	54	740	741	749	*	*	*	*	*	39%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	723	726	741	14%	41%	32%	14%	0%	14%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	63	724	727	729	*	40%	32%	*	*	16%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	34	731	727	742	*	*	*	*	*	*	42%
Male	39	716	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	55	723	725	726	*	*	*	*	*	15%	21%
Non-Economically Disadvantaged Students	18	723	732	750	*	*	*	*	*	11%	53%
Students with Disabilities	14	705	709	716	*	*	*	*	*	*	12%
Students without Disabilities	59	727	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	722	728	744	18%	39%	32%	*	*	11%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	68	724	*	733	15%	38%	34%	*	*	13%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	42	720	728	744	*	40%	31%	*	*	10%	42%
Male	37	723	727	743	*	38%	32%	*	*	14%	42%
Economically Disadvantaged Students	59	719	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	20	728	728	751	*	*	*	*	*	*	53%
Students with Disabilities	11	712	709	718	*	*	*	*	*	*	13%
Students without Disabilities	68	723	730	749	*	*	*	*	*	*	48%
English Learners	11	705	713	716	*	*	*	*	*	*	10%
Non-English Learners	68	724	730	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	721	730	744	17%	40%	32%	*	*	11%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	59	722	731	728	*	*	*	*	*	*	24%
Black or African American	10	712	722	725	*	*	*	*	*	10%	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	*	752	N	N	N	N	N	N	51%
Female	33	718	730	745	*	42%	*	*	*	12%	44%
Male	39	723	731	743	*	38%	*	*	*	10%	41%
Economically Disadvantaged Students	52	720	729	727	*	33%	*	*	*	12%	23%
Non-Economically Disadvantaged Students	20	723	733	752	*	60%	*	*	*	10%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	14	708	712	710	*	*	*	*	*	*	*
Non-English Learners	58	724	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
6	*	*
7	N	N
8	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.1%	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	56	*	*
3-4	78	89.7%	10.3%
5 or more	54	81.5%	18.5%

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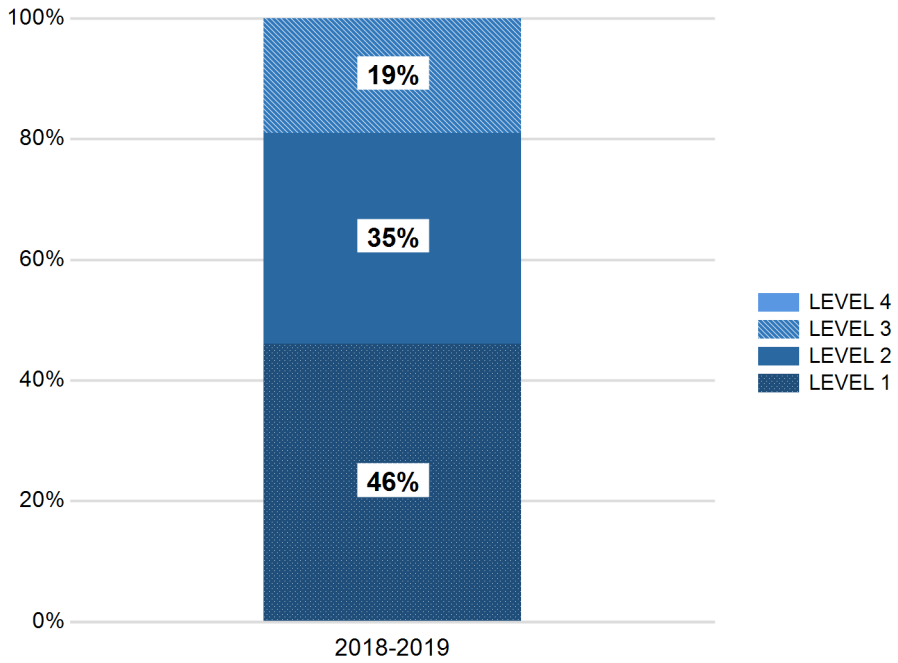
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	35	19	0
White	*	*	*	*
Hispanic	46	33	21	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	50	35	15	0
Male	43	34	23	0
Economically Disadvantaged Students	47	35	18	0
Non-Economically Disadvantaged Students	43	36	21	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	53	40	7	0
Non-English Learners	44	33	22	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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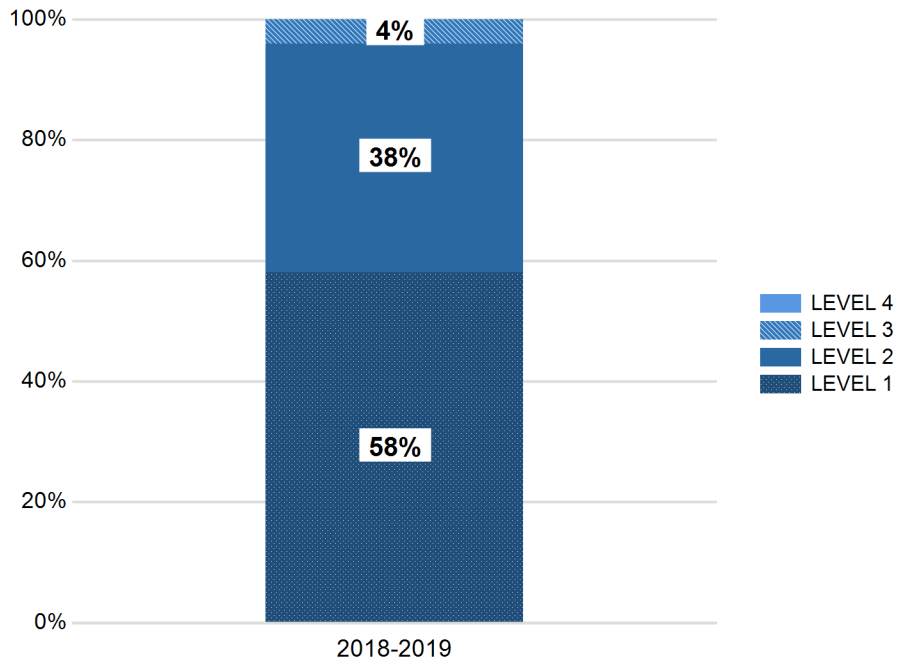
NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	38	4	0
White	*	*	*	*
Hispanic	57	40	3	0
Black or African American	73	27	0	0
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	50	0	0
Male	65	28	8	0
Economically Disadvantaged Students	56	40	4	0
Non-Economically Disadvantaged Students	65	30	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	71	21	7	0
Non-English Learners	55	41	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	67
7	0	0	71
8	72	0	0
Total	72	0	138

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	66	0	0	0	0	0	0
7	71	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	137	0	0	0	0	0	0

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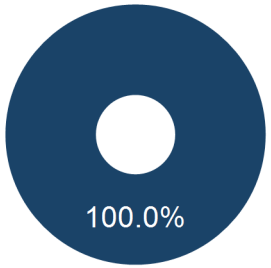
Visual and Performing Arts – Course Participation

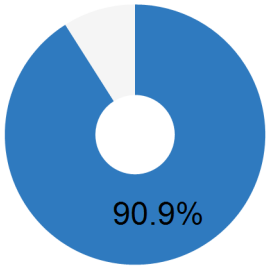
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

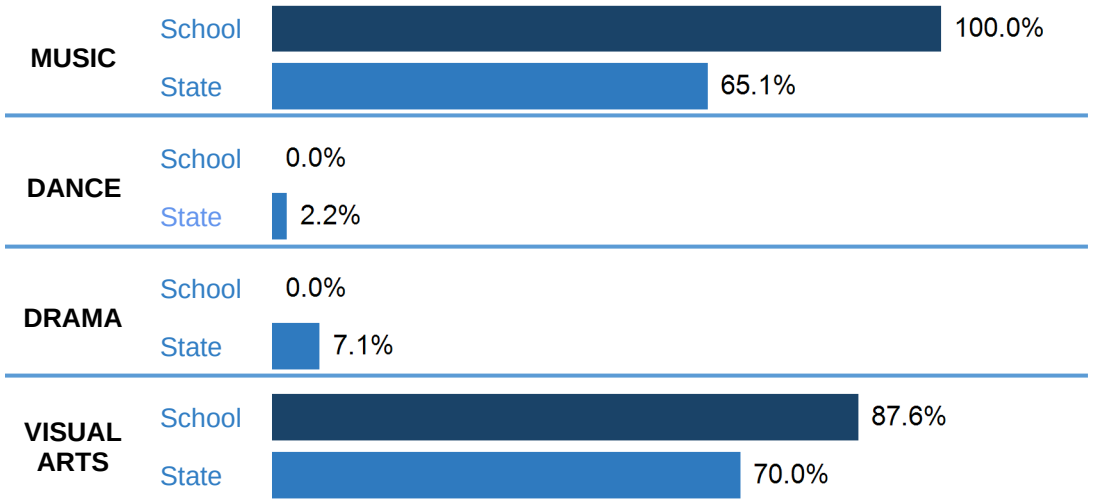


School



State

Students enrolled in one or more classes by discipline:



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

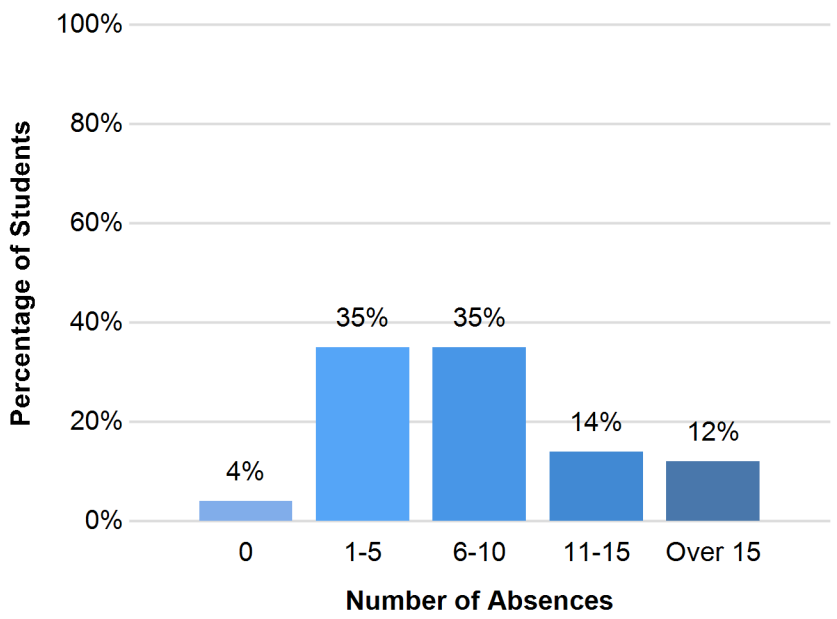
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	65	9.5	9.0	Not Met
White	4	11.1	9.0	Not Met
Hispanic	50	8.9	9.0	Met
Black or African American	10	13.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	1	6.3	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	22	7.0		
Male	43	11.6		
Economically Disadvantaged Students	47	9.1	9.0	Not Met
Students with Disabilities	22	22.2	9.0	Not Met
English Learners	21	11.2	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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



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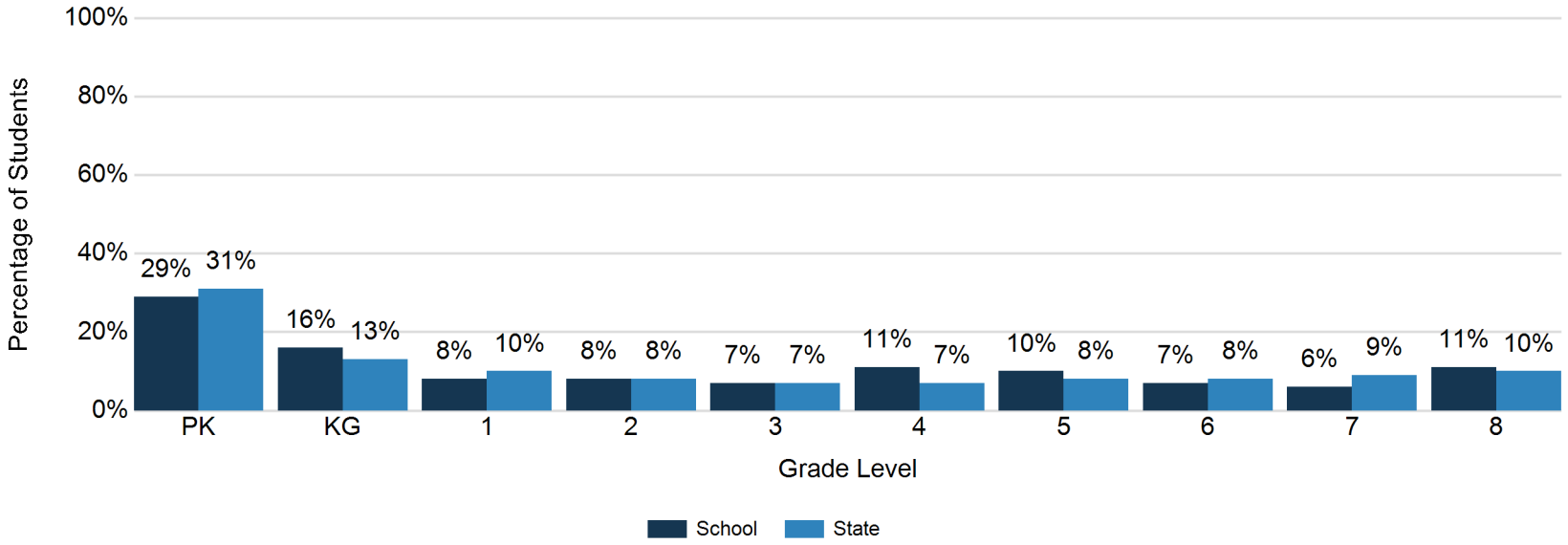
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	11
Weapons	2
Vandalism	1
Substances	10
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	3.52

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	2
Weapons	1
Vandalism	0
Substances	5
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

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	14	2.1%
Any Suspension	16	2.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
108

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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	1.2:1

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	78.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	341:1	297:1
Teachers to Administrators	26:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	78.4%	100.0%	48.4%	77.1%	54.9%
Male	53.4%	21.6%	0.0%	51.6%	22.9%	45.1%
White	4.8%	60.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	82.3%	33.3%	100.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	3.9%	0.0%	15.0%	6.6%	13.9%
Asian	2.3%	2.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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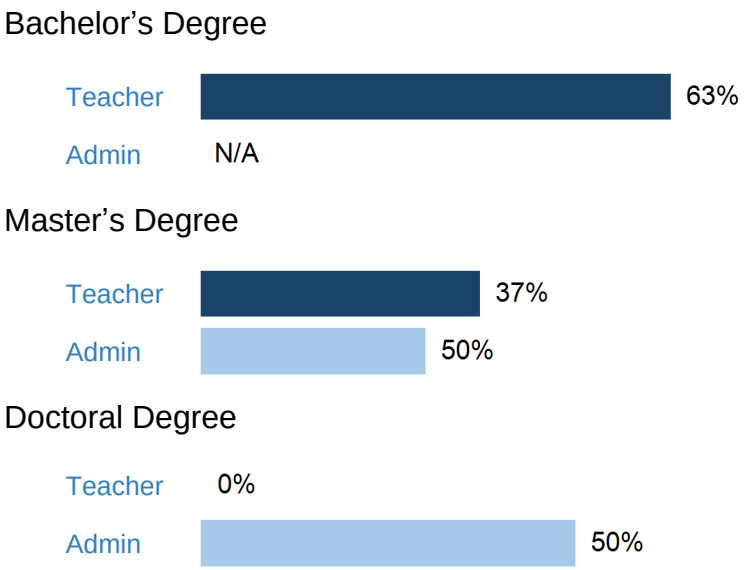
Teachers and Administrators - Level of Education

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



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.7%

NJ SCHOOL PERFORMANCE REPORT

Elmora School No. 12
(39-1320-150)
Grades Offered: PK-08
2018-2019

Report Key:
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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.8%	50.4%	51.4%
Math Proficiency	28.9%	30.4%	22.5%
ELA Growth	59	63	62
Math Growth	40	45	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.1%	44.1%
Chronic Absenteeism	9.7%	9.0%	9.5%

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Not Met	Met Target	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Not Met	Not Met	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:	• AVID National Dmeonstration School • National Junior Honor Society • After School Enrichment Program
Mission, Vision, Theme:	Our Vision Statement states that Elmora School 12 will be one of the best performing schools in the Elizabeth School District. We utilize the district's Strategy Map focusing on six key elements which are Academic Excellence, Achievement Focused Workforce, Innovation and Technology, Parent and Community Engagement, Safe and Caring Environment and Organizational Effectiveness. We are an AVID National Demonstration School preparing students for college and careers. We are a school where students Soar. Our high expectations and warm inviting school makes students and parents feel welcomed.
Awards, Recognition, Accomplishments:	We are an AVID National Demonstration School, the first K-8 urban school in the state of New Jersey to achieve this recognition. AVID stands for Advancement Via Individual Determination and we are diligently preparing our students for college and post secondary careers. We have a National Junior Honor Society for middle school students who have averages of 90 or above.

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Courses, Curriculum, Instruction:	We offer the district curricula for all elementary schools with blocked language arts and math classes. STEM science and LEADS program for social studies are in our school. We also offer intervention classes as needed or enrichment classes such as chess, band, journalism and Lego Robotics. Eighth graders all take Algebra I as a class. There are AVID elective intervention classess in grades 5-8. All Pre-K to 8thGrade CLassess use AVID stratagies and the AVID System is infused in the entire school
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Our middle school students are given the opportunity to join all the district sport teams such as; baseball, softball basketball, track, soccer, swimming and volleyball.
Clubs and Activities:	Our middle school students can choose an enrichment after school class such as Chess, advanced technology and or Journalism. Our elementary students have the opportuiity to be in our AFter School Enrichment Program which includes dance, singing, band and acting classses. Our National Junior Honor Society Program is involve din community servies and also assit students durign After School in tutorial sessions. Students in the National Junior Honor Society are also leaders and role models to other students in the buildijng. Our School Safety Patrol i samd eup of 5th and th graders. These students demonstrate to have positive attitudes and assit with arrival and dismsall procedures. We have a HISPA Role Model Program where succesful career individuals come to our school and provide students with their stories of how they became succesful.

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Before and After School Programs:	Before the start of our regular scheduled day we offer a tutoring program for students in grades 4-8 along with breakfast for all our students. After school programs include a YMCA program and a BRIDGE Friday Evening program which enhances learning and skills for all grade level students. Area schools also use our gym with some of our students as well as a sports program called At Heart's Length.
Staff and Professional Learning:	Our teachers receive a myriad of professional development opportunities in content subject areas, data dives, NJSLA, Danielson Model, HIB law, crisis and security drills, dyslexia, special education, bilingual education and many many more. Our teachers and admiistartors meet bi-weekly in professional learning communities allowing them the opportunity to develop goals and work together to support their students.
Postsecondary Information:	AVID is a system used to help students prepare for college. It provides with with opportunities to visit colleges and universities, enjoy listening to prominent guest speakers who grew up in an urban town, visit college fairs, take the PSAT in grade 8, and do many other activities surrounding financial and academic knowledge and readines about college. Teachers that teach AVID are trained to teach students collge readiness skills and stratagies HISPA is a program where Hispanic successful college graduates serve as role models and come and talk to our middle school students about their hardships. They are living proof to our students that hard work does pay off and remind them that no matter where they come from, or no matter what their financial staus is, they can make it and graduate college.

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Student Supports and Services:	We have approximately 220 English language learners and 70 special education students. We have certified staff that work with the students in a variety of settings such as self contained classes, inclusion settings, Autism classes, and even a 50 50 model where higher performing special education students are with general education students and the class is taught by two teachers. The school has a case manager for all special education students and all state requirements are met for both groups.
Student Health and Wellness:	All students take physical education and health classes as prescribed by the State of New Jersey. We are a Bronze Designation in the state's Healthy Alliance program. We offer breakfast to students and lunch for purchase and free and reduced lunch. Recess is given every day for our students in all grades and there is an annual field day for the entire school.
Parent and Community Involvement:	There is an active PTO in our school, and their is a SEPAC as well with representatives from the entire district. Parents are also a part of our School Safety Team. We use Power School and all parents have usernames and passwords to check their childs'progress. Many workshops are given throughout the year for parents which include topics such as HIB, Power School, Study Skills, AVID, and Social and Emotional development of their children. Parent/Teacher conferences are planned as well. For the past three years, the school community has worked tiredlessly to raise awareness and money for areas in need. Through our WE Program the school community has raised awarenss about hardships and diseases aroudn the world. The School raised ovr $4000.00 for a water well in Africa, over $10.000.00 for the Make A Wish Foundation and this year we are raising awareness and money for Lymphoma.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Surveys are conducted to parents at open house, AVID parent night, honor roll assemblies and PTO Meetings.
Facilities:	Our building is 111 years old. It is old but well kept. We have a Library, Art Room, gymnasium, Music Room stage, and Science Lab Classrooms. All teachers have laptops and there is a desktop computer in every classroom and office. All students in grades 2-8 have their own personal laptops. There is air-conditioning in the offices and several classrooms. All facilities are always checked and in code with our custodians and our Plant and Property district department.
School Safety:	School Safety is our number one priotity. Students book bags are checked daily. All visitors must enter through the front main door and metal detector. Visitors and parents must sign in and are walked to the office or teacher they are visiting. Parents may not meet with a teacher or staff member without going through security first. Our Saftey Patrol assists students durign recess, during arival and dismissal. These selected students demonstrate positive behaviors and are role models for all of our students. The Saftey Patrol students also hold doors, walk students that are injured to the nurse, assist teachers with organizing safe games while students are at recess. The Safety Team meets once a month to discuss any safety concerns. The Safety Team consists of the principal, vice principal, guidance couselor, social worker, a teaher, parent and police officer.

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Technology and STEM:	This school year we joined a partnership with the Lymphoma Society to raise awareness about blood cancers. This partnership comes with a Science Curriculum with the STEM theme. The curriculum includes six Science Lessons that also touch on the topic of Health. The STEM Program also focuses on young women working in the field of medicine and Science.
Early Childhood Education:	We have a Pre-K program for students that are four years old. Students have a rigerous curriculum that includes Math, Science and Lanauge Arts. Students in the Pre-K Program also build on social skills. Students are taught by a cetified teacher and a CDA. The clasroom is maximized at 15 students.

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Other Information	We have a strict uniform policy and a cell phone policy. Students are expected to come to school daily in school uniforms. Students are also told to keep their cell phones or any electronics in their lockers. We make daily announcements every day to students abut the days events that include a quote and word of the day. Our correspondence to parents go out in several languages through letters, flyers and Honeywell Calls. We have an alert system which allows us to send messages to all our school families. Our students are exposed to many field trips, interesting and educational assemblies, a summer reading program with area libraries, community-based programs, special programs for parents, and fundraising for civic and school events. We take pride in our Honor Roll Assemblies and we challenge students to meet a certain number every marking period.

NJ SCHOOL PERFORMANCE REPORT

Frances C. Smith Early Childhood Center No 50
(39-1320-350)
Grades Offered: PK-PK
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Frances C. Smith Early Childhood Center No 50
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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Kathy Di Profio
Address	1000 SOUTH ELMORA AVE ELIZABETH, NJ 07202
Phone Number	908-436-6380
Email Address	diprofka@epsnj.org
Website	https://www.epsnj.org/Domain/15

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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	310	311	307
Total	310	311	307

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	51.3%	48.6%	54.1%
Male	48.7%	51.4%	45.9%
Economically Disadvantaged Students	71.6%	71.4%	61.6%
Students with Disabilities	15.5%	13.5%	16.6%
English Learners	58.1%	26.4%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.4%	7.4%	9.8%
Hispanic	82.6%	82.6%	81.8%
Black or African American	6.1%	7.4%	7.2%
Asian	1.6%	2.3%	1.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	310	311	307

Enrollment by Home Language

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

Home Language	% of Students
Spanish	50.2%
English	43.0%
Portuguese	2.0%
Arabic	1.6%
Haitian	1.0%
Other Languages	2.3%

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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.

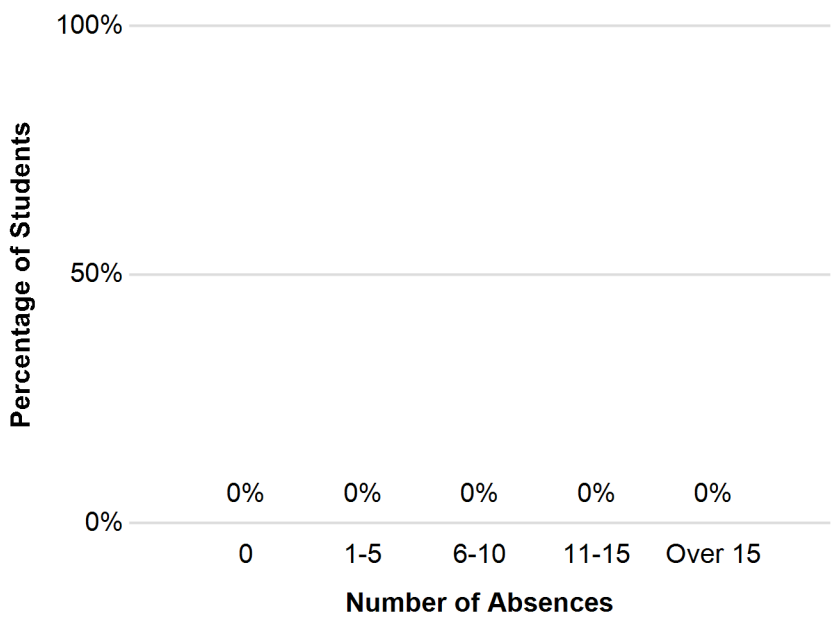
Chronic Absenteeism

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	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



NJ SCHOOL PERFORMANCE REPORT

Frances C. Smith Early Childhood Center No 50
(39-1320-350)
Grades Offered: PK-PK
2018-2019

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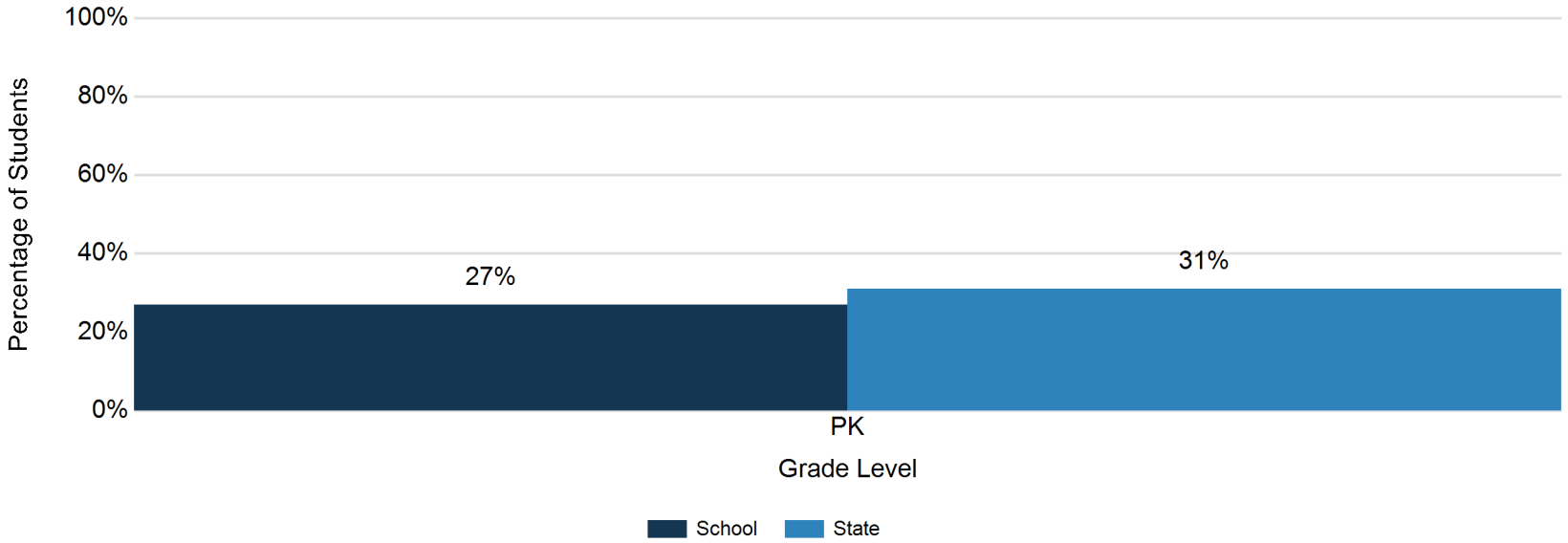
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality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

Chronic Absenteeism by Grade

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



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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	4 Hrs 40 Mins
Shared Time - Instructional Time	4 Hrs. 40 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	91.3%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	307:1	297:1
Teachers to Administrators	23:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	54.1%	78.3%	100.0%	48.4%	77.1%	54.9%
Male	45.9%	21.7%	0.0%	51.6%	22.9%	45.1%
White	9.8%	34.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	81.8%	60.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.2%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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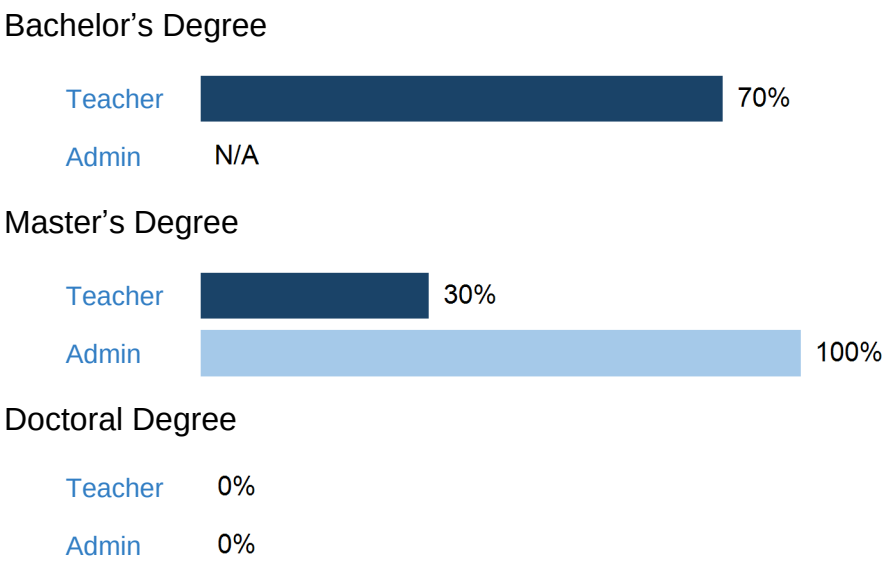
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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:	• Our school garden continues to grow. We added a raised bed which allows all our students the opportunity to plant and care for the flowers and vegetables. • Our PTO was very successful in providing various activities to our children and families.
Mission, Vision, Theme:	The Frances C. Smith ECC provided excellent educational experiences and services to our 312 students. We continued to provide a well rounded pre-school program with academic success along with social and emotional progress for our students. We fostered a love for learning that met the preschool standards and provided a nurturing and excellent program for our children in Elizabeth.
Awards, Recognition, Accomplishments:	School 50 was recognized as a State and National School of Character from NJASECD.

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Courses, Curriculum, Instruction:	The Frances C. Smith Center has adopted a Dual Language Program along with the High/Scope Approach to Early Childhood Education. The Dual Language program offers children the opportunity to cultivate friendships among the various ethnic groups represented in our school community. It offers children a chance to acquire a second language through meaningful interaction with English and Spanish speaking peers and staff.

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Before and After School Programs:	Catapult Learning provides a before and after school program for our working parents.
Staff and Professional Learning:	We have a qualified and dedicated staff. Each classroom has a certified teacher and Child Development Associate (CDA) that engage fifteen 3 or 4 year old children in high quality learning activities that help to develop their cognitive and social growth.

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Student Supports and Services:	We have a Preschool Intervention Referral Team (PIRT), that helps to support our students, parents and staff. We have a social worker and a Learning Disability Teacher Consultant (LDTC), who assists with student concerns.
Student Health and Wellness:	School 50 offers a free breakfast program to all our children. A lunch program is also offered but parents may have to pay full price, a reduced amount or it could be free depending on the parent's income.
Parent and Community Involvement:	We strongly encourage our parents to be active in the education and well being of their children through family involvement programs that are available at the school such as, monthly workshops and becoming a member of our Parent/Teacher Organization (PTO).

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We are constantly trying to improve our school climate by sending out questionnaires to parents and staff.
Facilities:	The Frances C. Smith ECC opened its doors in September 2001 and has been a positive asset to the community. The facility is air conditioned and has a multi-purpose room and gymnasium.

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School Narrative

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Other Information	Our instructional focus is to develop language/literacy and mathematical concepts through developmentally appropriate practices. We are dedicated to educating young children by setting high expectations and providing high quality instruction that is challenging and appropriate to children's ages, individual needs, and culture. We provide a safe, positive place that encourages "self-growth," student achievement and lifelong learning. We set the foundation upon which subsequent learning is based, while providing a happy learning experience for all children.

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
(39-1320-090)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Shawn Black
Address	250 BROADWAY ELIZABETH, NJ 07206-1857
Phone Number	908-436-5555
Email Address	blacksh@epsnj.org
Website	https://www.epsnj.org/Domain/18

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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	224	222	221
KG	54	53	42
1	40	43	50
2	37	40	44
3	37	42	35
4	50	39	43
5	49	48	36
6	47	47	46
7	47	37	45
8	46	46	38
Total	631	617	600

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.5%	49.8%	51.7%
Male	51.5%	50.2%	48.3%
Economically Disadvantaged Students	88.6%	91.4%	80.7%
Students with Disabilities	8.9%	10.9%	11.3%
English Learners	1.1%	1.9%	2.5%
Homeless Students	1.0%	1.9%	1.7%
Students in Foster Care	1.1%	0.6%	1.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.4%	4.9%	4.7%
Hispanic	56.7%	55.9%	59.3%
Black or African American	37.4%	38.2%	33.8%
Asian	0.2%	1.0%	2.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

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	0	0	0
PK - Full Day	224	222	221
KG - Half Day	0	0	0
KG - Full Day	54	53	42

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	60.8%
Spanish	35.3%
Other Languages	3.8%

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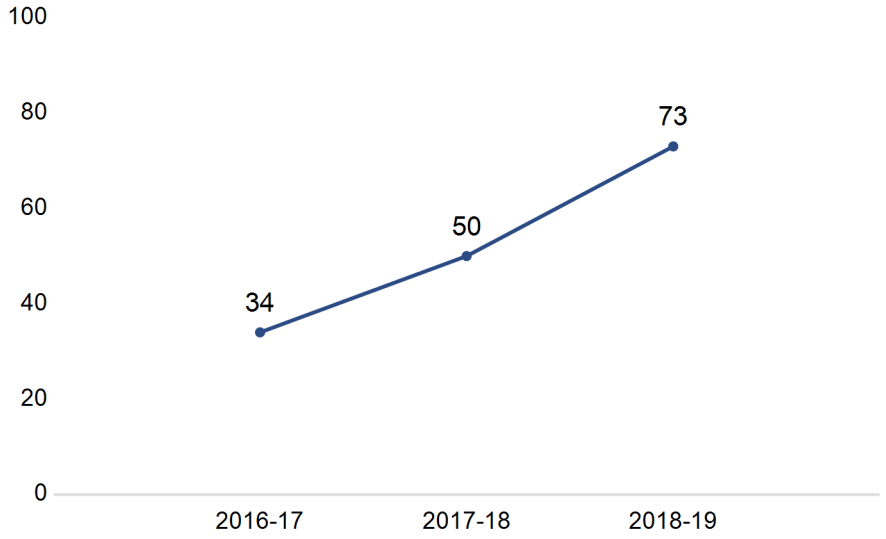
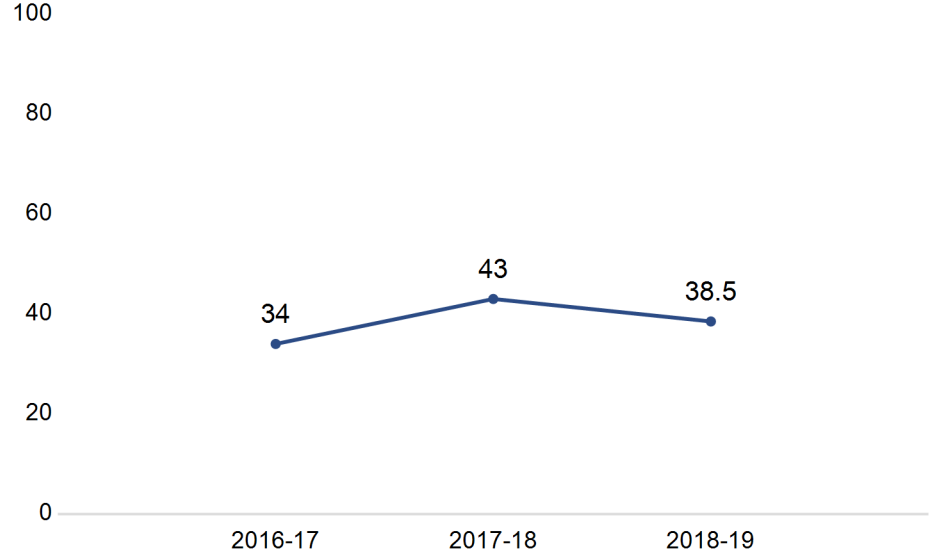
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	34	50	73	34	43	38.5
Met Standard (40-59.5)?	Not Met	Met Standard	Exceeds Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	73	63	50	Exceeds Standard	38.5	44	50	Not Met
White	*	63	50	**	*	47.5	52	**
Hispanic	76	63	49	Exceeds Standard	46	44	47	Met Standard
Black or African American	72	61	45	Exceeds Standard	32	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	68.5	59	**	N	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	72	64	53	N	39	43	50	N
Male	73	61	47	N	38	44	51	N
Economically Disadvantaged Students	74	63	48	Exceeds Standard	39	43	46	Not Met
Students with Disabilities	50	52	43	Met Standard	41	41	45	Met Standard
English Learners	67	65	52	**	30	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
(39-1320-090)
Grades Offered: PK-08
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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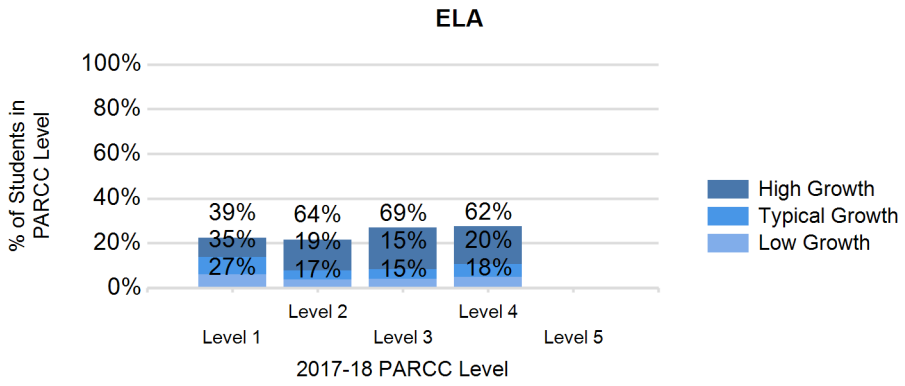
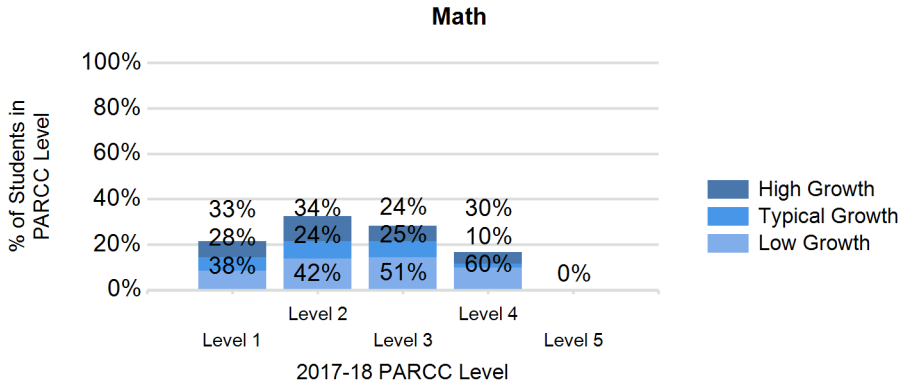
Student Growth by Performance Level

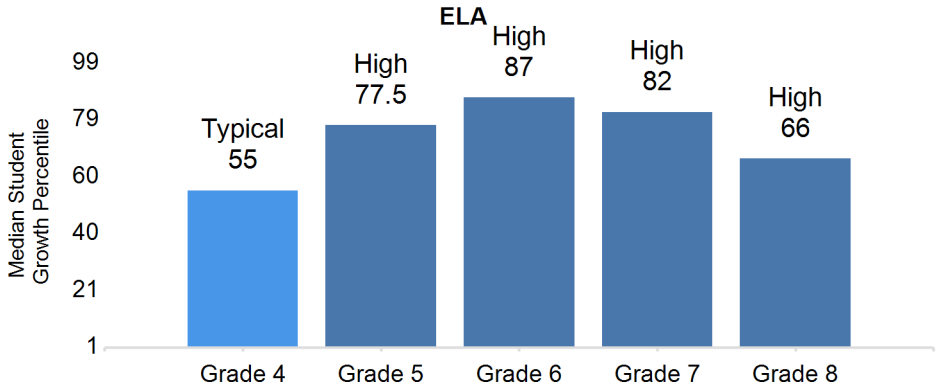
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

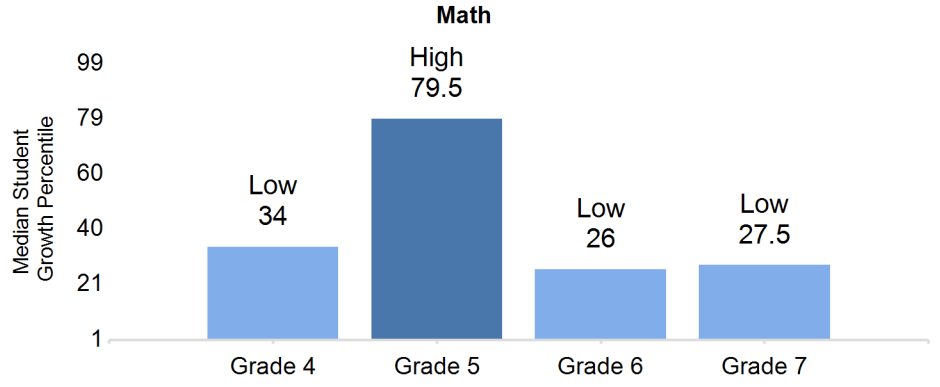




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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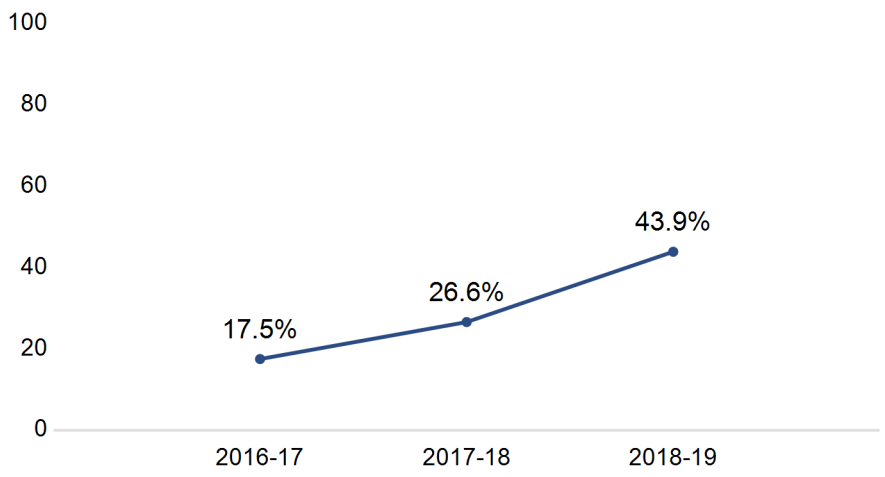
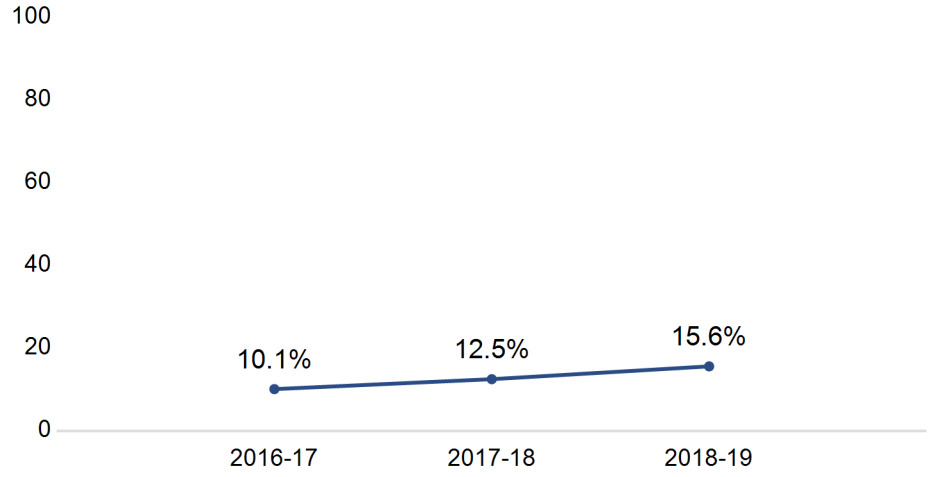
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.4%	99.7%	99.4%	99.4%	99.7%
Proficiency Rate for Federal Accountability	17.5%	26.6%	43.9%	10.1%	12.5%	15.6%
Annual Target	25.3%	28.2%	31.0%	19.2%	22.4%	25.6%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	294	99.7	43.9	52.8	57.9	43.9	31	Met Target
White	15	100.0	66.7	63.5	66.9	66.7	**	**
Hispanic	160	100.0	45.0	53.5	43.9	45.0	34.4	Met Target
Black or African American	119	99.2	39.5	42.5	38.5	39.5	26.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	79.5	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	141	99.3	51.8	59.1	64.8	51.8		
Male	153	100.0	36.6	46.6	51.3	36.6		
Economically Disadvantaged Students	258	100.0	43.8	50.4	40.0	43.8	31.1	Met Target
Non-Economically Disadvantaged Students	36	98.0	44.4	62.8	67.9	44.4		
Students with Disabilities	91	100.0	16.5	18.8	22.7	16.5	17.4	Met Target†
Students without Disabilities	203	99.5	56.2	57.8	65.1	56.2		
English Learners	27	100.0	40.7	40.3	29.3	40.7	17.3	Met Target
Non-English Learners	267	99.7	44.2	58.3	60.6	44.2		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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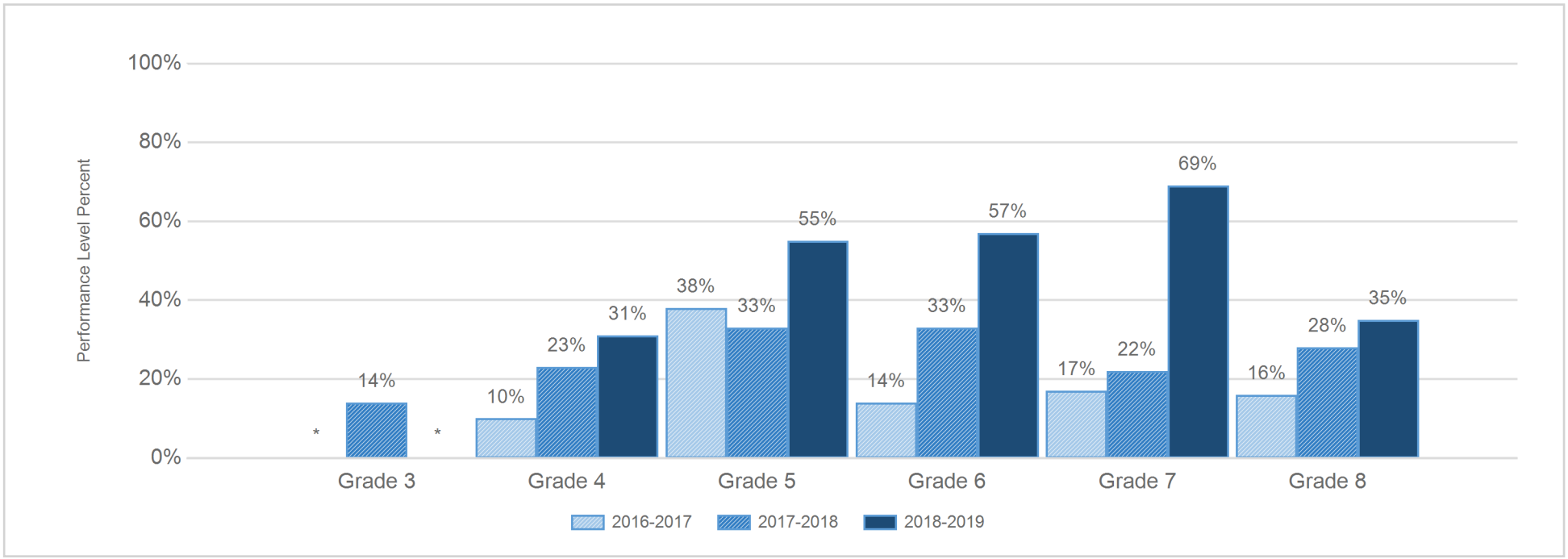
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	710	738	748	*	*	*	*	*	*	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	25	706	738	734	*	*	*	*	*	*	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	17	715	743	753	*	*	*	*	*	*	55%
Male	26	707	733	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	13	684	700	719	*	*	*	*	*	*	24%
Students without Disabilities	30	721	743	754	*	*	*	*	*	*	56%
English Learners	N	N	719	713	N	N	N	N	N	N	17%
Non-English Learners	43	710	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	730	748	755	19%	31%	19%	*	*	31%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	32	730	748	743	*	31%	*	*	*	28%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	27	736	753	760	*	*	*	*	*	37%	62%
Male	27	724	743	750	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	44	731	745	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	10	726	759	765	*	*	*	*	*	20%	69%
Students with Disabilities	14	696	713	725	*	*	*	*	*	*	25%
Students without Disabilities	40	742	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	746	751	756	*	*	*	*	*	55%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	26	750	751	743	*	*	*	*	*	62%	44%
Black or African American	12	727	741	739	*	*	*	*	*	25%	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	*	762	N	N	N	N	N	N	65%
Female	20	748	757	761	*	*	*	*	*	60%	64%
Male	22	745	744	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	745	750	754	*	*	*	*	*	57%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	*	*	752	743	*	*	*	*	*	*	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	30	746	757	762	*	*	*	*	*	57%	64%
Male	23	744	744	748	*	*	*	*	*	57%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	12	718	717	722	*	*	*	*	*	17%	19%
Students without Disabilities	41	753	755	761	*	*	*	*	*	68%	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	761	759	761	*	*	*	38%	31%	69%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	33	764	*	747	*	*	*	*	*	70%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	28	765	765	769	*	*	*	*	*	71%	71%
Male	24	755	753	753	*	*	*	*	*	67%	55%
Economically Disadvantaged Students	41	763	756	743	*	*	*	*	*	76%	45%
Non-Economically Disadvantaged Students	11	750	768	771	*	*	*	*	*	45%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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	43	742	758	762	*	23%	30%	*	*	35%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	21	753	758	747	*	*	*	*	*	48%	49%
Black or African American	20	725	750	741	*	*	*	*	*	20%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	19	747	764	771	*	*	*	*	*	42%	71%
Male	24	738	753	753	*	*	*	*	*	29%	55%
Economically Disadvantaged Students	33	742	756	743	*	*	*	*	*	33%	45%
Non-Economically Disadvantaged Students	10	743	763	772	*	*	*	*	*	40%	72%
Students with Disabilities	14	713	720	721	*	*	*	*	*	*	22%
Students without Disabilities	29	756	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
(39-1320-090)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	294	99.7	15.6	27.2	44.5	15.6	25.6	Not Met
White	15	100.0	26.7	37.3	54.1	26.7	**	**
Hispanic	160	100.0	18.8	27.9	28.8	18.8	28.6	Not Met
Black or African American	119	99.2	10.1	17.0	23.0	10.1	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	55.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	141	99.3	15.6	27.1	44.9	15.6		
Male	153	100.0	15.7	27.3	44.2	15.7		
Economically Disadvantaged Students	258	100.0	16.3	25.4	26.3	16.3	25.4	Not Met
Non-Economically Disadvantaged Students	36	98.0	11.1	34.2	54.9	11.1		
Students with Disabilities	91	100.0	14.3	10.7	17.4	14.3	19.2	Met Target†
Students without Disabilities	203	99.5	16.3	29.5	50.0	16.3		
English Learners	27	100.0	*	25.9	25.0	*	17.3	Not Met
Non-English Learners	267	99.7	*	27.8	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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2018-2019

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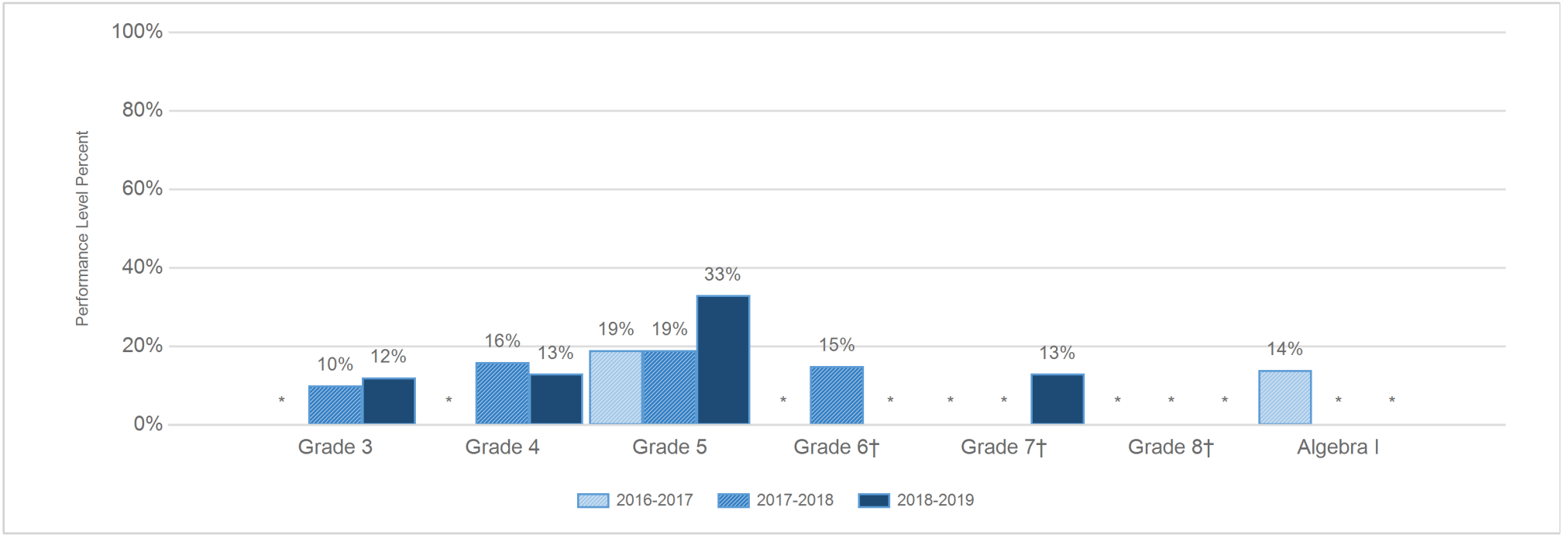
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	716	741	752	33%	23%	33%	*	*	12%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	25	719	742	739	*	*	40%	*	*	12%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	17	708	743	751	*	*	*	*	*	*	54%
Male	26	721	740	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	13	701	716	731	*	*	*	*	*	15%	31%
Students without Disabilities	30	722	744	756	*	*	*	*	*	10%	60%
English Learners	N	N	735	728	N	N	N	N	N	N	26%
Non-English Learners	43	716	744	754	33%	23%	33%	*	*	12%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	715	737	749	33%	31%	22%	*	*	13%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	32	717	738	737	31%	38%	*	*	*	19%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	27	717	737	749	*	*	*	*	*	11%	50%
Male	27	714	737	749	*	*	*	*	*	15%	52%
Economically Disadvantaged Students	44	719	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	10	701	741	759	*	*	*	*	*	*	63%
Students with Disabilities	14	692	713	726	*	*	*	*	*	*	25%
Students without Disabilities	40	723	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	737	738	747	*	33%	30%	*	*	33%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	26	741	739	735	0%	*	38%	*	*	35%	30%
Black or African American	12	723	728	729	*	*	*	*	*	25%	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	*	753	N	N	N	N	N	N	55%
Female	20	739	740	747	*	*	*	*	*	40%	47%
Male	23	736	737	747	*	*	*	*	*	26%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	711	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	*	*	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	30	710	727	742	*	*	*	*	*	*	42%
Male	23	712	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	12	707	709	716	*	*	*	*	*	*	12%
Students without Disabilities	41	712	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	722	728	744	*	46%	29%	*	*	13%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	33	724	*	733	*	48%	*	*	*	18%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	28	725	728	744	*	50%	*	*	*	14%	42%
Male	24	718	727	743	*	42%	*	*	*	13%	42%
Economically Disadvantaged Students	41	722	727	731	*	*	*	*	*	12%	24%
Non-Economically Disadvantaged Students	11	722	728	751	*	*	*	*	*	18%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	719	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	21	723	731	728	*	52%	*	*	*	10%	24%
Black or African American	18	712	722	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	*	752	N	N	N	N	N	N	51%
Female	19	722	730	745	*	*	*	*	*	*	44%
Male	22	717	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	12	713	708	717	*	*	*	*	*	*	12%
Students without Disabilities	29	721	733	748	*	*	*	*	*	*	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	83.3%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
(39-1320-090)
Grades Offered: PK-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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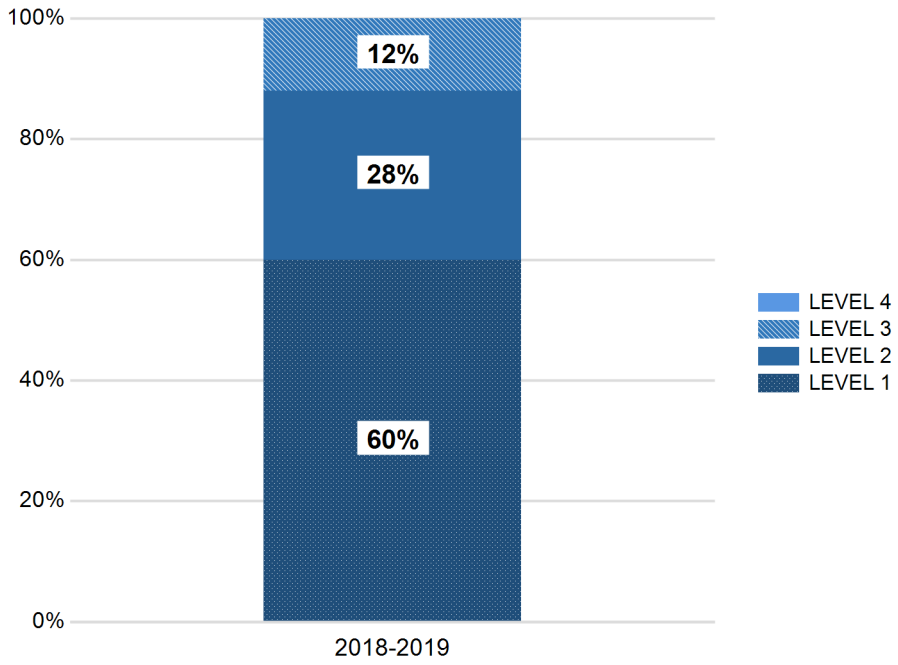
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	28	12	0
White	*	*	*	*
Hispanic	58	35	8	0
Black or African American	75	17	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	40	0	0
Male	61	17	22	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
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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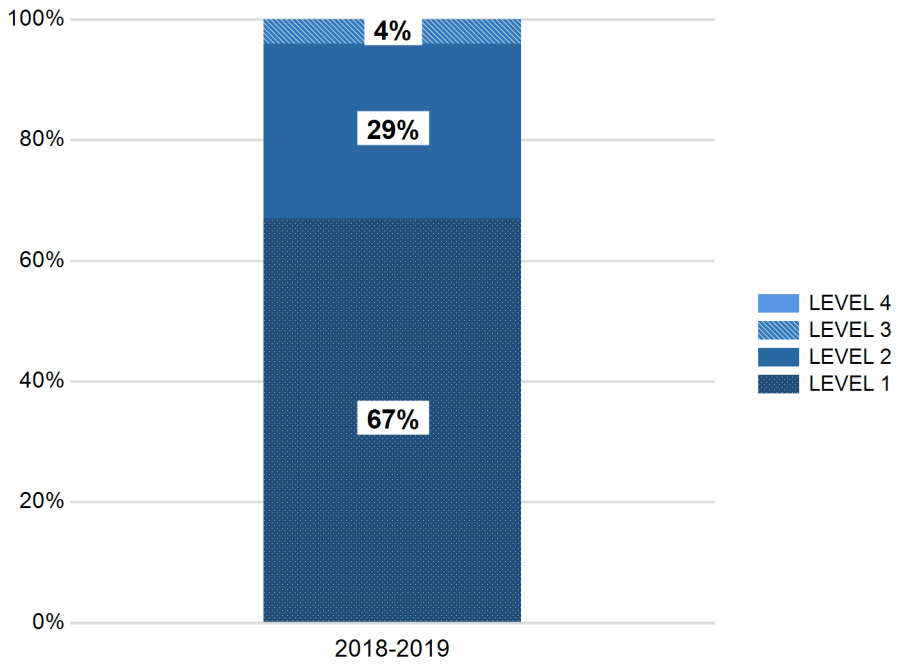
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	29	4	0
White	*	*	*	*
Hispanic	48	48	5	0
Black or African American	86	14	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	35	0	0
Male	68	24	8	0
Economically Disadvantaged Students	62	35	3	0
Non-Economically Disadvantaged Students	82	9	9	0
Students with Disabilities	88	13	0	0
Students without Disabilities	55	38	7	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	46
7	0	0	45
8	38	0	0
Total	38	0	91

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	43	0	0	0	0	0	0
7	45	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	88	0	0	0	0	0	0

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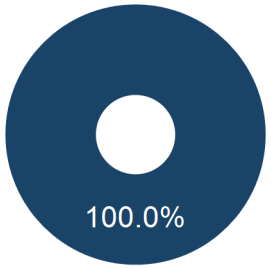
Visual and Performing Arts – Course Participation

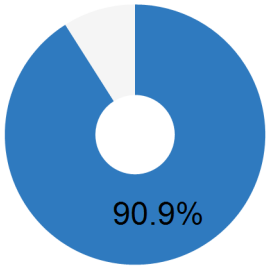
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

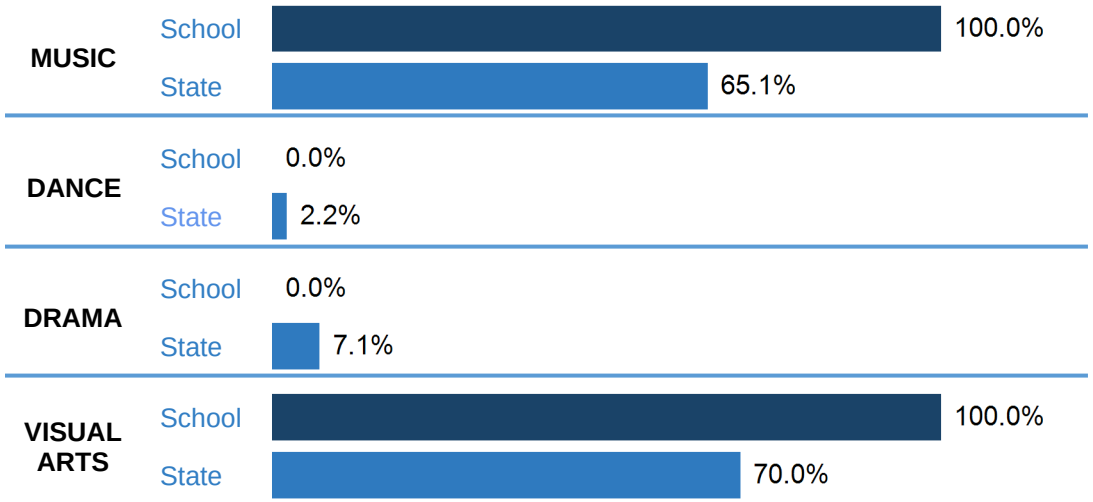


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

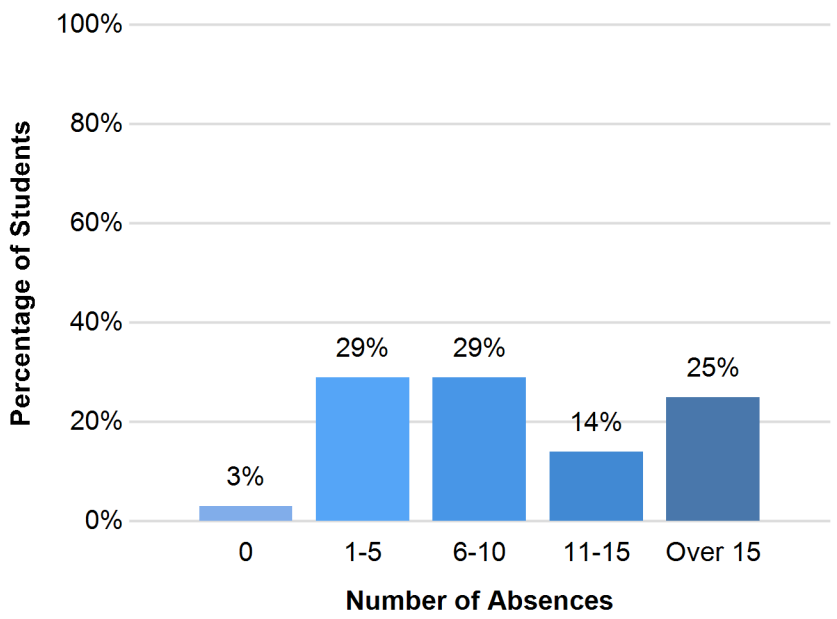
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	98	21.4	9.0	Not Met
White	*	*	9.0	Not Met
Hispanic	40	17.2	9.0	Not Met
Black or African American	55	27.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	34	16.2		
Male	64	25.8		
Economically Disadvantaged Students	76	19.6	9.0	Not Met
Students with Disabilities	42	35.9	9.0	Not Met
English Learners	4	17.4	9.0	Not Met
Homeless Students	6	54.5		
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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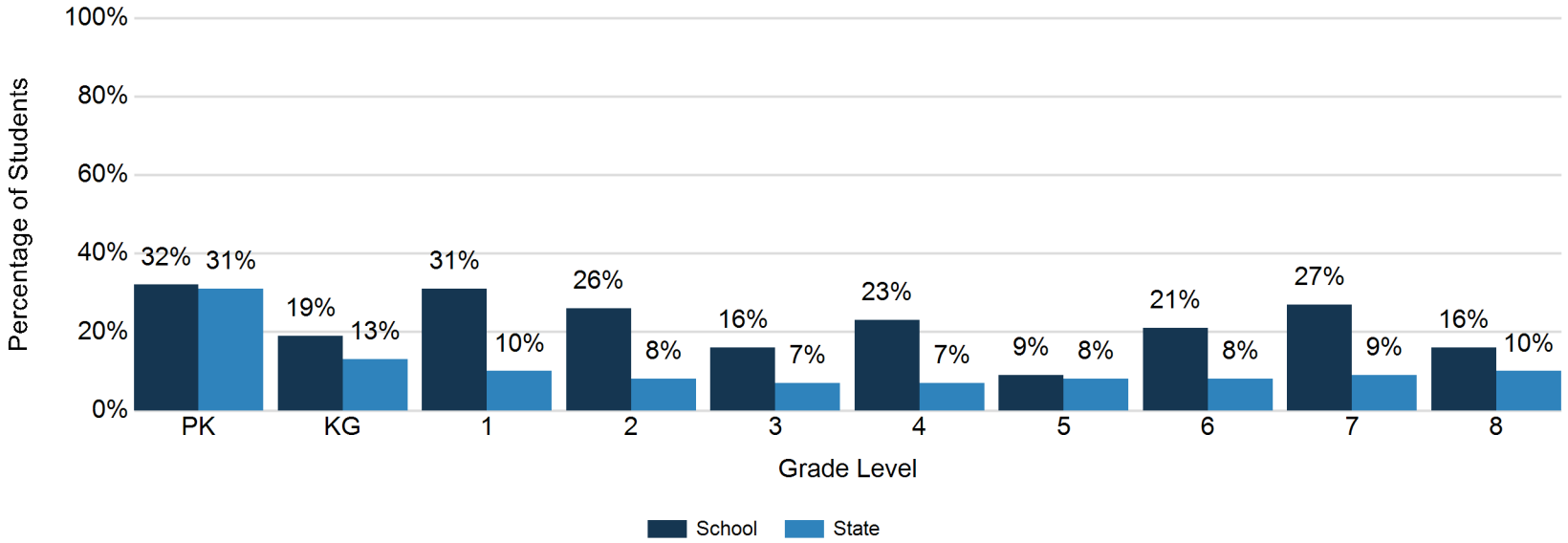
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	16
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	30
Incidents Per 100 Students Enrolled	5.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	8	8
No Identified Nature	4		4

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	16	2.7%
Any Suspension	17	2.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
63

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	72.3%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	300:1	297:1
Teachers to Administrators	24:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	51.7%	78.7%	50.0%	48.4%	77.1%	54.9%
Male	48.3%	21.3%	50.0%	51.6%	22.9%	45.1%
White	4.7%	53.2%	0.0%	42.4%	83.6%	77.4%
Hispanic	59.3%	21.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	33.8%	19.1%	50.0%	15.0%	6.6%	13.9%
Asian	2.0%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	2.1%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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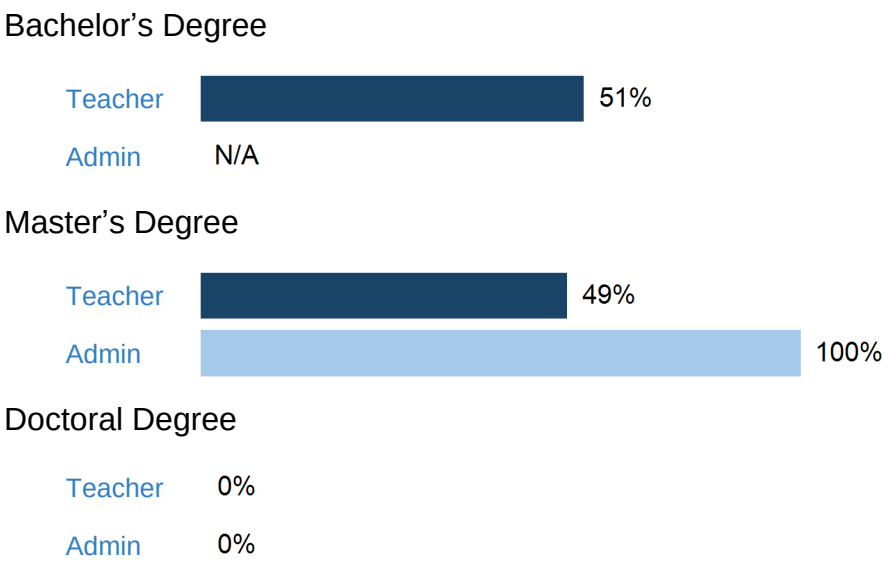
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	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	97.0%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	Low Performing Student Group (ATSI)

† 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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2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	17.5%	26.6%	43.9%
Math Proficiency	10.1%	12.5%	15.6%
ELA Growth	34	50	73
Math Growth	34	43	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	83.3%
Chronic Absenteeism	32.2%	19.6%	21.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
(39-1320-090)
Grades Offered: PK-08
2018-2019

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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.

NJ SCHOOL PERFORMANCE REPORT

George Washington Academy School No. 1
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Not Met	**	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	**	Not Met	Not Met	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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2018-2019

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• George Washington Academy focuses on Science and Engineering with A Saturday STEM Program and and After School Program the Highlights • NJIT Pending • George Washington Academy is delighted to have established a National Junior Honor Society in elevating or school's commitment to excellence and focing on Scholarship, Leadership, Service, Character,
Mission, Vision, Theme:	GWA School No 1 seeks to create a challenging learning environment that encourages high expectations for success through development-appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring, and supportive environment. Each student's self-esteem is fostered by positive relationships with community, students, and staff. We strive to have our parents, teachers, and community members actively involved on our students' learning.
Awards, Recognition, Accomplishments:	George Washington Academy School No. 1 has achieved TOP 10 Growth Recognition ; PARCC-NJSLA ELA. School No. ! has also been recognized by Union County Freeholders for STEM Family Programas well as the Union County's Kids Dig In Garden Grant. In Additon to the George Washington Academy wasd Recognized for the First Step Program fro encouraging our students to walk to bike to school.

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Courses, Curriculum, Instruction:	George Washington Academy School No 1 continues to provide intervention and enrichment for all students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Our Middle Schools students participate in a variety of athletic teams.

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Before and After School Programs:	We offer an after school enrichment program and are establishing a student government.
Staff and Professional Learning:	We have common planning times where teachers are allowed to share best practices. Surveys are taken for both district and school level Professional Development. We also have both a Language Arts Literacy and Math coach that model, provide feedback, and provide Professional Development. Our staff is constantly learning and we continue to place our staff in positions that are best suited for them and our students to succeed.

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Student Supports and Services:	We currently have 51 Special Education students with three (3) in class support teachers and 16 Limited English Proficient students with one (1) In class suport teacher. All students have the same before school, lunch time, and after school opportunities.
Student Health and Wellness:	We currently participate in the Healthy Alliance, we also offer a fresh fruits and vegetables program that introduces students to a healthy snack.

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Climate Surveys:	We are a focus school who provides a surveys for students, parents/guardians, and staff from the State of New Jeresey as well as via the Panoranma Program.
Facilities:	Our building was built in 1969 however an addition was built in 1985. Our recreational facilites include a gymnasium, an indoor pool and a newly rennovated auditorium. We have air conditioning throughout our building.
School Safety:	Our School Saftey meets quartley to discuss best ways to promote and be proactive in regards to school safety. We also communicate with our Parents by inviting them to them meetings and issuing surverys.

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Other Information	We are a uniform school, our school day starts at 7:50 (breakfast for students), our academic day starts at 8:20 and concludes at 3:05. Every grade level has both physical education/health as well as a special (Library, Art, Music). Each of our students from grade 3 to grade 8 has a laptop computer and grade 2 has laptops in their classrooms. We also have 15 Pre-K classes that service students from the district.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Lawrence Roodenburg
Address	221-227 Court Street Elizabeth, NJ 07206
Phone Number	908-275-6900
Email Address	roodenla@epsnj.org
Website	https://www.epsnj.org/Domain/39
Facebook	https://facebook.com/iPrepAcademy

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	43	42	40
1	43	44	41
2	42	44	41
3	52	50	43
4	61	55	52
5	47	63	53
6	48	46	59
7	44	47	46
8	45	43	46
Total	425	434	421

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.6%	45.9%	47.0%
Male	54.4%	54.1%	53.0%
Economically Disadvantaged Students	82.8%	80.4%	80.8%
Students with Disabilities	9.2%	10.8%	11.4%
English Learners	11.3%	11.5%	11.2%
Homeless Students	0.2%	0.2%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.4%	10.4%	10.7%
Hispanic	62.1%	62.2%	62.2%
Black or African American	26.1%	25.6%	25.7%
Asian	1.2%	1.8%	1.2%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	43	42	40

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	46.8%
Spanish	45.4%
Portuguese	3.8%
Arabic	2.4%
Other Languages	1.7%

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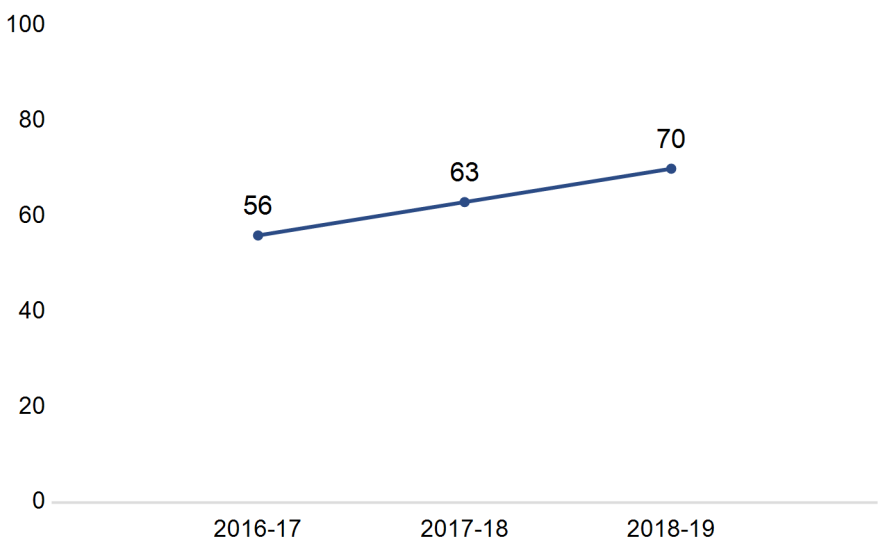
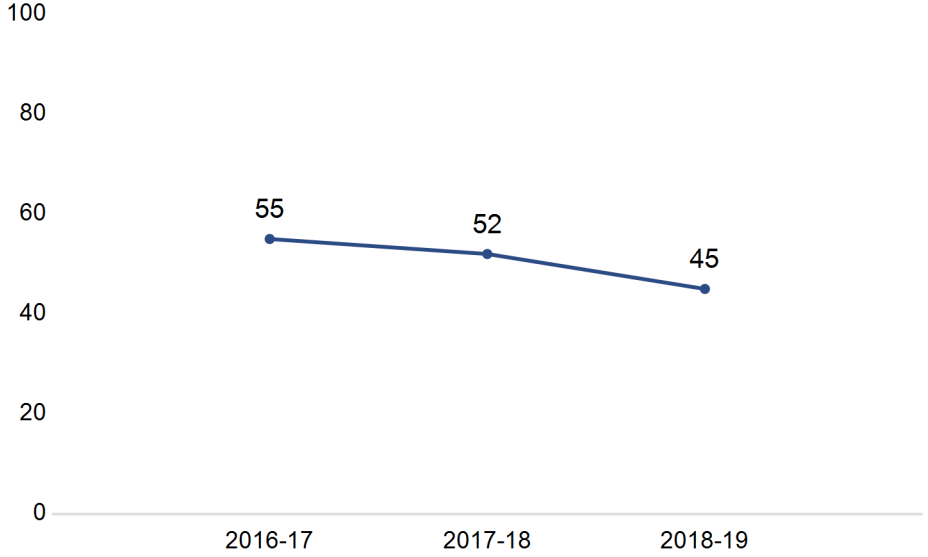
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	56	63	70	55	52	45
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	70	63	50	Exceeds Standard	45	44	50	Met Standard
White	68	63	50	Exceeds Standard	42.5	47.5	52	**
Hispanic	70	63	49	Exceeds Standard	48	44	47	Met Standard
Black or African American	66	61	45	Exceeds Standard	35	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	69.5	64	53	N	41.5	43	50	N
Male	70	61	47	N	53	44	51	N
Economically Disadvantaged Students	71	63	48	Exceeds Standard	45	43	46	Met Standard
Students with Disabilities	58	52	43	**	43	41	45	**
English Learners	68.5	65	52	Exceeds Standard	44.5	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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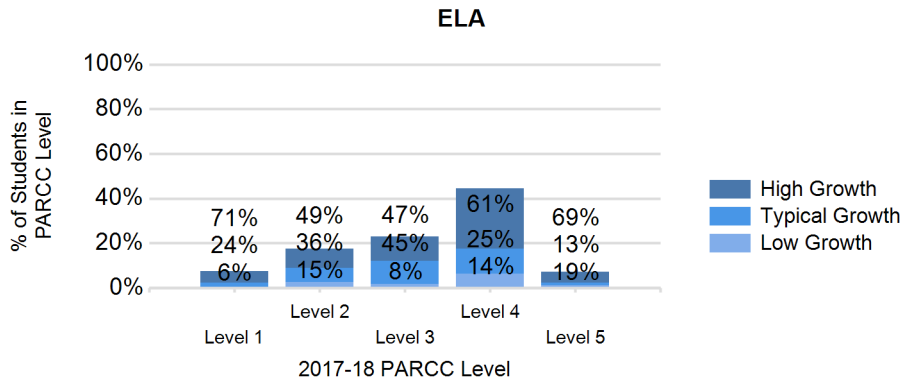
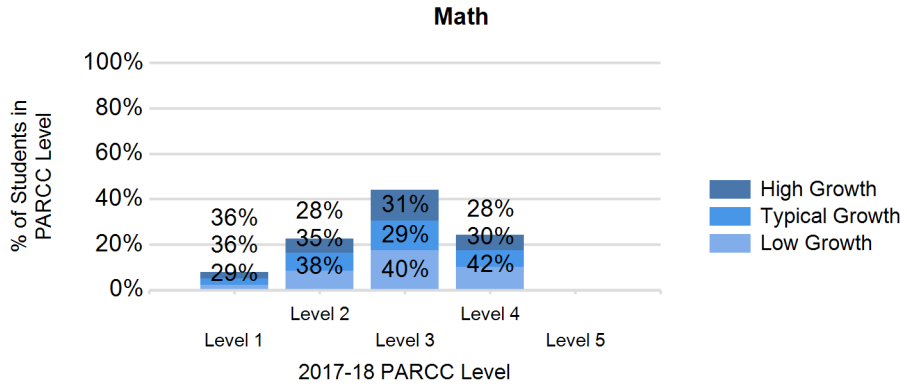
Student Growth by Performance Level

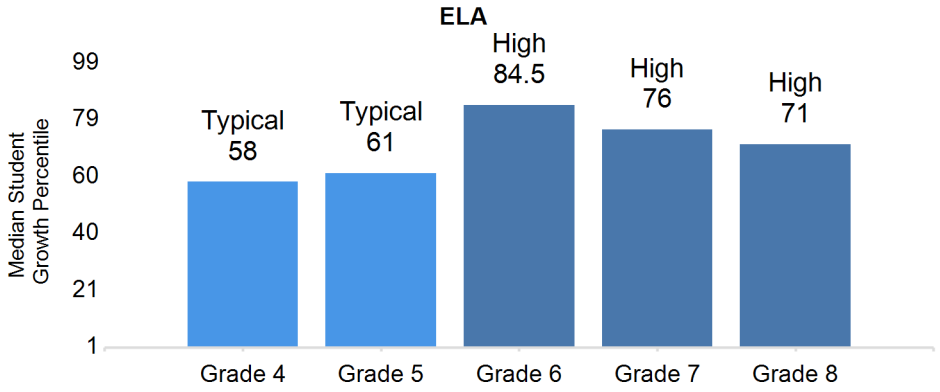
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

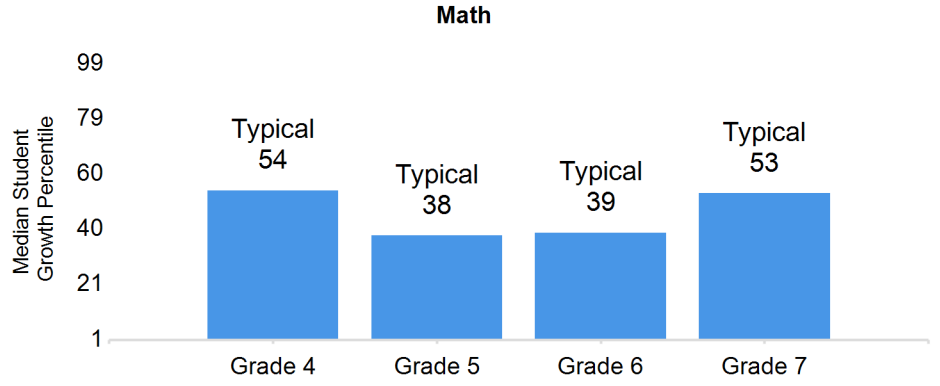




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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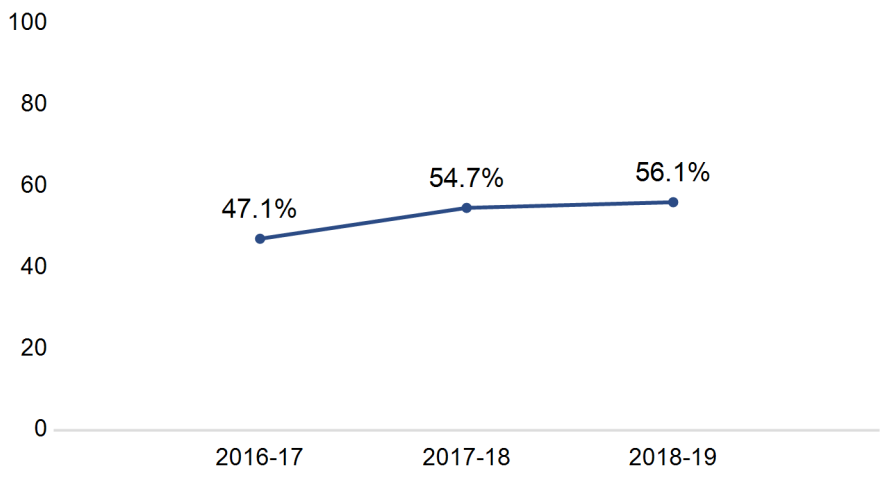
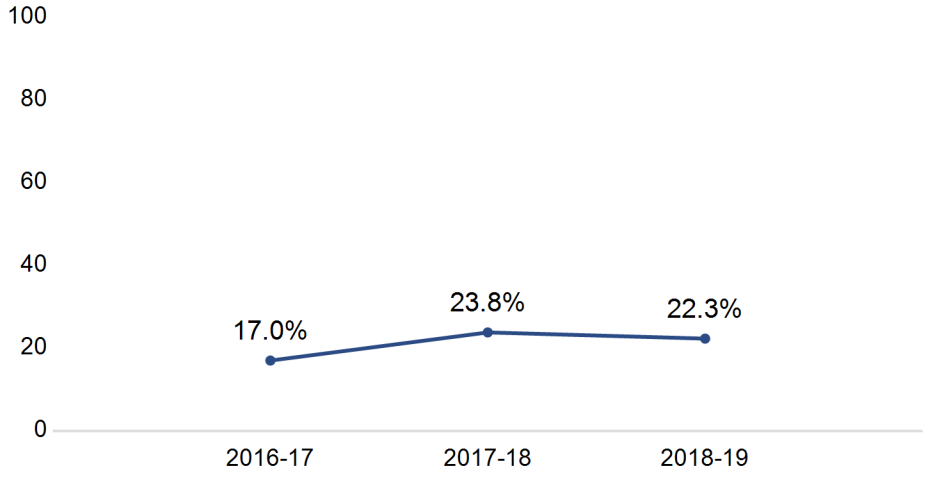
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	47.1%	54.7%	56.1%	17.0%	23.8%	22.3%
Annual Target	44.5%	46.3%	48.2%	22.0%	25.1%	28.2%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	264	100.0	56.1	52.8	57.9	56.1	48.2	Met Target
White	*	*	*	63.5	66.9	*	60.4	Met Target†
Hispanic	174	100.0	59.8	53.5	43.9	59.8	50.5	Met Target
Black or African American	57	100.0	42.1	42.5	38.5	42.1	37	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	136	100.0	57.4	59.1	64.8	57.4		
Male	128	100.0	54.7	46.6	51.3	54.7		
Economically Disadvantaged Students	212	100.0	53.3	50.4	40.0	53.3	47.1	Met Target
Non-Economically Disadvantaged Students	52	100.0	67.3	62.8	67.9	67.3		
Students with Disabilities	13	100.0	23.1	18.8	22.7	23.1	**	**
Students without Disabilities	251	100.0	57.8	57.8	65.1	57.8		
English Learners	63	100.0	49.2	40.3	29.3	49.2	35.9	Met Target
Non-English Learners	201	100.0	58.2	58.3	60.6	58.2		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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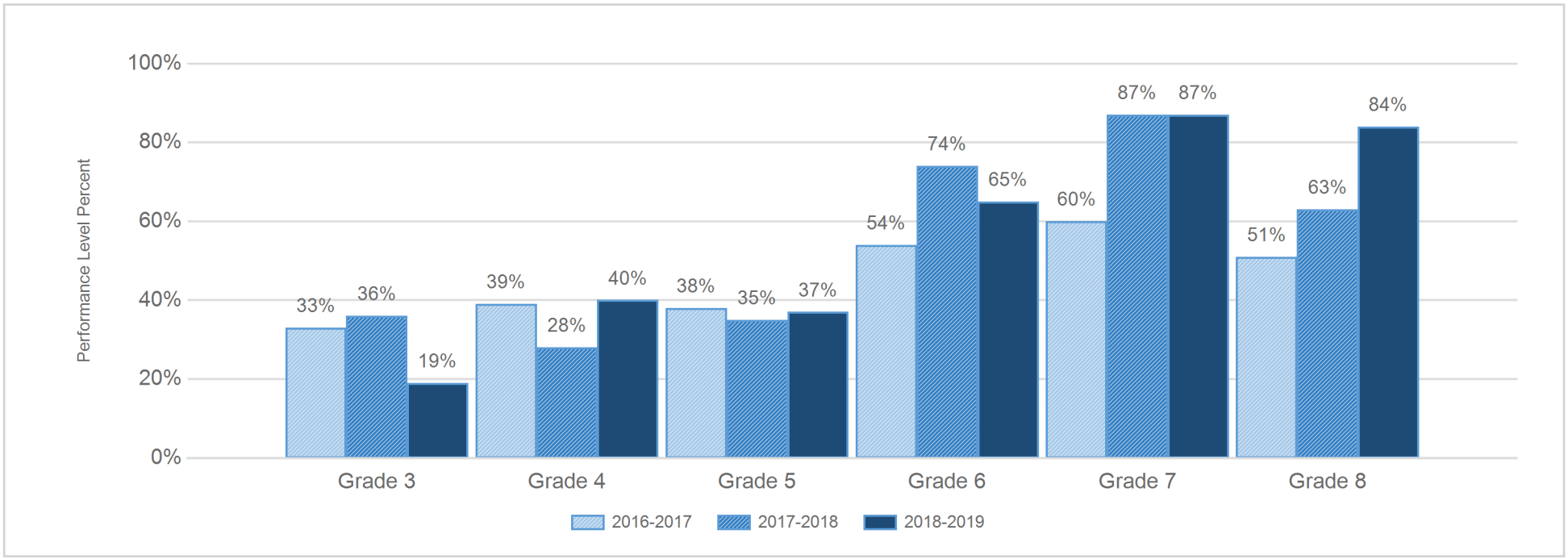
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	720	738	748	33%	29%	*	*	*	19%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	26	717	738	734	*	*	*	*	*	19%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	18	723	743	753	*	*	*	*	*	17%	55%
Male	24	718	733	743	*	*	*	*	*	21%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	700	719	N	N	N	N	N	N	24%
Students without Disabilities	42	720	743	754	33%	29%	*	*	*	19%	56%
English Learners	10	706	719	713	*	*	*	*	*	*	17%
Non-English Learners	32	724	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	745	748	755	*	*	40%	*	*	40%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	27	749	748	743	*	*	37%	*	*	48%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	24	755	753	760	*	*	*	*	*	50%	62%
Male	21	734	743	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	747	751	756	0%	*	44%	*	*	37%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	28	753	751	743	0%	*	39%	*	*	43%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	26	746	757	761	0%	*	*	*	*	31%	64%
Male	15	749	744	750	0%	*	*	*	*	47%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	N	N	722	713	N	N	N	N	N	N	11%
Non-English Learners	41	747	756	758	0%	*	44%	*	*	37%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	759	750	754	*	*	28%	*	*	65%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	32	766	752	743	0%	*	*	*	*	69%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	23	762	757	762	*	*	*	*	*	74%	64%
Male	23	757	744	748	*	*	*	*	*	57%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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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	45	782	759	761	0%	*	*	42%	44%	87%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	33	785	*	747	0%	*	*	36%	52%	88%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	23	787	765	769	0%	*	*	*	*	87%	71%
Male	22	776	753	753	0%	*	*	*	*	86%	55%
Economically Disadvantaged Students	31	780	756	743	0%	*	*	*	*	84%	45%
Non-Economically Disadvantaged Students	14	786	768	771	0%	*	*	*	*	93%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

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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	45	780	758	762	0%	0%	*	*	*	84%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	28	778	758	747	0%	0%	*	*	*	82%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	22	778	764	771	0%	0%	*	*	*	82%	71%
Male	23	782	753	753	0%	0%	*	*	*	87%	55%
Economically Disadvantaged Students	33	781	756	743	0%	0%	*	*	*	85%	45%
Non-Economically Disadvantaged Students	12	777	763	772	0%	0%	*	*	*	83%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	N	N	713	708	N	N	N	N	N	N	12%
Non-English Learners	45	780	764	764	0%	0%	*	*	*	84%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
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	264	100.0	22.3	27.2	44.5	22.3	28.2	Not Met
White	*	*	30.0	37.3	54.1	30.0	38.1	Met Target†
Hispanic	174	100.0	25.9	27.9	28.8	25.9	31.2	Met Target†
Black or African American	57	100.0	*	17.0	23.0	*	11.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	136	100.0	22.1	27.1	44.9	22.1		
Male	128	100.0	22.7	27.3	44.2	22.7		
Economically Disadvantaged Students	212	100.0	19.8	25.4	26.3	19.8	28.1	Not Met
Non-Economically Disadvantaged Students	52	100.0	32.7	34.2	54.9	32.7		
Students with Disabilities	13	100.0	15.4	10.7	17.4	15.4	**	**
Students without Disabilities	251	100.0	22.7	29.5	50.0	22.7		
English Learners	63	100.0	20.6	25.9	25.0	20.6	25.3	Met Target†
Non-English Learners	201	100.0	22.9	27.8	46.5	22.9		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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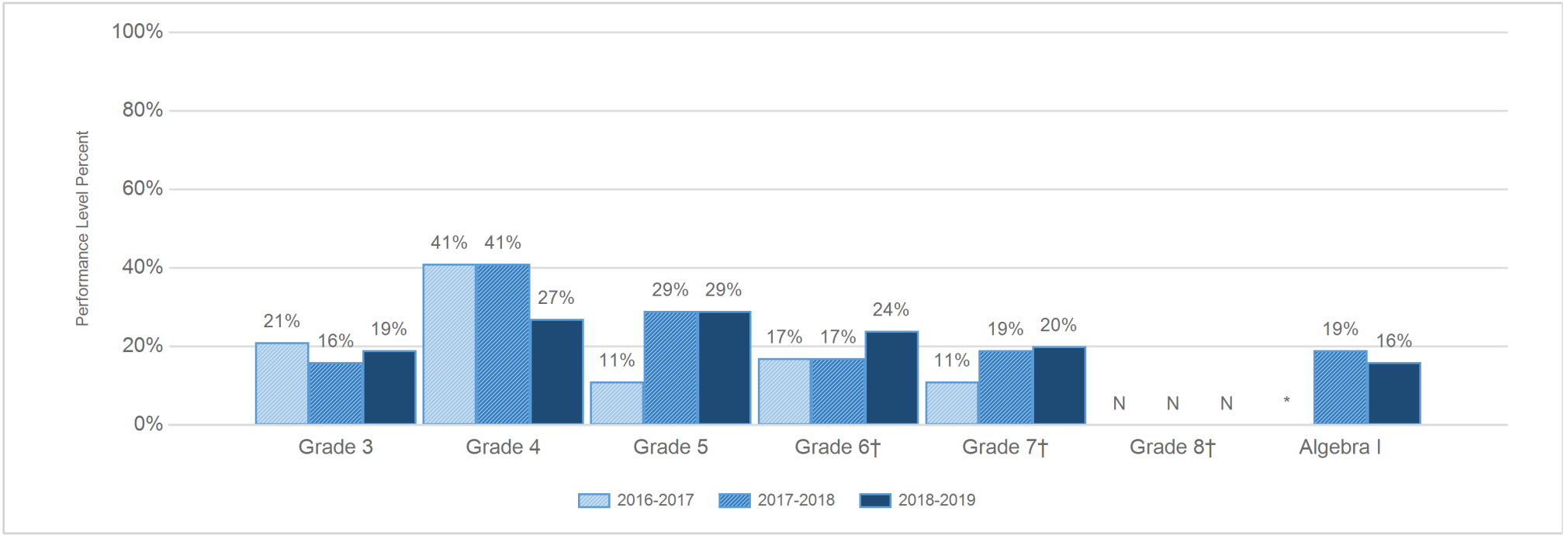
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	726	741	752	*	40%	29%	*	*	19%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	26	724	742	739	*	42%	*	*	*	15%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	18	731	743	751	*	*	*	*	*	28%	54%
Male	24	722	740	752	*	*	*	*	*	13%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	N	N	716	731	N	N	N	N	N	N	31%
Students without Disabilities	42	726	744	756	*	40%	29%	*	*	19%	60%
English Learners	10	716	735	728	*	*	*	*	*	10%	26%
Non-English Learners	32	729	744	754	*	*	*	*	*	22%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	733	737	749	*	29%	40%	*	*	27%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	27	738	738	737	0%	*	*	37%	0%	37%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	24	734	737	749	*	*	*	*	*	25%	50%
Male	21	733	737	749	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	734	738	747	0%	46%	24%	*	*	29%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	28	737	739	735	0%	43%	*	*	*	32%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	26	731	740	747	0%	*	*	*	*	23%	47%
Male	15	739	737	747	0%	*	*	*	*	40%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	N	N	724	718	N	N	N	N	N	N	12%
Non-English Learners	41	734	741	749	0%	46%	24%	*	*	29%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	728	726	741	*	35%	28%	*	*	24%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	32	733	727	729	*	*	31%	*	*	31%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	722	727	742	*	*	*	*	*	17%	42%
Male	23	734	725	740	*	*	*	*	*	30%	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	736	728	744	*	22%	53%	*	*	20%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	33	738	*	733	*	*	55%	*	*	24%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	23	737	728	744	*	*	*	*	*	17%	42%
Male	22	734	727	743	*	*	*	*	*	23%	42%
Economically Disadvantaged Students	31	735	727	731	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	14	738	728	751	*	*	*	*	*	36%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	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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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	728	730	744	*	36%	40%	*	*	16%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	28	726	731	728	*	39%	36%	*	*	14%	24%
Black or African American	*	*	722	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	*	752	N	N	N	N	N	N	51%
Female	22	728	730	745	*	*	*	*	*	*	44%
Male	23	728	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	33	728	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	12	728	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	45	728	733	745	*	36%	40%	*	*	16%	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	25.0%	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	*	*	*
3-4	16	*	*
5 or more	29	*	*

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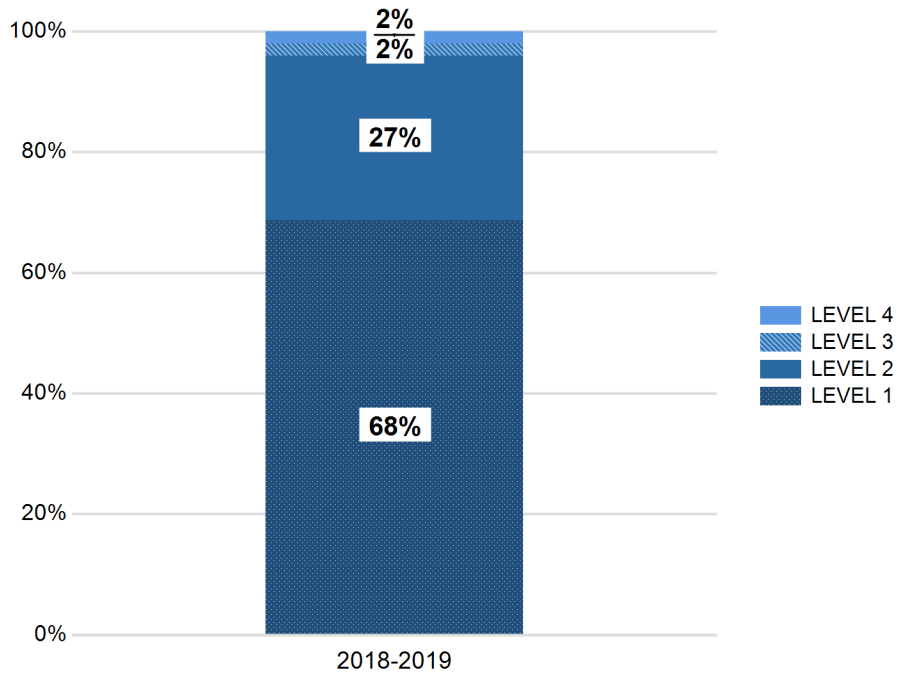
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	27	2	2
White	*	*	*	*
Hispanic	61	32	4	4
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	19	0	4
Male	53	40	7	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	68	27	2	2
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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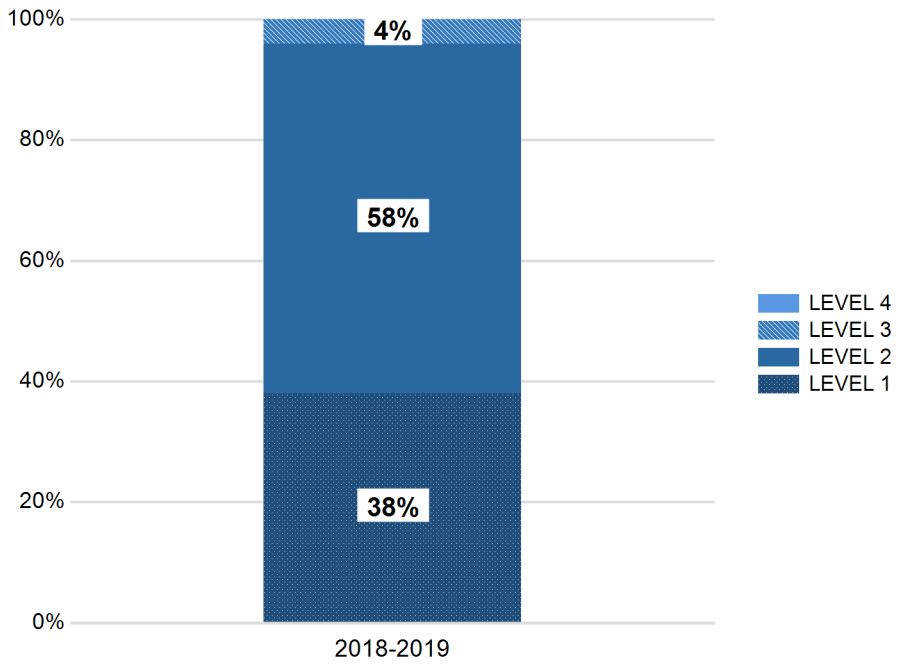
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	38	58	4	0
White	*	*	*	*
Hispanic	43	54	4	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	50	45	5	0
Male	26	70	4	0
Economically Disadvantaged Students	36	61	3	0
Non-Economically Disadvantaged Students	42	50	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	38	58	4	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	59
7	0	0	46
8	46	0	0
Total	46	0	105

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	59	0	0	0	0	0	0
7	46	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	105	0	0	0	0	0	0

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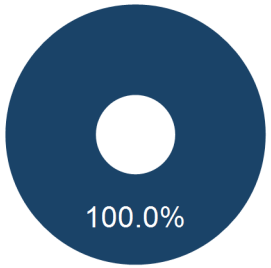
Visual and Performing Arts – Course Participation

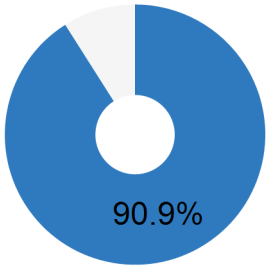
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

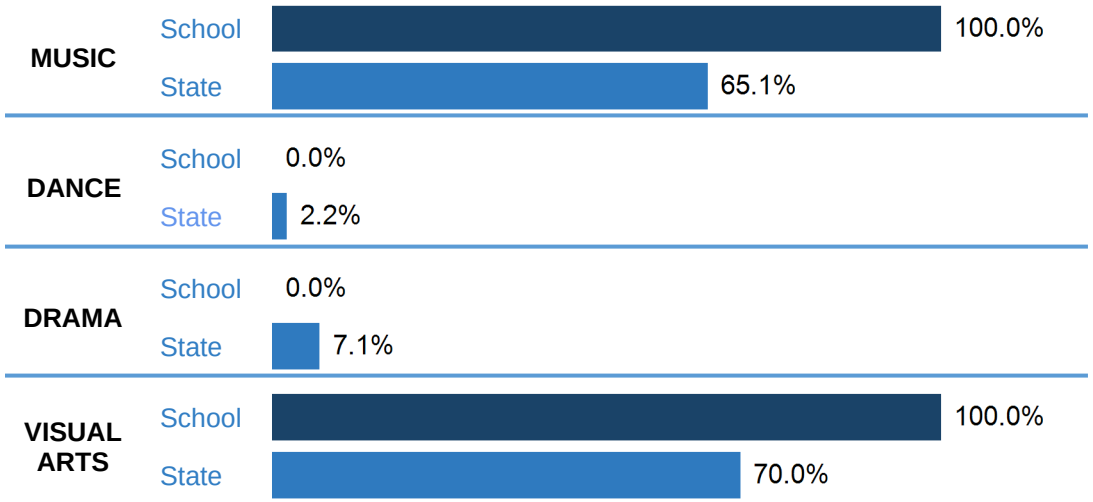


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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.

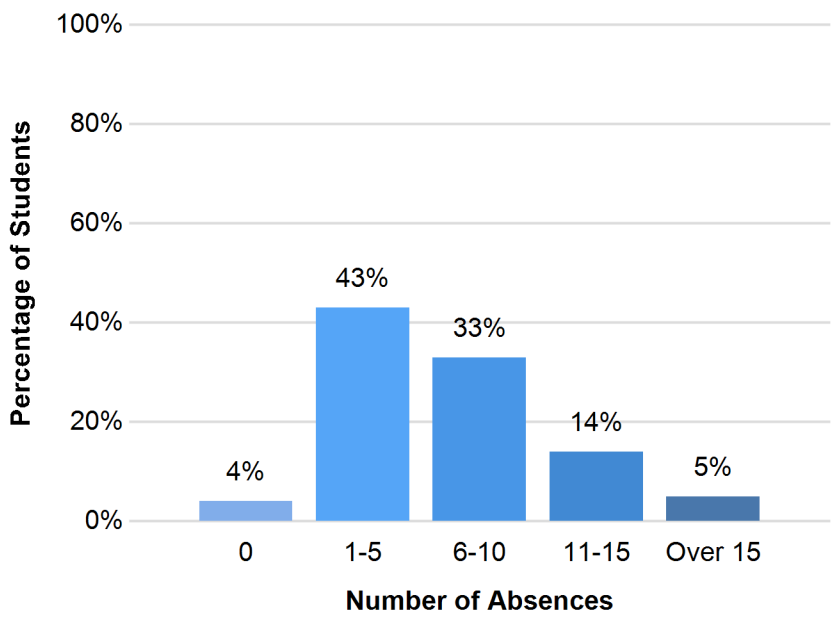
Chronic Absenteeism

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	14	3.6	9.0	Met
White	*	*	9.0	Met
Hispanic	6	2.4	9.0	Met
Black or African American	5	5.2	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	4	2.1		
Male	10	4.9		
Economically Disadvantaged Students	12	3.8	9.0	Met
Students with Disabilities	2	10.5	**	**
English Learners	1	2.2	9.0	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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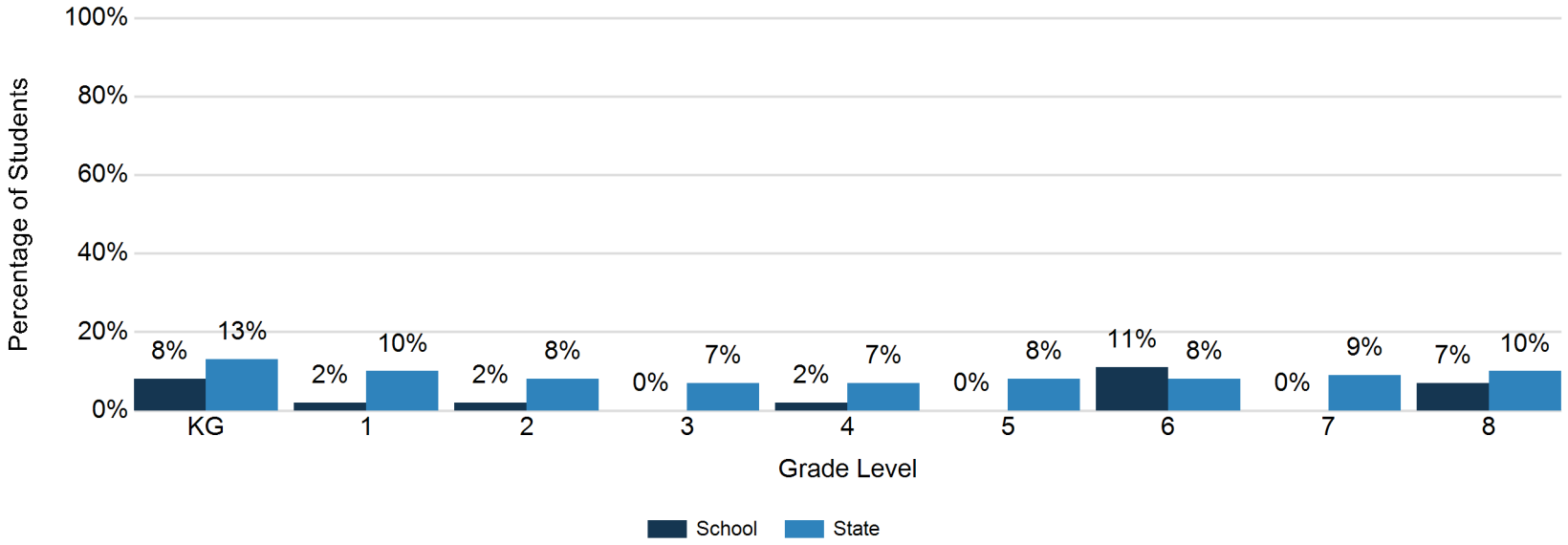
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	1.19

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	0	2	2
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
11

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	6.1	12.1
Average years experience in district	6.1	10.8
Percentage of Teachers with 4 or more years experience in the district	77.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	421:1	297:1
Teachers to Administrators	31:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.0%	80.6%	0.0%	48.4%	77.1%	54.9%
Male	53.0%	19.4%	100.0%	51.6%	22.9%	45.1%
White	10.7%	74.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	62.2%	22.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	25.7%	3.2%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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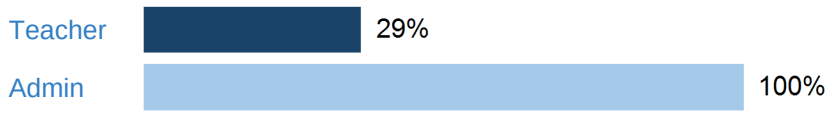
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Master's Degree



Doctoral Degree

Teacher 0%
Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.6%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.1%	54.7%	56.1%
Math Proficiency	17.0%	23.8%	22.3%
ELA Growth	56	63	70
Math Growth	55	52	45
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.0%	25.0%
Chronic Absenteeism	6.1%	7.1%	3.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target†	Met	No
White	Met Target†	Met Target†	Exceeds Standard	**	n/a	Met	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• iPrep Academy had 54 students in grades 6-8 inducted into the National Junior Honor Society. • iPrep Academy is a certified AVID school. All students in grades K-8 take part in the AVID prgram. • iPrep Academy received a grant for the Union County Kids Dig In Program. This program goals for providing nutritional and educational benefits to our school community .
Mission, Vision, Theme:	The mission of iPrep Academy, School Number 8, is to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve, and to care. We will do this by integrating technology throughout the curriculum in order to make sure that every student is cognitively engaged at high levels. Our shared vision is to be one of the best performing schools in the state of New Jersey.
Awards, Recognition, Accomplishments:	This past year, iPrep Academy continued as an AVID Elementary Certified Site for the third year in a row. We also had an increase in the number of students in the National Junior Honor Society increasing from 33 to 54. iPrep Academy implemented a student led safety patrol.

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Courses, Curriculum, Instruction:	Classroom teachers utilize technology such as Reading Street Online, Everyday Math, Google Forms, EdConnect, MyAccess, Actively Learn, CMP Math and Actively Learning. We incorporate Unified Classroom by posting class content and lesson plans on it so that it is available to students and parents 24/7 while leveraging it in conjunction with Google Forms that give teachers immediate feedback on student learning.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All iPrep Academy students are eligible to try out for middle school football, softball, baseball, track, swimming, soccer, basketball and volleyball.
Clubs and Activities:	iPrep Academy offers the following for studetns, WE community projects, coding, comic book club, chess club, yearbook and safety patrol.

NJ SCHOOL PERFORMANCE REPORT

iPrep Academy School No 8
(39-1320-301)
Grades Offered: KG-08
2018-2019

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Before and After School Programs:	iPrep Academy offers afterschool activities for all student in grades K-8 in the following areas; coding, dance, sports, comic book club, band, art, chess, WE Schools community projects and yearbook. Students are also given the opportunity to take part in our lunch time homework club. National Junior Honor Society members are selected to take part in our volunteer peer tutoring program.
Staff and Professional Learning:	Professional development at the school level was provided to help teachers read and intepret student data in order to drive instruction.

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2018-2019

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Student Supports and Services:	English Language Learners and Students with Disabilities both receive in-class support for forty five minutes in both language arts and math. Students that need extra help are allowed to join the homework club where they are offered support three days per week in math, language arts and social studies. National Junior Honor Society students volunteer their lunch time to tutor students in grades K-4. We also had a Title I afterschool tutoring program for students in grades 3-8.
Student Health and Wellness:	iPrep Academy offered a rigorous PE program for all students in grades K-8. We also had an After School Program for all students in dance and sports. All students participate in lunch recess for twenty minutes per day. IPrep Academy offers breakfast, lunch and afterschool snakes to all students in the afterschool program which are FDA approved. We have earned the Healthy Schools Silver Award from the Alliance for a Healthy Generation and the Bronze Award as a Healthy School from the USDA. iPrep Academy took part in Jump Rope for Heart, NY Jet Play 60 and the NJ Trooper Physical Challenge.
Parent and Community Involvement:	Parents and the community are involved at iPrep Academy in a multitude of ways. They help make up the PTO, School Safety Team and Title I Committee. Several parent workshops are offered throughout the year for parents including HIB, PowerSchool, taking the hassel out of homework and the dangers of technology. Parent portal communication includes PowerSchool, Class Dojo, the iPrep Academy Facebook page and twitter.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers iPrep Academy conducts a School Climate Survey three times per year which is sent to administration, teachers, parents and students. The first surveys are is conducted in December, February and May. After all three are completed, the results are reviewed by the School Safety Team School policies are then modified if necessary.
Facilities:	The school is composed of two buildings, one was built in 1880 and the other in 1907. The specialized rooms include the science lab, chorus room, band room, art room and iLeap Center. The iLeap Center is a specialized room where teachers and students have access to a SmartBoard, interactive TV, green screen and video recording equipment The buildings have air conditioning in select rooms including the main office, nurse's room and our special education classrooms.
School Safety:	iPrep Academy utilizes School Safety Surveys that are sent out three times per year to all members of the school community. This past year, we also partnered with NJ Safe Links.

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Technology and STEM:	iPrep Academy is one-to-one school that utilizes technology accross the curriculum. Students can join the coding club and take part in the "Hour of Code".

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Other Information	"iPrep Academy is a magnet lottery school that is part of the Elizabeth Board of Education. Every student in the district in grades K-8 has the opportunity to apply. The school utilizes a one-to-one blended learning environment where every student has either a HP tablet or laptop. We incorporate Unified Classrooms by posting class content and lesson plans on it so that it is available to students and parents 24/7. School Number 8 is an AVID Elementary (AE) Certified Site. AVID stands for Advancement Via Individual Determination. AVID Elementary classes focus on WICOR, W-Writing to learn, I-Inquiry, C-Collaboration, O-Organization, and R-Reading to learn. Students focus on organization by using binders and note taking by using either 2-column, 3-column or Cornell Notes. High order questioning is a priority with AE which includes the way teachers and students create highly skilled questions and the way in which they are answered. AE is based on 4 essentials; Instruction, Culture, Leadership and Systems. iPrep Academy partnered with Future City Elizabeth in Estuary Day, 5th Grade Drug Abuse Resistance Education Program (DARE) with the Elizabeth Police Department, Union County Kids Dig In, Jump Rope for Heart and the Alliance for a Healthier Generation was maintained. Our students participated in field trips to The Statue of Liberty, Kean University and Montclair State College. Other activities included Student of the Month each month, Ice Cream Socials, Spartan of the Month, Physical Education Day, Faculty vs. Students Basketball game, Scholastic Book Fairs, Honor Roll/Scholars celebrations, anti-bullying day at Madison Square Garden, Read Across America, American Education Week, Multicultural Parade and Door decorating contests, Poetry and Research Presentations, School Wide Gallery Walks, Holiday and Spring Concerts, Music in the Park at Great Adventure, Food and Coat drives, Student Talent Show and the Union County Teen Arts program. "

NJ SCHOOL PERFORMANCE REPORT

J. Christian Bollwage Finance Academy
(39-1320-303)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Dr. Megan Marx
Address	447 Richmond Street Elizabeth, NJ 07202
Phone Number	908-436-6500
Email Address	marxme@epsnj.org
Website	https://www.epsnj.org/Domain/14

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	173	116	105
10	61	153	114
11	44	68	134
12	49	44	62
Total	327	381	415

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	43.7%	38.6%	40.0%
Male	56.3%	61.4%	60.0%
Economically Disadvantaged Students	73.4%	76.1%	81.0%
Students with Disabilities	4.3%	5.5%	7.7%
English Learners	11.6%	7.9%	7.5%
Homeless Students	0.3%	0.0%	0.0%
Students in Foster Care	0.3%	0.3%	0.2%
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	3.4%	5.2%	6.7%
Hispanic	73.7%	73.5%	73.0%
Black or African American	21.7%	20.7%	18.8%
Asian	1.2%	0.5%	1.4%
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%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	327	381	415
Shared Time Students	0	0	0
Full Time Equivalent	327	381	415

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	59.5%
English	32.8%
Portuguese	4.1%
Haitian	2.2%
Other Languages	1.4%

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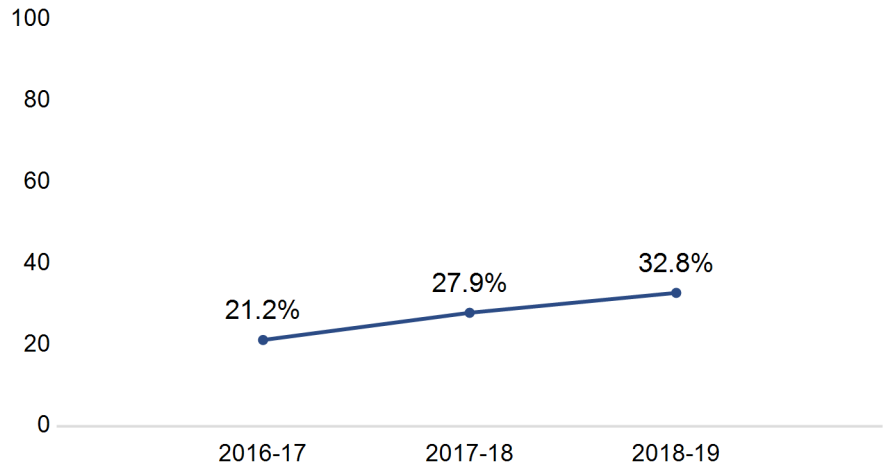
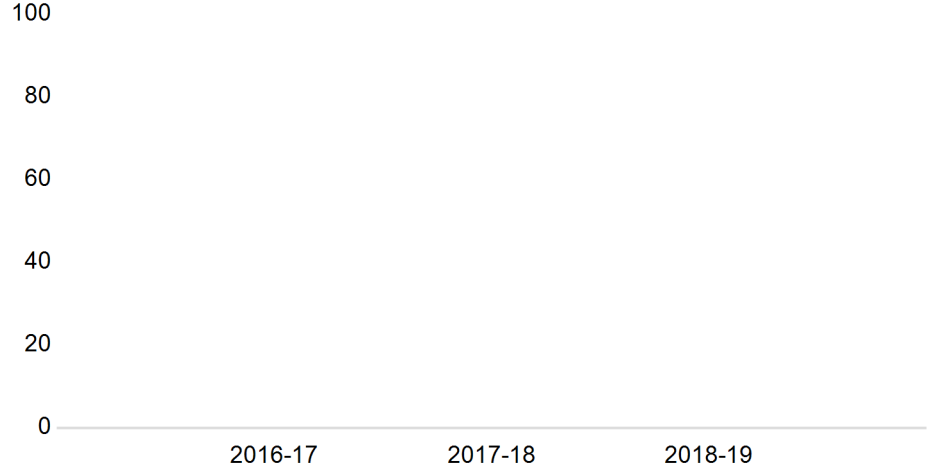
English Language Arts and Mathematics Performance Trends

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	100.0%	100.0%	100.0%	99.6%	99.6%	99.5%
Proficiency Rate for Federal Accountability	21.2%	27.9%	32.8%	*	*	*
Annual Target	N	24.1%	27.1%	N	8.5%	12.2%
Met Annual Target?	N	Met Target	Met Target	N	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	198	100.0	32.8	52.8	57.9	32.8	27.1	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	143	100.0	32.2	53.5	43.9	32.2	30.3	Met Target
Black or African American	35	100.0	22.9	42.5	38.5	22.9	19	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	80	100.0	36.3	59.1	64.8	36.3		
Male	118	100.0	30.5	46.6	51.3	30.5		
Economically Disadvantaged Students	162	100.0	30.9	50.4	40.0	30.9	23.7	Met Target
Non-Economically Disadvantaged Students	36	100.0	41.7	62.8	67.9	41.7		
Students with Disabilities	18	100.0	*	18.8	22.7	*	**	**
Students without Disabilities	180	100.0	*	57.8	65.1	*		
English Learners	19	100.0	*	40.3	29.3	*	**	**
Non-English Learners	179	100.0	*	58.3	60.6	*		
Homeless Students	N	N	N	34.3	29.1	N		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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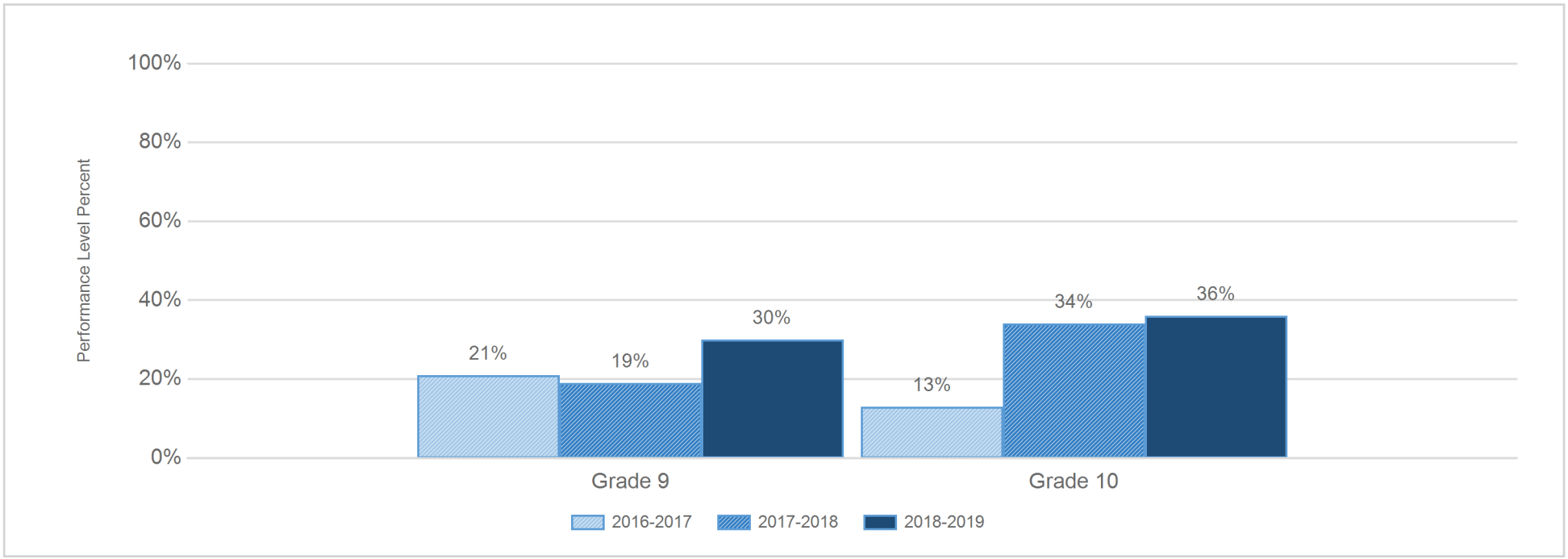
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 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	98	732	745	753	16%	16%	38%	*	*	30%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	69	729	746	737	19%	19%	35%	*	*	28%	40%
Black or African American	17	727	732	732	*	*	*	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	47	741	751	760	*	*	36%	*	*	40%	63%
Male	51	723	739	746	*	*	39%	*	*	20%	49%
Economically Disadvantaged Students	81	729	744	734	*	*	*	*	*	27%	36%
Non-Economically Disadvantaged Students	17	742	750	762	*	*	*	*	*	41%	65%
Students with Disabilities	10	719	711	717	*	*	*	*	*	10%	17%
Students without Disabilities	88	733	749	760	*	*	*	*	*	32%	63%
English Learners	*	*	702	693	*	*	*	*	*	*	*
Non-English Learners	*	*	753	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	720	N	N	N	N	N	N	21%
Students in Foster Care	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	103	729	750	757	27%	15%	22%	24%	12%	36%	58%
White	*	*	763	767	*	*	*	*	*	*	67%
Hispanic	76	729	750	738	28%	13%	22%	*	*	37%	43%
Black or African American	18	722	*	733	*	*	*	*	*	28%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	33	720	759	766	30%	*	*	*	*	30%	66%
Male	70	733	742	749	26%	*	*	*	*	39%	51%
Economically Disadvantaged Students	81	729	750	735	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	22	732	752	767	*	*	*	*	*	41%	67%
Students with Disabilities	*	*	710	711	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	*	723	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	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	199	99.5	*	27.2	44.5	*	12.2	Not Met
White	*	*	14.3	37.3	54.1	14.3	**	**
Hispanic	146	100.0	*	27.9	28.8	*	13.9	Not Met
Black or African American	36	100.0	*	17.0	23.0	*	8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	82	100.0	*	27.1	44.9	*		
Male	117	99.2	*	27.3	44.2	*		
Economically Disadvantaged Students	162	100.0	*	25.4	26.3	*	12	Not Met
Non-Economically Disadvantaged Students	37	97.5	*	34.2	54.9	*		
Students with Disabilities	17	100.0	*	10.7	17.4	*	**	**
Students without Disabilities	182	99.5	*	29.5	50.0	*		
English Learners	19	100.0	*	25.9	25.0	*	**	**
Non-English Learners	180	99.5	*	27.8	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

J. Christian Bollwage Finance Academy
(39-1320-303)
Grades Offered: 09-12
2018-2019

Report Key:
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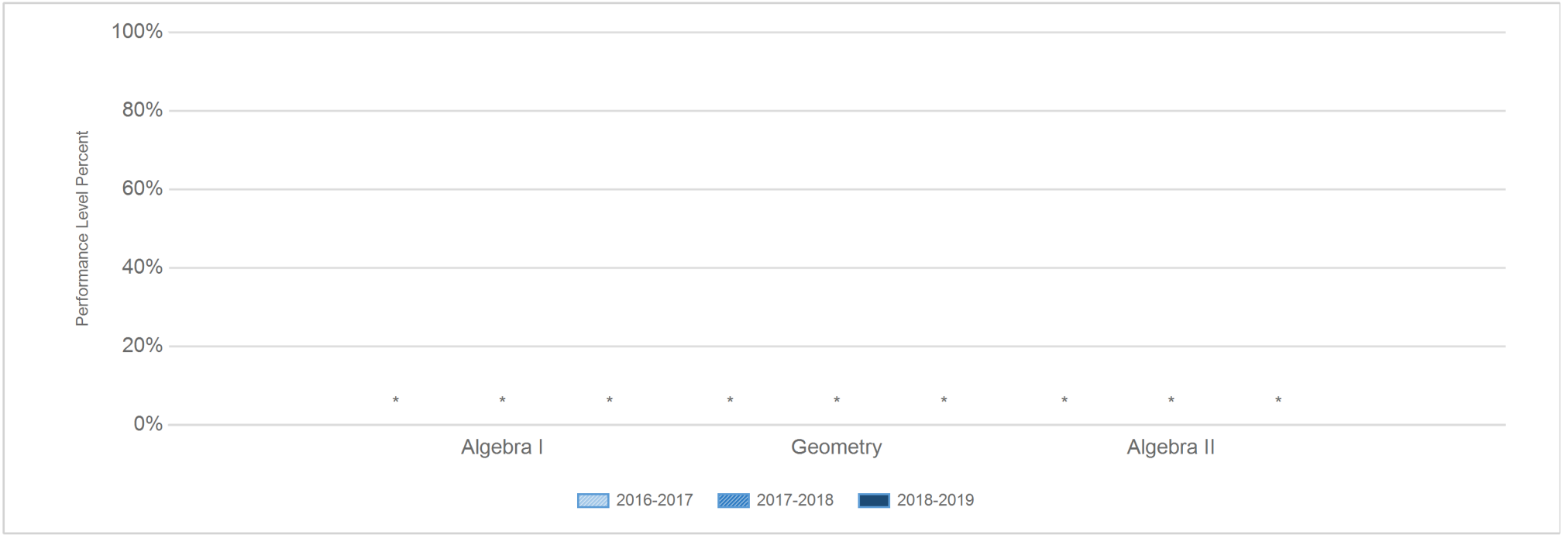
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	730	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	N	N	731	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	N	N	733	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	706	718	737	*	*	*	*	*	*	35%
White	*	*	721	743	*	*	*	*	*	*	43%
Hispanic	67	705	719	724	*	*	*	*	*	*	17%
Black or African American	17	702	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	43	701	720	738	*	*	*	*	*	*	36%
Male	52	711	716	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	78	704	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	17	718	719	743	*	*	*	*	*	*	43%
Students with Disabilities	*	*	699	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	720	741	*	*	*	*	*	*	*
English Learners	*	*	709	708	*	*	*	*	*	*	*
Non-English Learners	*	*	721	738	*	*	*	*	*	*	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	*
Students in Foster Care	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	699	714	755	*	*	*	*	*	*	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	80	698	713	731	*	*	*	*	*	*	34%
Black or African American	*	*	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	734	777	N	N	N	N	N	N	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	38	692	713	752	*	*	*	*	*	*	55%
Male	68	704	714	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	84	699	713	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	22	701	716	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	689	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	715	756	*	*	*	*	*	*	60%
English Learners	*	*	682	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	718	755	*	*	*	*	*	*	59%
Homeless Students	N	N	687	717	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	715	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	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	33.3%	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	*	*	*
3-4	25	*	*
5 or more	*	*	*

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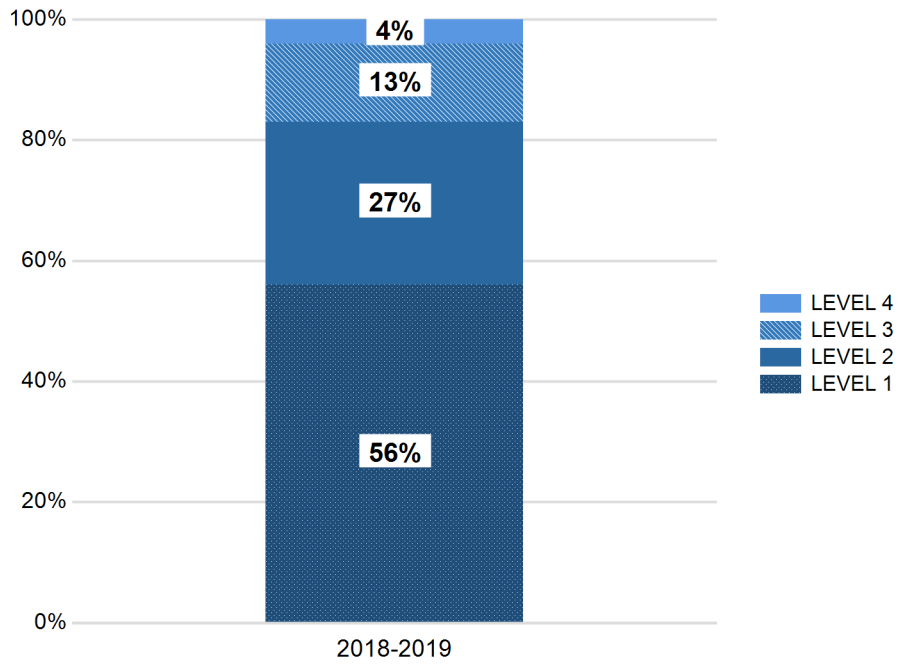
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent 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 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	56	27	13	4
White	*	*	*	*
Hispanic	53	26	17	4
Black or African American	63	29	4	4
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	53	29	17	2
Male	59	25	11	5
Economically Disadvantaged Students	57	28	12	3
Non-Economically Disadvantaged Students	52	19	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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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 in2018-19. 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	99.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	394	476	Grade 10: 430 Grade 11: 460	23%	61%
PSAT 10/NMSQT - Math	406	477	Grade 10: 480 Grade 11: 510	10%	43%
SAT - Reading and Writing	450	539	480	30%	70%
SAT - Math	476	541	530	29%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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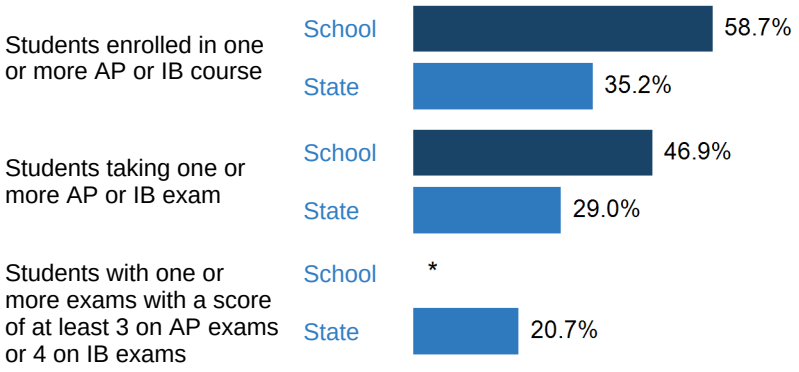
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses 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	0	1
AP Calculus AB	20	16
AP English Language and Composition	51	50
AP English Literature and Composition	43	37
AP Human Geography	39	33
AP Statistics	44	33
AP U.S. History	50	47
AP World History	50	41
Total Exams taken		258
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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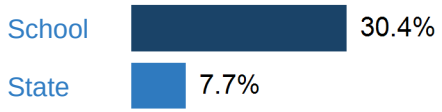
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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)

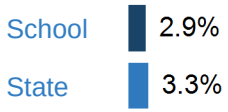


CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)

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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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	30.4%	65.3%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	30.7%	65.7%	10.3%	11.3%
Black or African American	26.9%	69.2%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	35.5%	59.0%	7.3%	10.6%
Male	26.9%	69.5%	8.0%	10.1%
Economically Disadvantaged Students	30.7%	65.2%	10.4%	11.8%
Students with Disabilities	31.3%	56.3%	6.6%	9.2%
English Learners	90.3%	*	8.7%	3.2%
Homeless Students	N	N	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials

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
Finance	*		
Information Technology	*		
Total (All Clusters)	397	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	93	8	0	0	0	4
10	0	3	100	11	0	0	0
11	0	2	21	110	0	2	0
12	0	1	0	1	20	42	0
Total	0	99	129	122	20	44	4
Enrolled in AP/IB Course					20	44	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	3	0	0	4	98	0
10	107	7	0	1	2	0
11	24	111	0	0	2	0
12	N	N	N	N	N	N
Total	134	118	0	5	102	0
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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(39-1320-303)
Grades Offered: 09-12
2018-2019

Report Key:
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	99	3	0	0	0	4
10	5	113	0	0	0	38
11	0	132	0	0	0	2
12	0	2	0	0	0	1
Total	104	250	0	0	0	45
Enrolled in AP/IB Course	50	50	0	0		39
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	28	23	0	0	0	0	0
10	72	35	0	0	0	0	0
11	37	26	0	0	0	0	0
12	N	N	N	N	N	N	N
Total	137	84	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	34	23	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-303)
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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
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	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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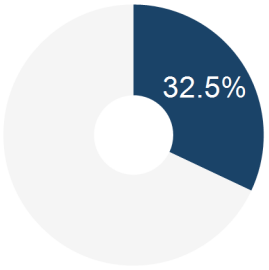
Visual and Performing Arts – Course Participation

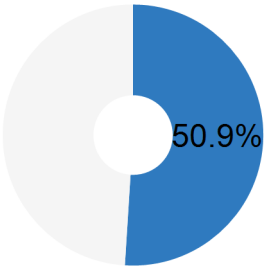
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

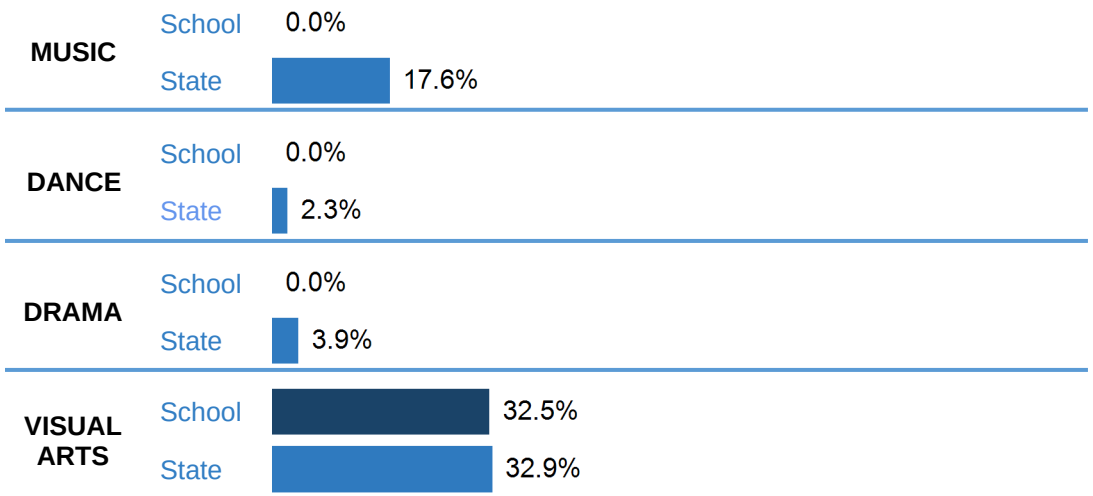


School



State

Students enrolled in one or more classes by discipline:



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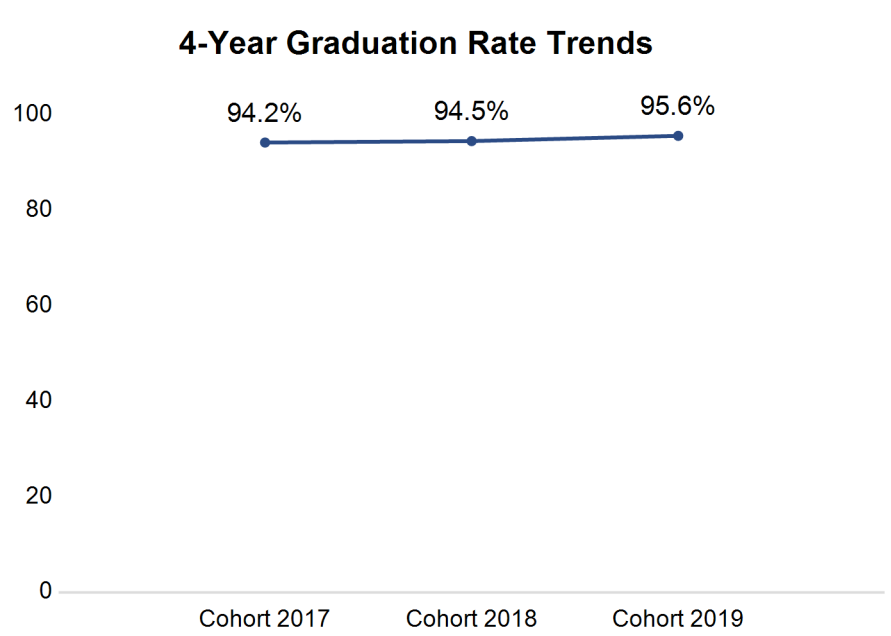
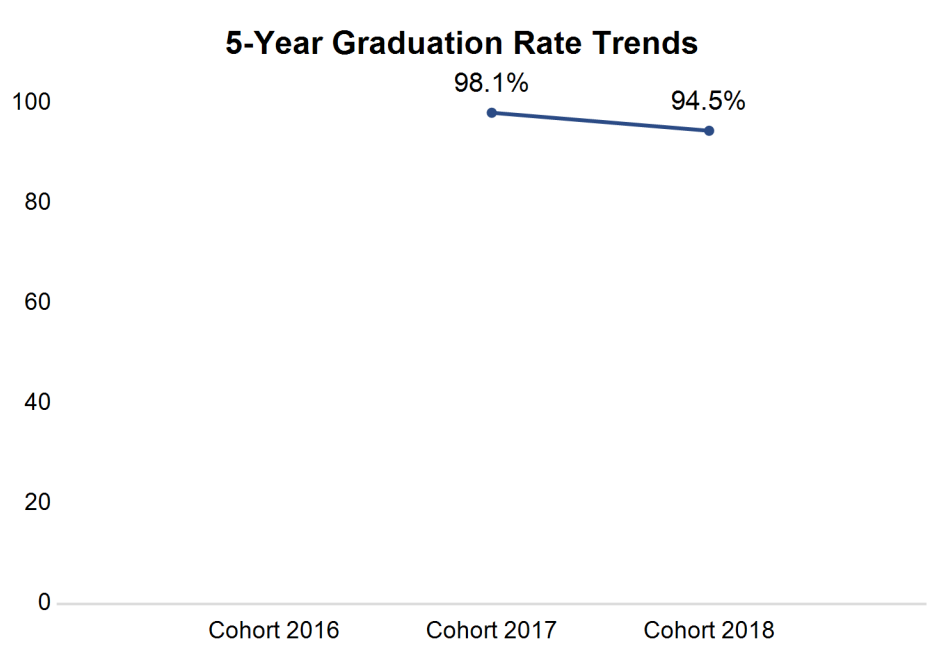
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	94.2%	94.5%	95.6%	*	98.1%	94.5%
Annual Target	N	94.2%		**	N	
Met Annual Target?	N	Met Target		**	Met Goal	
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	95.6%	90.6%	94.5%	92.5%	94.5%	94.2%	Met Target	98.1%	N	Met Goal
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	96.1%	84.5%	95.0%	87.3%	95.0%	N	Met Goal	97.3%	N	Met Goal
Black or African American	*	83.3%	*	87.1%	*	**	**	100.0%	**	**
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	95.7%	92.8%	100.0%	94.4%	100.0%			96.3%		
Male	95.6%	88.5%	90.9%	90.8%	90.9%			100.0%		
Economically Disadvantaged Students	96.4%	84.0%	92.9%	87.3%	92.9%	95.0%	Not Met	100.0%	N	Met Goal
Students with Disabilities	*	79.2%	*	83.8%	*	**	**	N	N	N
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	64.6%	40.0%
Substitute Competency Test	21.5%	35.4%
Portfolio Appeals Process	7.7%	18.5%
Alternate Requirements specified in IEP	6.2%	6.2%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	3.1%	1.2%
2017-2018	1.3%	1.2%
2016-2017	0.3%	1.1%

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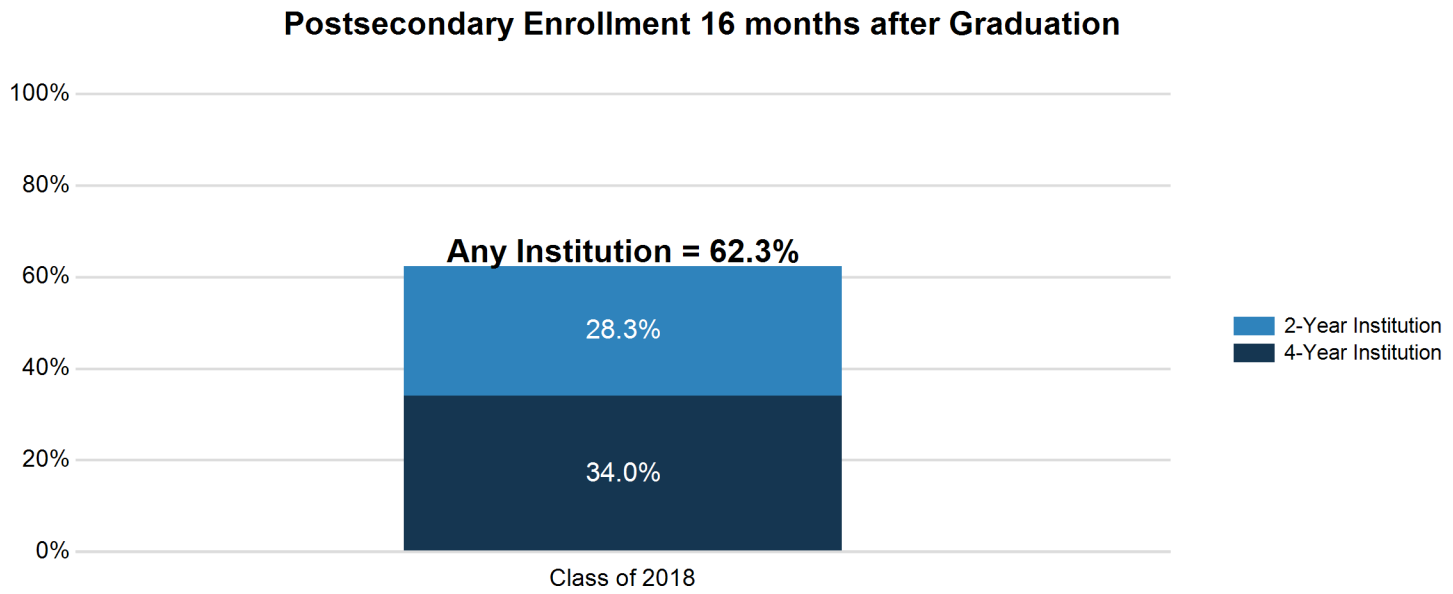
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.3%
% Enrolled in 4-Year Institution	34.0%
% Enrolled in Any Postsecondary Institution	62.3%

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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%	31.4%	68.6%
White	*	*	*
Hispanic	72%	36.1%	63.9%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	78%	25.6%	74.4%
Students with Disabilities	*	*	*
English Learners	N	N	N

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	62.3%	45.5%	54.5%	69.7%	30.3%	87.9%	12.1%
White	*	*	*	*	*	*	*
Hispanic	71.1%	40.7%	59.3%	70.4%	29.6%	92.6%	7.4%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	56.8%	47.6%	52.4%	76.2%	23.8%	95.2%	4.8%
Students with Disabilities	*	*	*	*	*	*	*
English Learners	N	N	N	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.

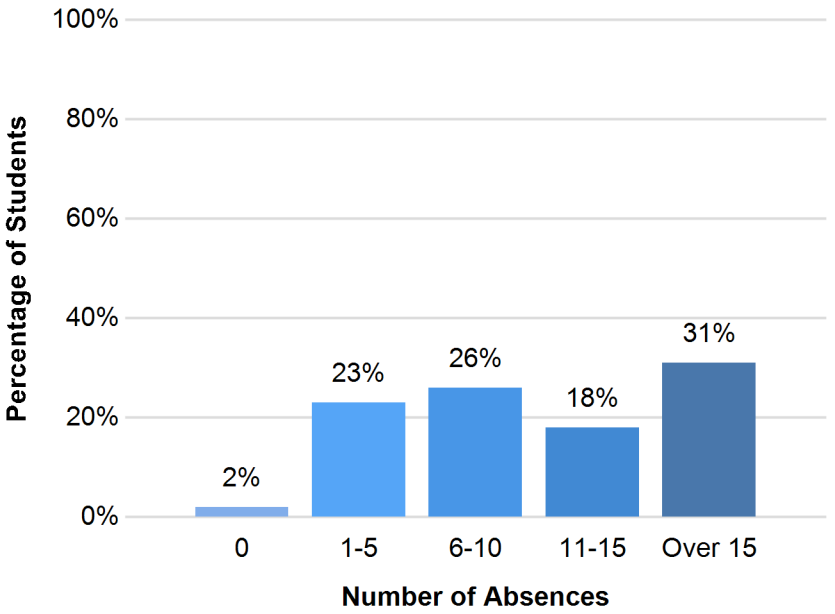
Chronic Absenteeism

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	113	26.2	14.2	Not Met
White	*	*	14.2	Not Met
Hispanic	83	26.5	14.2	Not Met
Black or African American	23	27.4	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	54	31.4		
Male	59	22.8		
Economically Disadvantaged Students	95	27.5	14.2	Not Met
Students with Disabilities	8	22.9	14.2	Not Met
English Learners	9	29.0	14.2	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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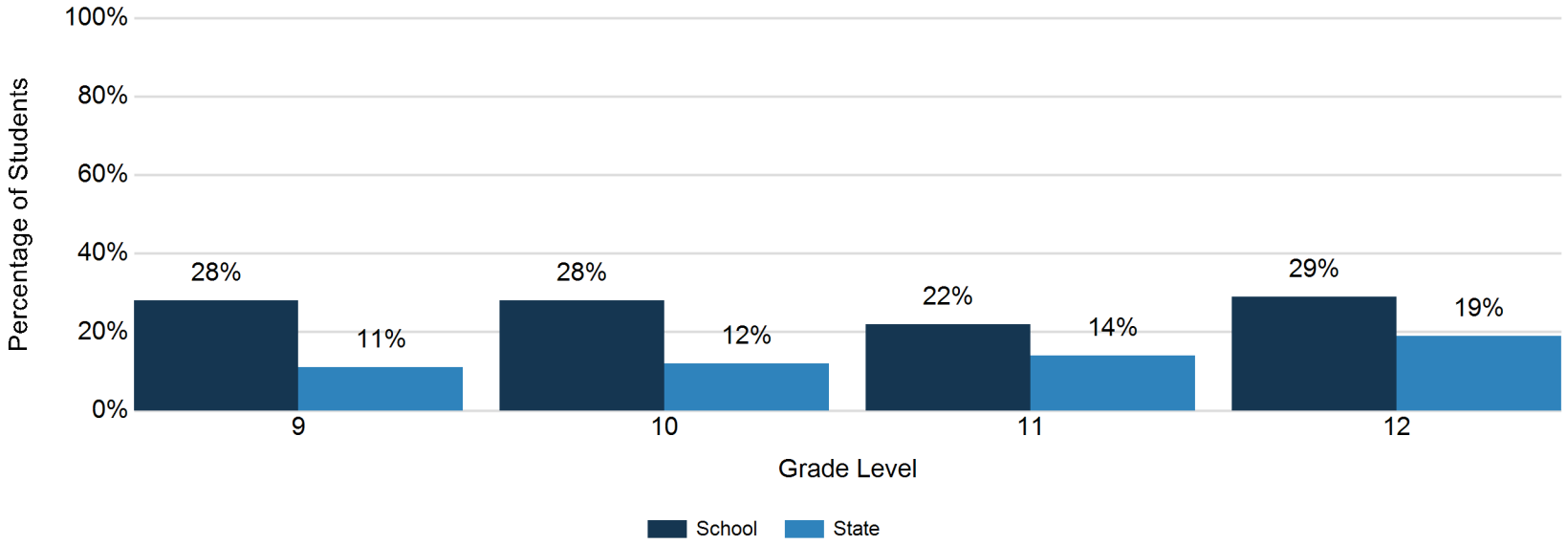
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	29
Weapons	5
Vandalism	7
Substances	21
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	63
Incidents Per 100 Students Enrolled	15.18

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	2
Weapons	4
Vandalism	1
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	1	2	3
Disability	1	0	1
Other	0	0	0
No Identified Nature	3		3

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	105	25.3%
Any Suspension	105	25.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
672

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	69.0%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	415:1	297:1
Teachers to Administrators	29:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

NJ SCHOOL PERFORMANCE REPORT

J. Christian Bollwage Finance Academy
(39-1320-303)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	40.0%	51.7%	100.0%	48.4%	77.1%	54.9%
Male	60.0%	48.3%	0.0%	51.6%	22.9%	45.1%
White	6.7%	58.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	73.0%	24.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.8%	13.8%	0.0%	15.0%	6.6%	13.9%
Asian	1.4%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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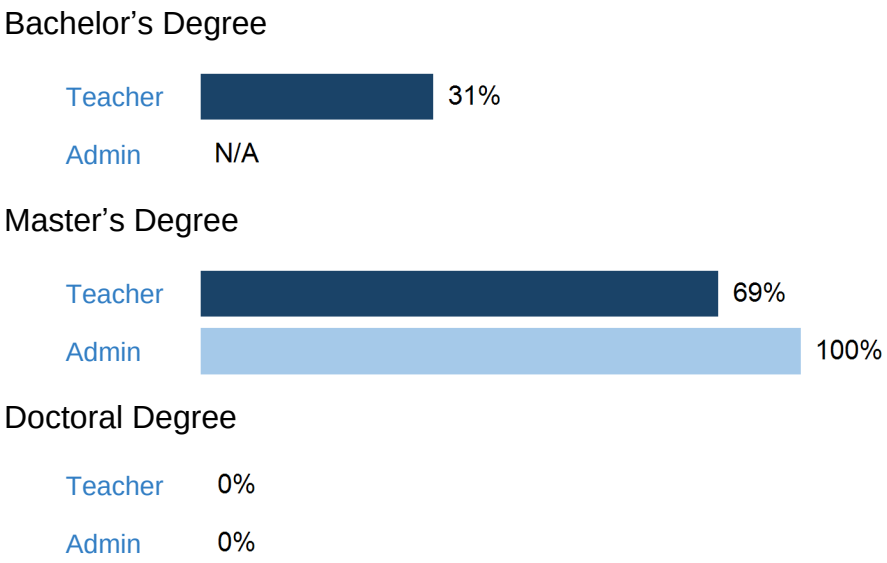
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.4%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.2%	27.9%	32.8%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.2%	94.5%	95.6%
5-Year Graduation Rate†	*	98.1%	94.5%
Progress toward English Language Proficiency		25.0%	33.3%
Chronic Absenteeism	16.5%	21.3%	26.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Goal	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Goal	Met Goal	n/a	Not Met	No
Black or African American	Met Target	Not Met	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Goal	n/a	Not Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• NAF Model Academy of Finance • Rigorous coursework in Honors and AP classes • Nationally recognized business program with extended learning opportunities
Mission, Vision, Theme:	J. Christian Bollwage students participate in a rigorous comprehensive curricular program and NAF business and finance program that prepare our students to be competitive for a postsecondary education and career.
Awards, Recognition, Accomplishments:	J. Christian Bollwage Finance Academy boasts a nationally-recognized Model Academy of Finance that exposes students to business and finance through in-class and extended learning opportunities.

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Courses, Curriculum, Instruction:	All students participate in rigorourous Honors and AP courses, such as but not limited to AP English Language, AP Statistics, and AP Human Geography. Each year students take at least one business or finance class, ultimately resulting in a business certification. Additional course offerings include courses such as, but not limited to, a sequence in Logistiscs and Global Supply Chain Mangagement, Drawing and Painting, Commerical Photography, and Public Speaking.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Bollwage Finance Academy athletes participate on the Elizabeth Public Schools district athletic teams. Bollwage boasts having many scholar athletes, who with the support of the school, sign with various collegiate programs to play sports in their post-secondary education.
Clubs and Activities:	Clubs include, but are not limited to, Student Government, Yearbook, Accouting Club, Senior Class, Junior Class, Sophomore Class, Freshmen Class, Key Club, Fitness Club, Outdoor Appreciation, and Impact. We partner with Union County Boys & Girls club and Make the Road, local organizations that have provided our students with community leadership and participation opportunities as well as paid internships.

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Staff and Professional Learning:	Teachers receive extensive trianing in Danielson's Framework for Teaching to monitor best pedagogical practice and departmentalized training related to best practice in their content. Additionally, teachers are trianed in the NAF instructional program and areas including school safety and school climate and culture.
Postsecondary Information:	J. Christian Bollwage Finance graduates are prepared to attend competitive four-year universitites and to enter the workforce.

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Student Supports and Services:	Supports and services are available for all students including English language learners and students with various disabiliites.
Student Health and Wellness:	J. Christian Bollwage Finance Academy is committed to the health and wellness of our students. We offer a fitness club and several resources for physical, social, and emotional well-being. Additionally, we connect students and families with agencies and organizations that can support the student health and welness.
Parent and Community Involvement:	J. Christian Bollwage Finance Acdaemy has a parent teacher organization (PTO) as well as a NAF Academy of Finance Advisory board, made up of various community members and professionals with whom we parter to service our students' needs in and beyond the classroom. Our city's Mayor as well as local organizations, like Boys & Girls club and Make the Road, participate on our board and in our school-based instructional and safety teams.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our most recent climate survey reveals that administration, students and staff work collaboratively well and support each other in teaching and learning.
Facilities:	J. Christian Bollwage Finance Academy is a building with historic charm and varied instructional spaces. The building accommodates 450 students making the facility ideal for teachers and learners alike.
School Safety:	J. Christian Bollwage Finance Academy employs rigorous safety standards to ensure that all community members are adhering to safety protocol. Additionally, we work with local law enforcement and other agencies to be sure that are security measures are aligned to best practice.

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Technology and STEM:	J. Christian Bollwage Finance Academy is a one-to-one school offering laptops to enhance student learning. Students use a variety of platforms for learning and extended learning opportunities, including but not limited to Powerschool Unified Classroom, NAFTrack, and Naviance. Additionally, Bollwage Finance Academy offers students the opportunity to become certified in Microsoft applicaitons through computer application and computer science classes.

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Other Information	Students model professional attire by following a uniform policy including a dress shirt, tie, and khakis. Admission to Bollwage Finance Academy is based on a minimum GPA requirement and willingness to engage in learning, including our business- and finance-themed instruction.

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Yalitza Torres
Address	125 Third Street Elizabeth, NJ 07206
Phone Number	908-436-5580
Email Address	torresya@epsnj.org
Website	https://www.epsnj.org/Domain/24
Facebook	https://www.facebook.com/jeromedunn

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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	108	119	100
1	113	98	113
2	99	95	95
3	107	95	86
4	104	102	90
5	79	105	107
6	86	80	104
7	81	93	86
8	87	87	95
Total	864	874	876

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.0%	48.1%	48.1%
Male	51.0%	51.9%	51.9%
Economically Disadvantaged Students	92.7%	92.3%	89.0%
Students with Disabilities	11.9%	10.4%	12.9%
English Learners	39.1%	41.3%	43.0%
Homeless Students	1.5%	1.1%	2.2%
Students in Foster Care	0.5%	0.0%	0.2%
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	3.4%	2.7%	2.6%
Hispanic	72.3%	74.9%	77.3%
Black or African American	23.8%	21.7%	19.6%
Asian	0.2%	0.2%	0.2%
Native Hawaiian or Pacific Islander	0.2%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	108	119	100

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	66.8%
English	30.4%
Haitian	1.1%
Other Languages	1.7%

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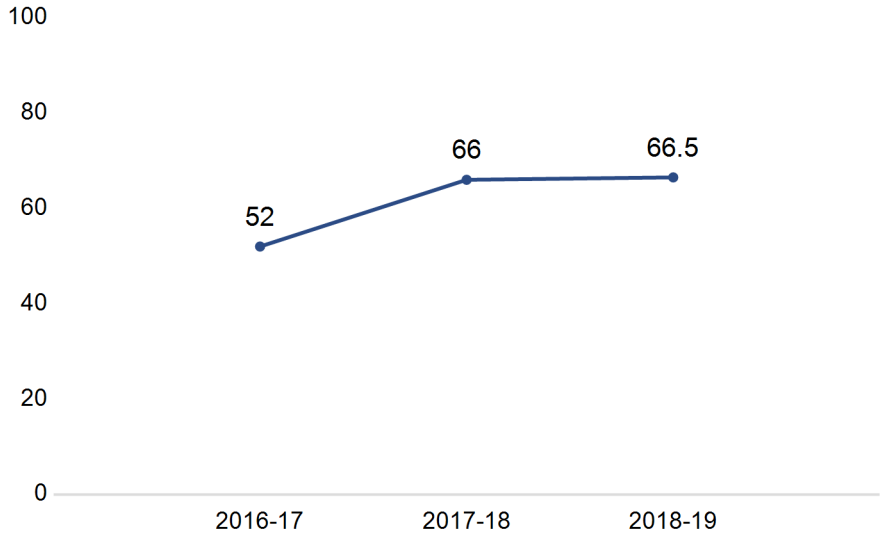
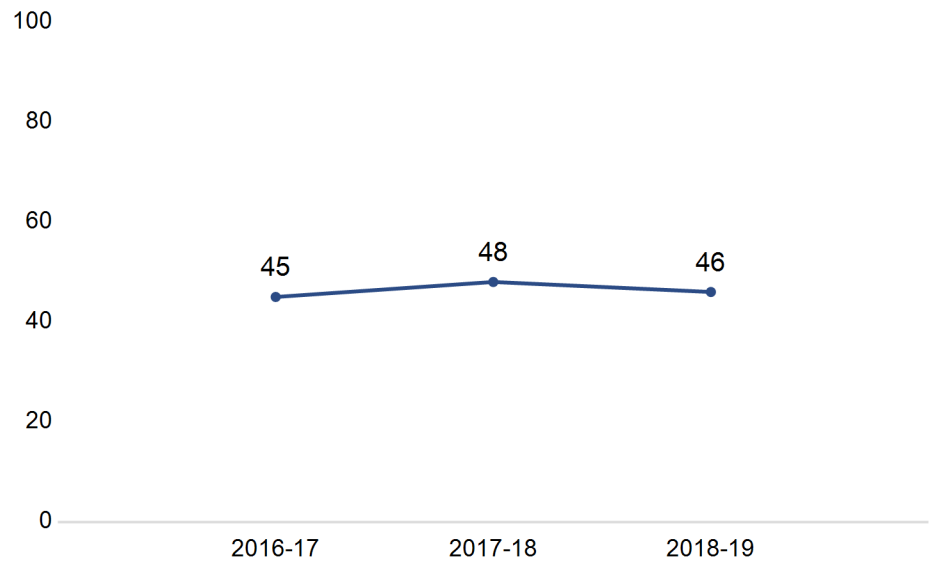
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	66	66.5	45	48	46
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
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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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	66.5	63	50	Exceeds Standard	46	44	50	Met Standard
White	65	63	50	**	44	47.5	52	**
Hispanic	70	63	49	Exceeds Standard	43	44	47	Met Standard
Black or African American	61	61	45	Exceeds Standard	48	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	71	64	53	N	43	43	50	N
Male	62	61	47	N	49	44	51	N
Economically Disadvantaged Students	67	63	48	Exceeds Standard	44	43	46	Met Standard
Students with Disabilities	41	52	43	Met Standard	43	41	45	Met Standard
English Learners	70.5	65	52	Exceeds Standard	42	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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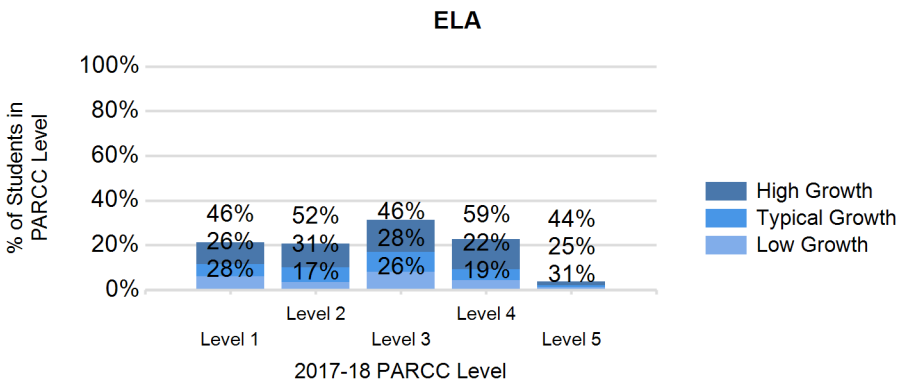
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

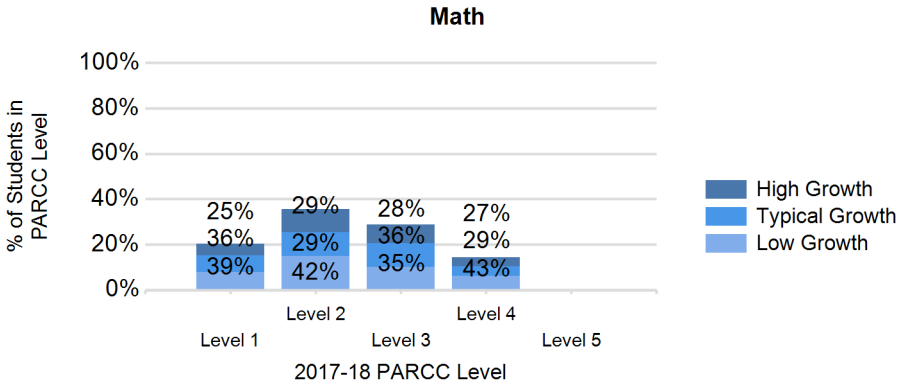
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

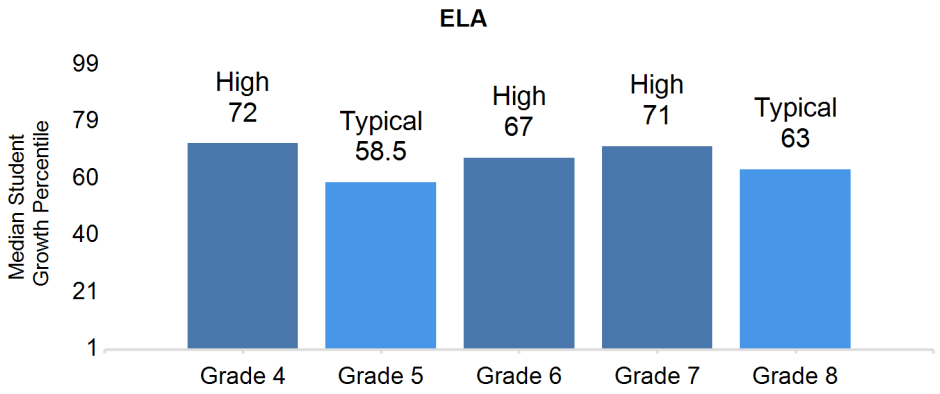
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

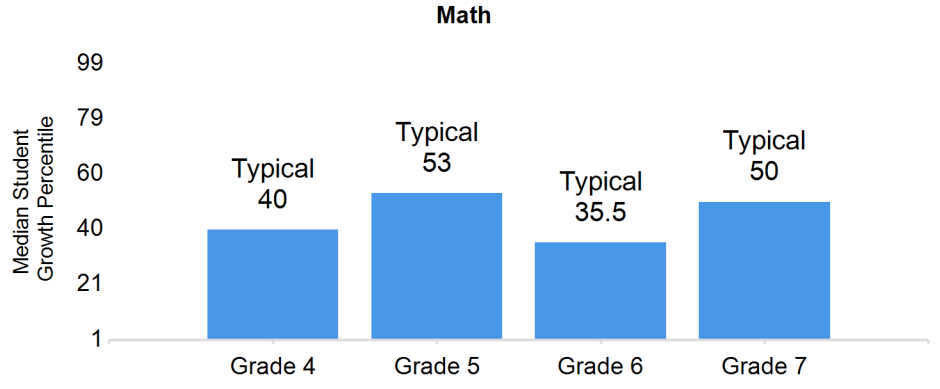




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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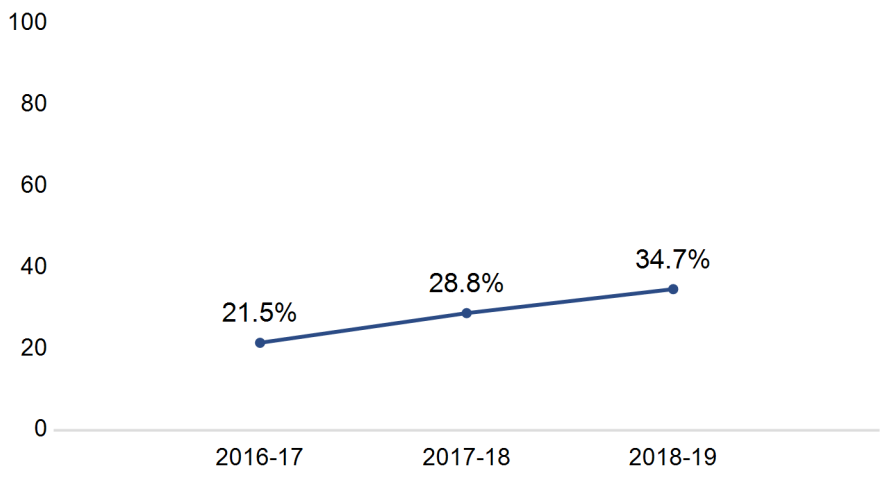
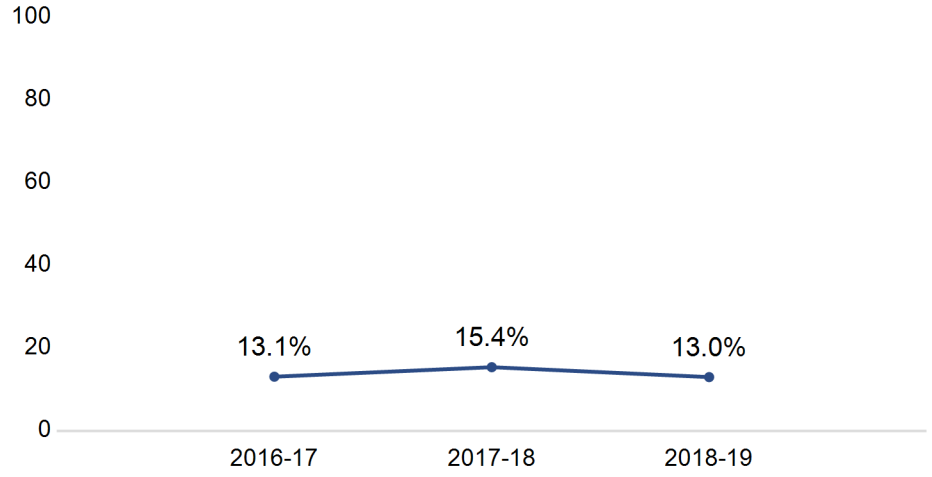
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.6%	99.4%	98.9%	99.5%	98.8%
Proficiency Rate for Federal Accountability	21.5%	28.8%	34.7%	13.1%	15.4%	13.0%
Annual Target	23.8%	26.7%	29.7%	17.9%	21.1%	24.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	518	99.4	34.7	52.8	57.9	34.7	29.7	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	387	99.8	37.0	53.5	43.9	37.0	30.6	Met Target
Black or African American	113	98.3	27.4	42.5	38.5	27.4	25.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	248	99.6	41.1	59.1	64.8	41.1		
Male	270	99.3	28.9	46.6	51.3	28.9		
Economically Disadvantaged Students	476	99.6	34.9	50.4	40.0	34.9	29.7	Met Target
Non-Economically Disadvantaged Students	42	98.0	33.3	62.8	67.9	33.3		
Students with Disabilities	71	100.0	12.7	18.8	22.7	12.7	11.2	Met Target
Students without Disabilities	447	99.4	38.3	57.8	65.1	38.3		
English Learners	281	100.0	33.1	40.3	29.3	33.1	22.6	Met Target
Non-English Learners	237	98.8	36.7	58.3	60.6	36.7		
Homeless Students	11	100.0	45.5	34.3	29.1	45.5		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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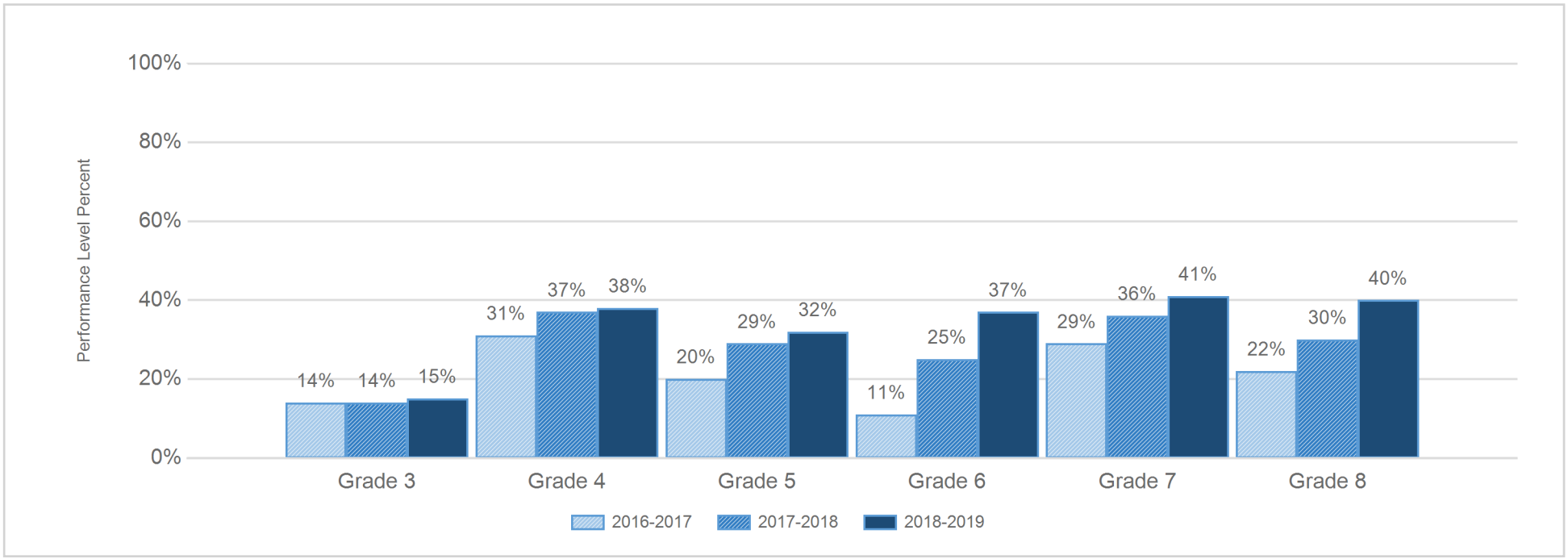
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	715	738	748	32%	30%	23%	*	*	15%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	62	718	738	734	27%	29%	26%	*	*	18%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	730	743	753	*	*	*	*	*	*	55%
Male	48	704	733	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	10	683	700	719	*	*	*	*	*	*	24%
Students without Disabilities	72	719	743	754	*	*	*	*	*	*	56%
English Learners	38	711	719	713	34%	29%	*	*	*	13%	17%
Non-English Learners	44	718	746	751	30%	32%	*	*	*	16%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	738	748	755	16%	17%	29%	*	*	38%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	68	737	748	743	18%	16%	29%	*	*	37%	44%
Black or African American	18	741	742	739	*	*	*	*	*	39%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	47	745	753	760	*	*	30%	*	*	45%	62%
Male	42	731	743	750	*	*	29%	*	*	31%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	10	702	713	725	*	*	*	*	*	*	25%
Students without Disabilities	79	743	752	761	*	*	*	*	*	*	64%
English Learners	46	730	729	720	*	*	33%	*	*	28%	17%
Non-English Learners	43	748	754	758	*	*	26%	*	*	49%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	734	751	756	19%	17%	31%	*	*	32%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	78	735	751	743	21%	14%	29%	*	*	36%	44%
Black or African American	26	733	741	739	*	*	42%	*	*	23%	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	*	762	N	N	N	N	N	N	65%
Female	58	736	757	761	*	*	34%	*	*	33%	64%
Male	51	731	744	750	*	*	27%	*	*	31%	52%
Economically Disadvantaged Students	98	734	748	740	*	*	*	*	*	33%	39%
Non-Economically Disadvantaged Students	11	733	761	766	*	*	*	*	*	27%	69%
Students with Disabilities	12	695	713	724	*	*	0%	*	*	17%	23%
Students without Disabilities	97	738	756	762	*	*	35%	*	*	34%	65%
English Learners	29	715	722	713	34%	*	*	*	*	10%	11%
Non-English Learners	80	740	756	758	14%	*	*	*	*	40%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	738	750	754	16%	13%	33%	*	*	37%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	75	742	752	743	15%	13%	28%	*	*	44%	43%
Black or African American	20	725	741	738	*	*	50%	*	*	20%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	51	744	757	762	*	*	25%	*	*	45%	64%
Male	48	732	744	748	*	*	42%	*	*	29%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	13	701	717	722	*	*	*	*	*	*	19%
Students without Disabilities	86	744	755	761	*	*	*	*	*	*	64%
English Learners	25	718	717	710	*	*	*	*	*	16%	*
Non-English Learners	74	745	755	756	*	*	*	*	*	45%	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	740	759	761	18%	16%	26%	27%	14%	41%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	53	743	*	747	*	19%	25%	*	*	42%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	36	748	765	769	*	*	*	*	*	47%	71%
Male	38	732	753	753	*	*	*	*	*	34%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	13	710	720	720	*	*	*	*	*	15%	22%
Students without Disabilities	61	746	764	769	*	*	*	*	*	46%	71%
English Learners	19	716	713	706	*	*	*	*	*	16%	12%
Non-English Learners	55	748	765	763	*	*	*	*	*	49%	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	81	742	758	762	*	20%	31%	*	*	40%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	64	741	758	747	*	22%	30%	*	*	38%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	31	748	764	771	*	*	32%	*	*	45%	71%
Male	50	738	753	753	*	*	30%	*	*	36%	55%
Economically Disadvantaged Students	68	744	756	743	*	*	*	*	*	40%	45%
Non-Economically Disadvantaged Students	13	729	763	772	*	*	*	*	*	38%	72%
Students with Disabilities	11	726	720	721	*	*	*	*	*	18%	22%
Students without Disabilities	70	744	763	770	*	*	*	*	*	43%	71%
English Learners	20	717	713	708	*	*	*	*	*	10%	12%
Non-English Learners	61	750	764	764	*	*	*	*	*	49%	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
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	529	98.8	13.0	27.2	44.5	13.0	24.4	Not Met
White	*	*	14.3	37.3	54.1	14.0	**	**
Hispanic	399	99.1	15.3	27.9	28.8	15.3	25.3	Not Met
Black or African American	113	98.3	*	17.0	23.0	*	19.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	254	99.3	13.0	27.1	44.9	13.0		
Male	275	98.3	13.1	27.3	44.2	13.1		
Economically Disadvantaged Students	480	99.2	13.3	25.4	26.3	13.3	24.4	Not Met
Non-Economically Disadvantaged Students	49	95.7	10.2	34.2	54.9	10.2		
Students with Disabilities	69	96.0	*	10.7	17.4	*	14.8	Not Met
Students without Disabilities	460	99.2	*	29.5	50.0	*		
English Learners	294	100.0	*	25.9	25.0	*	25.3	Not Met
Non-English Learners	235	97.3	*	27.8	46.5	*		
Homeless Students	11	92.3	27.3	20.0	17.1	27.3		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-08
2018-2019

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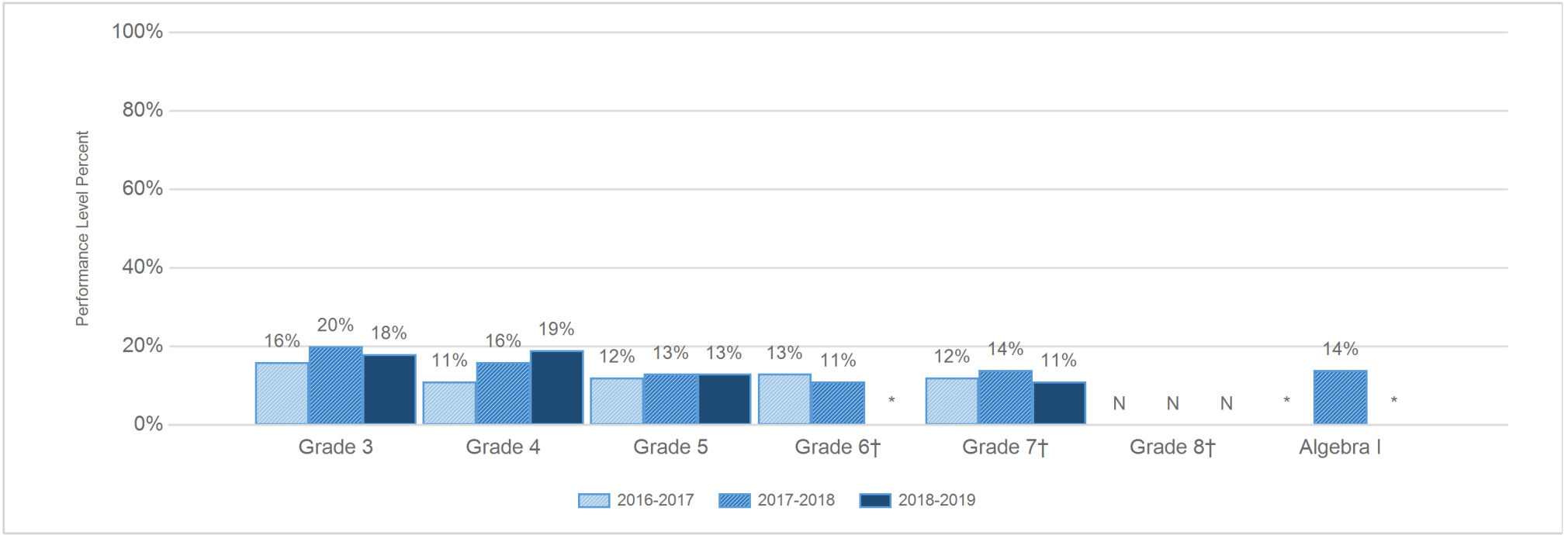
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	721	741	752	22%	31%	28%	18%	0%	18%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	69	725	742	739	16%	33%	28%	23%	0%	23%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	37	726	743	751	*	*	35%	*	*	22%	54%
Male	52	717	740	752	*	*	23%	*	*	15%	56%
Economically Disadvantaged Students	78	723	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	11	707	747	761	*	*	*	*	*	*	67%
Students with Disabilities	10	687	716	731	*	*	*	*	*	*	31%
Students without Disabilities	79	725	744	756	*	*	*	*	*	*	60%
English Learners	44	731	735	728	*	*	*	*	*	*	26%
Non-English Learners	45	711	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	721	737	749	27%	26%	28%	19%	0%	19%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	70	723	738	737	26%	27%	26%	21%	0%	21%	36%
Black or African American	20	713	728	731	*	*	*	*	*	10%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	48	721	737	749	27%	25%	29%	*	*	19%	50%
Male	45	722	737	749	27%	27%	27%	*	*	20%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	10	708	713	726	*	*	*	*	*	*	25%
Students without Disabilities	83	723	740	754	*	*	*	*	*	*	56%
English Learners	48	719	726	722	29%	25%	29%	*	*	17%	18%
Non-English Learners	45	723	741	751	24%	27%	27%	*	*	22%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	722	738	747	18%	36%	32%	13%	0%	13%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	83	723	739	735	19%	30%	35%	16%	0%	16%	30%
Black or African American	26	718	728	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	*	753	N	N	N	N	N	N	55%
Female	60	723	740	747	*	37%	37%	*	*	12%	47%
Male	54	721	737	747	*	35%	28%	*	*	15%	47%
Economically Disadvantaged Students	99	722	737	732	*	*	*	*	*	13%	27%
Non-Economically Disadvantaged Students	15	718	742	757	*	*	*	*	*	13%	59%
Students with Disabilities	12	712	717	725	*	*	*	*	*	*	19%
Students without Disabilities	102	723	741	752	*	*	*	*	*	*	52%
English Learners	34	713	724	718	*	*	*	*	*	*	12%
Non-English Learners	80	726	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	712	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	77	713	727	729	*	*	*	*	*	*	24%
Black or African American	20	704	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	50	713	727	742	*	*	*	*	*	*	42%
Male	50	710	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	11	687	709	716	*	*	*	*	*	*	12%
Students without Disabilities	89	715	728	746	*	*	*	*	*	*	46%
English Learners	28	702	709	709	*	*	*	*	*	*	*
Non-English Learners	72	715	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	718	728	744	21%	46%	22%	*	*	11%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	54	719	*	733	19%	44%	26%	*	*	11%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	37	719	728	744	*	43%	*	*	*	11%	42%
Male	39	716	727	743	*	49%	*	*	*	10%	42%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	728	751	*	*	*	*	*	*	53%
Students with Disabilities	13	709	709	718	*	*	*	*	*	*	13%
Students without Disabilities	63	719	730	749	*	*	*	*	*	*	48%
English Learners	21	705	713	716	*	57%	0%	*	*	10%	10%
Non-English Learners	55	722	730	745	*	42%	31%	*	*	11%	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	717	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	65	718	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	32	717	730	745	*	*	*	*	*	*	44%
Male	50	718	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	68	718	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	14	715	733	752	*	*	*	*	*	*	52%
Students with Disabilities	10	710	708	717	*	*	*	*	*	*	12%
Students without Disabilities	72	718	733	748	*	*	*	*	*	*	47%
English Learners	22	712	712	710	*	*	*	*	*	*	*
Non-English Learners	60	719	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.4%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	102	*	*
3-4	138	*	*
5 or more	131	84.0%	16.0%

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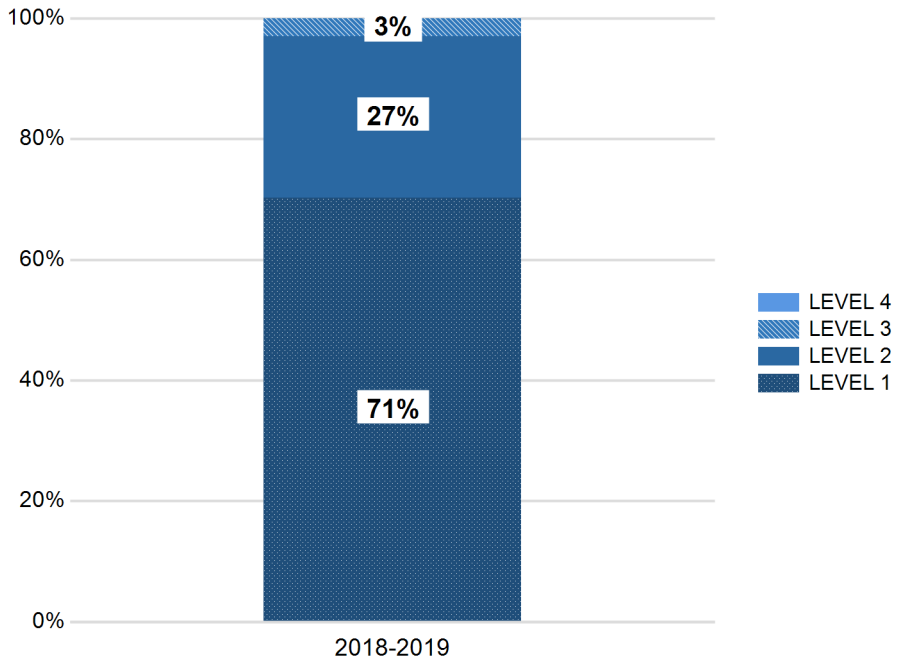
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	27	3	0
White	*	*	*	*
Hispanic	65	32	4	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	75	22	3	0
Male	66	32	2	0
Economically Disadvantaged Students	72	26	2	0
Non-Economically Disadvantaged Students	57	36	7	0
Students with Disabilities	82	18	0	0
Students without Disabilities	69	28	3	0
English Learners	85	15	0	0
Non-English Learners	65	32	4	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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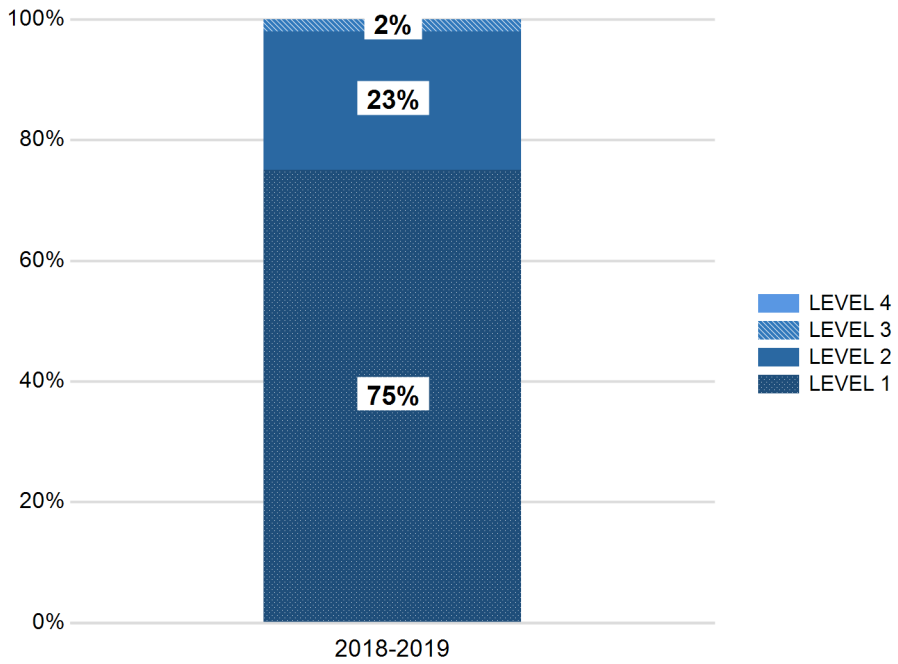
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	75	23	2	0
White	*	*	*	*
Hispanic	74	23	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	81	19	0	0
Male	71	25	4	0
Economically Disadvantaged Students	74	23	3	0
Non-Economically Disadvantaged Students	79	21	0	0
Students with Disabilities	60	40	0	0
Students without Disabilities	77	21	3	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	104
7	0	0	86
8	94	0	0
Total	94	0	190

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	104	0	0	0	0	0	0
7	86	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	190	0	0	0	0	0	0

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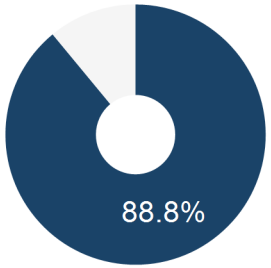
Visual and Performing Arts – Course Participation

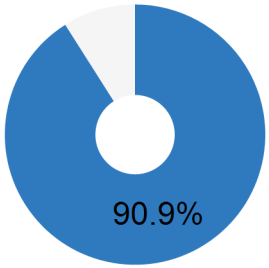
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

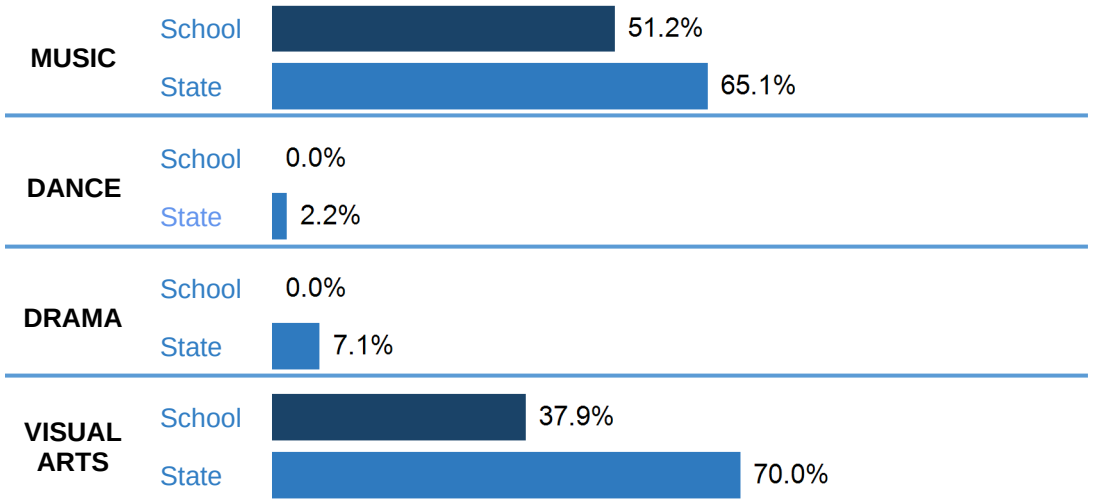


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

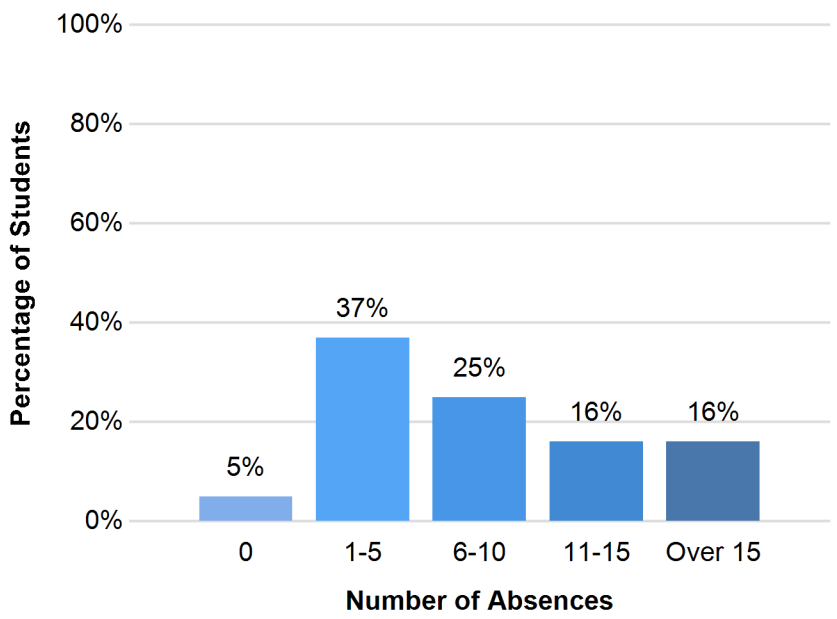
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	113	13.0	9.0	Not Met
White	*	*	9.0	Not Met
Hispanic	83	12.4	9.0	Not Met
Black or African American	27	15.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	11.1		
Male	67	14.7		
Economically Disadvantaged Students	105	13.4	9.0	Not Met
Students with Disabilities	33	28.9	9.0	Not Met
English Learners	35	9.3	9.0	Not Met
Homeless Students	3	20.0		
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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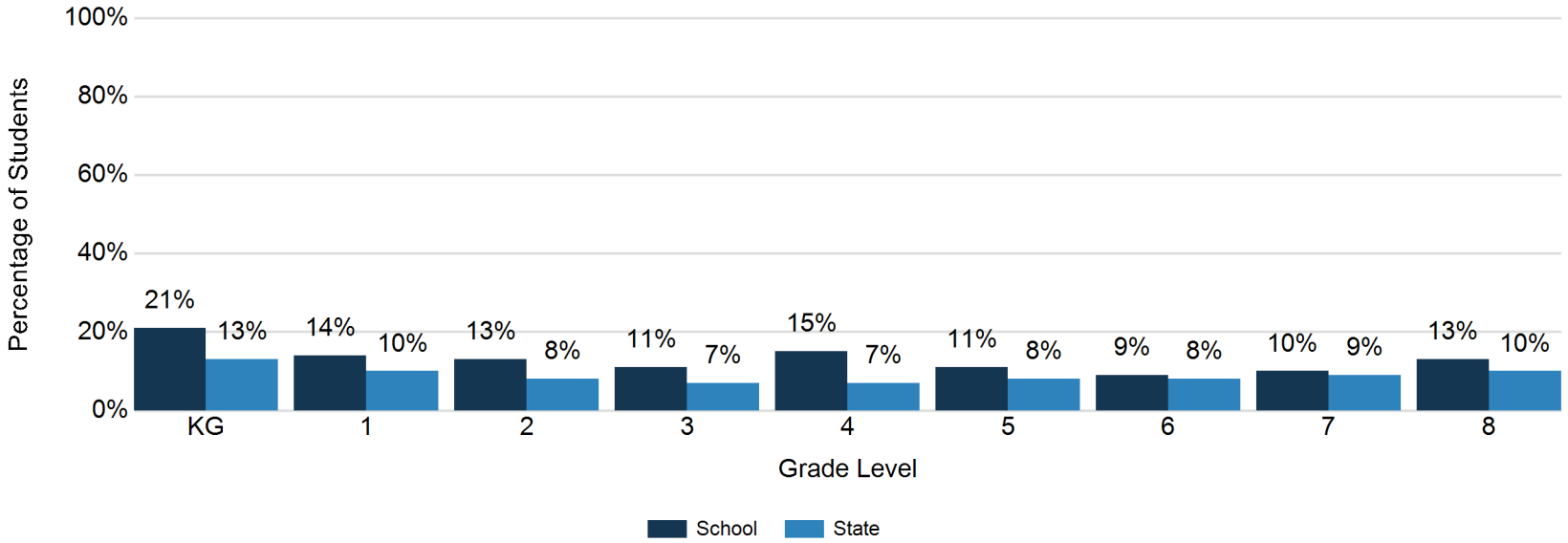
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	13
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	18
Incidents Per 100 Students Enrolled	2.05

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	4	6
No Identified Nature	9		9

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	24	2.7%
Any Suspension	25	2.9%
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
69

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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	N

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	292:1	297:1
Teachers to Administrators	22:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	89.2%	100.0%	48.4%	77.1%	54.9%
Male	51.9%	10.8%	0.0%	51.6%	22.9%	45.1%
White	2.6%	43.1%	33.3%	42.4%	83.6%	77.4%
Hispanic	77.3%	41.5%	66.7%	29.9%	7.3%	7.2%
Black or African American	19.6%	12.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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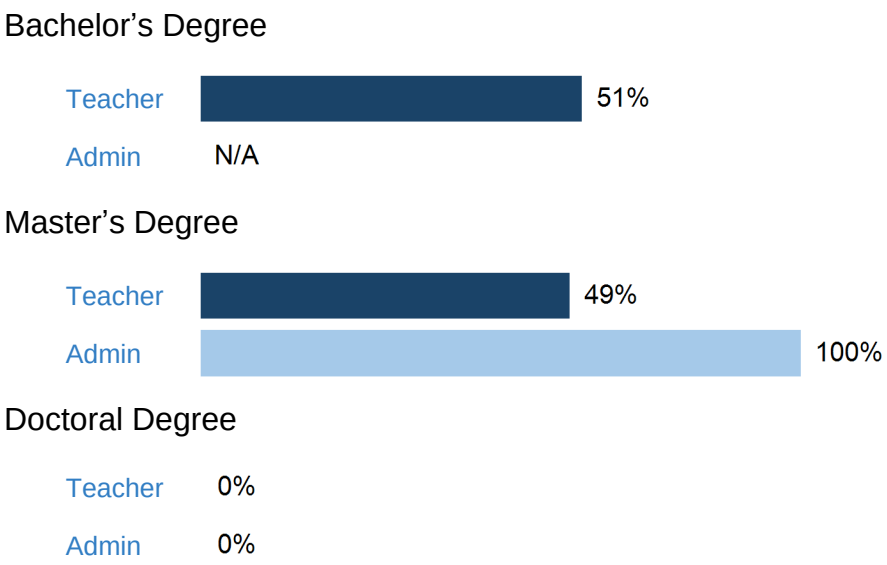
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.2%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

Jerome Dunn Academy No 9
(39-1320-302)
Grades Offered: KG-08
2018-2019

Report Key:
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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	21.5%	28.8%	34.7%
Math Proficiency	13.1%	15.4%	13.0%
ELA Growth	52	66	66
Math Growth	45	48	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.4%	42.4%
Chronic Absenteeism	17.8%	17.2%	13.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Curriculum and Partnerships: AVID, Children's Literacy Initiative, HISPA, JABiz, Junior Arts Honor Society, WE • Fresh Fruit and Vegetables, Junior Honor Society, 2016 Promising Practice Award: Leaders of Tomorrow • Union County KidsDigIn Award, Technology 1:1 Laptops in 2nd to 8th grade , 2017 Emerging School of Character
Mission, Vision, Theme:	MISSION- Jerome Dunn Academy will provide an innovative and personalized learning environment that ensures that every child achieves excellence and is college and career ready. VISION: Jerome Dunn Academy will become one of the best schools for Elizabeth. THEME: Driven to Discover
Awards, Recognition, Accomplishments:	2019 NJ School of Character, 2017 Emerging School of Character, 2016 Promising Practice (School of Character), Silver Award Healthier Alliance 2012 and 2013, Junior Honor Society established 2016.

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Courses, Curriculum, Instruction:	Children's Literacy Initiative in grade k-3; AVID in grade 7 and 8; Digital Technology afterschool program, Theater in grades 4-8; Art History and Me 5th
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All 6-8th grades students have the opportunity to participate in sports and athletics in the dstrict.
Clubs and Activities:	"Arts: Theater, General Band, Creative Arts- Clubs: Junior Honor Society, Junior Art Honor Society, Character Ed. Club, Newsletter, Mentor groups: Leaders of Tomorrow, First Ladies, Girls on the Run

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Before and After School Programs:	Afterschool Enrichment: Arts, Theater, Girls on the Run, Math and Reading
Staff and Professional Learning:	All faculty meetings focus on the vision and mission of the school. In addition to the schoolwide Professional Development Plan, which includes the Framework for Teaching, professional development is offered via the district that are aligned to the EPS Steps To Success.

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Student Supports and Services:	At Jerome Dunn Academy, all English Language Learners are supported via their native language and English as Second Language. Intervention and referral sevices are designed to support students with disabilities are placed in inclusions classes with services in English language arts and mathematics. Further, students coded as learning disabled are placed in least restrictive settings, all to meet the needs of our learners.
Student Health and Wellness:	At Jerome Dunn Academy we are the recipients of the Silver Award via the Healthier Alliance. In addition, for the last four years we were awarded the Fresh Fruit and Vegetable award for our students by the State of Department of Agriculture.
Parent and Community Involvement:	We have a very active Parent Teacher Organization. Monthly gatherings are hosted to meet the needs of our school community such as: school-wide initiative trainings, fundraisers, assemblies, and charity events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate surveys are administered three times a year. The first survey is administered at Back to School night to parents and students. The quick efficient survey is generated to inform school administrators and teachers regarding school improvement, safety, and the next level of work.
Facilities:	The school was built in the 1970s for the community. In the last four years, the school was remodeled to meet the needs of the 21st century learner: the library is now a Teach to One center that holds 130 scholars at one time for math and the auditorium was remodeled with new seats, carpeting and flooring to cater to our audience during assemblies and student performances.
School Safety:	Safety first at School 9. We have a school safety team that consist of our security guards and student patrol. They mentor our students on the importance of safety and ensure all students and team members are safe.

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Other Information	Established in 2014, Jerome Dunn Academy of Mathematics, Technology and the Arts is located in the Elizabethport section of Elizabeth at 125 Third Street in Elizabeth, New Jersey. Our team of 65 certified teachers and support staff are completely dedicated to teaching and learning. Currently, we service approximately 875 scholars, from kindergarten through eighth grade. With a vision to become one of the best schools for Elizabeth, our team continues in its endeavors to provide a quality education to our scholars. To attain our vision, we strive to provide excellent educational experiences that inspire every scholar to think, to learn, to achieve and to care. Through the implementation of the district's Theory of Action: Managed Instruction, the team employs laser-like focus on instruction and student learning. The essential elements of managed instruction are a comprehensive and aligned district curriculum; professional development centered on the curriculum, a comprehensive student information system, formative and summative assessments, and carefully selected appropriate interventions for each child. In addition to the academic needs of our scholars at Jerome Dunn Academy (JDA), we address the scholars' social/ emotional needs by providing counseling and peer to peer sessions. As a team, each team member, parent and the community work together to provide a framework which accents on cognitive, social, ethical, and emotional needs of our student body. We recognize the importance of child development, relationships, and social and emotional learning as components which are an integral piece of the students' success in school.

NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Sulisnet Jimenez
Address	123 Pearl St Elizabeth, NJ 07202
Phone Number	908-436-6565
Email Address	jimenesu@epsnj.org
Website	https://www.epsnj.org/Domain/13
Facebook	https://www.facebook.com/JohnE.Dwyer

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	376	441	481
10	309	256	313
11	283	280	231
12	240	289	265
Total	1,208	1,266	1,290

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	32.5%	31.6%	30.9%
Male	67.5%	68.4%	69.1%
Economically Disadvantaged Students	80.2%	77.6%	75.3%
Students with Disabilities	10.9%	11.1%	11.2%
English Learners	34.0%	42.2%	43.7%
Homeless Students	0.7%	1.6%	1.2%
Students in Foster Care	0.1%	0.1%	0.0%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.6%	6.1%	7.2%
Hispanic	70.0%	69.7%	70.6%
Black or African American	21.6%	21.9%	19.9%
Asian	2.6%	2.1%	1.9%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.0%	0.0%
Two or More Races	0.0%	0.0%	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	1,208	1,266	1,290
Shared Time Students	0	0	0
Full Time Equivalent	1,208	1,266	1,290

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	62.6%
English	22.3%
Haitian	6.1%
Portuguese	3.8%
Arabic	2.0%
Other Languages	3.1%

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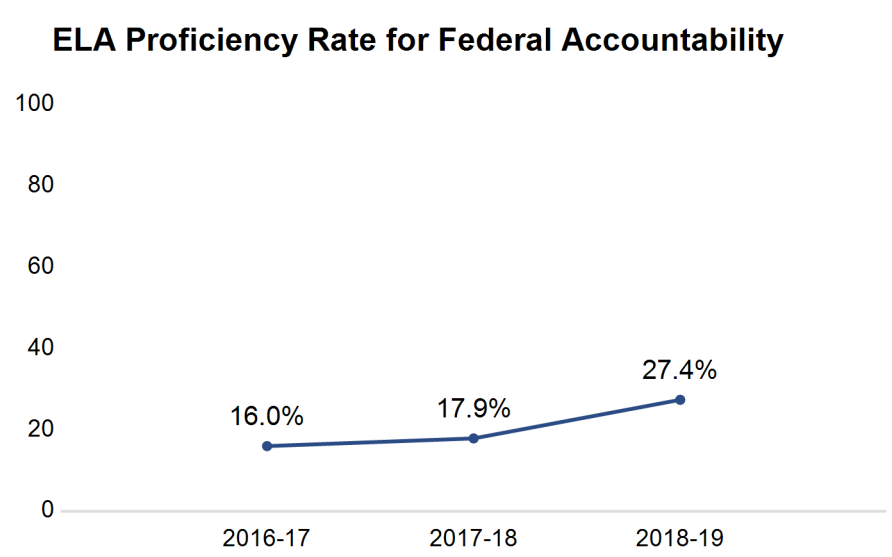
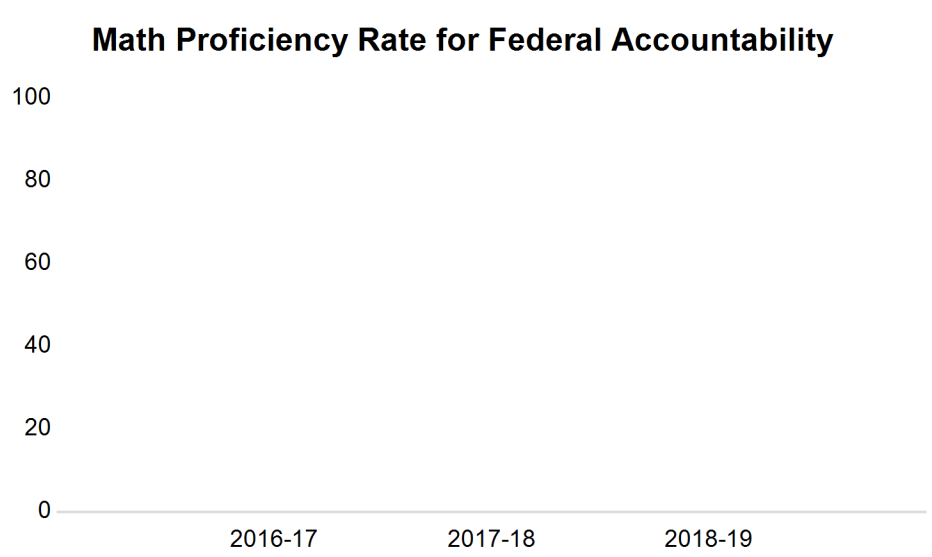
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.5%	97.8%	98.4%	97.7%	97.3%
Proficiency Rate for Federal Accountability	16.0%	17.9%	27.4%	*	*	*
Annual Target	24.0%	26.9%	29.9%	10.0%	13.7%	17.4%
Met Annual Target?	Not Met	Not Met	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	551	97.8	27.4	52.8	57.9	27.4	29.9	Met Target†
White	*	*	*	63.5	66.9	*	40.3	Met Target†
Hispanic	387	98.8	26.1	53.5	43.9	26.1	29.4	Met Target†
Black or African American	113	95.3	27.4	42.5	38.5	27.4	26.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	170	97.4	30.0	59.1	64.8	30.0		
Male	381	98.0	26.2	46.6	51.3	26.2		
Economically Disadvantaged Students	432	98.7	26.4	50.4	40.0	26.4	29.6	Met Target†
Non-Economically Disadvantaged Students	119	95.4	31.1	62.8	67.9	31.1		
Students with Disabilities	59	93.9	22.0	18.8	22.7	22.0	17.7	Met Target
Students without Disabilities	492	98.3	28.0	57.8	65.1	28.0		
English Learners	230	100.0	*	40.3	29.3	*	16.1	Not Met
Non-English Learners	321	96.3	*	58.3	60.6	*		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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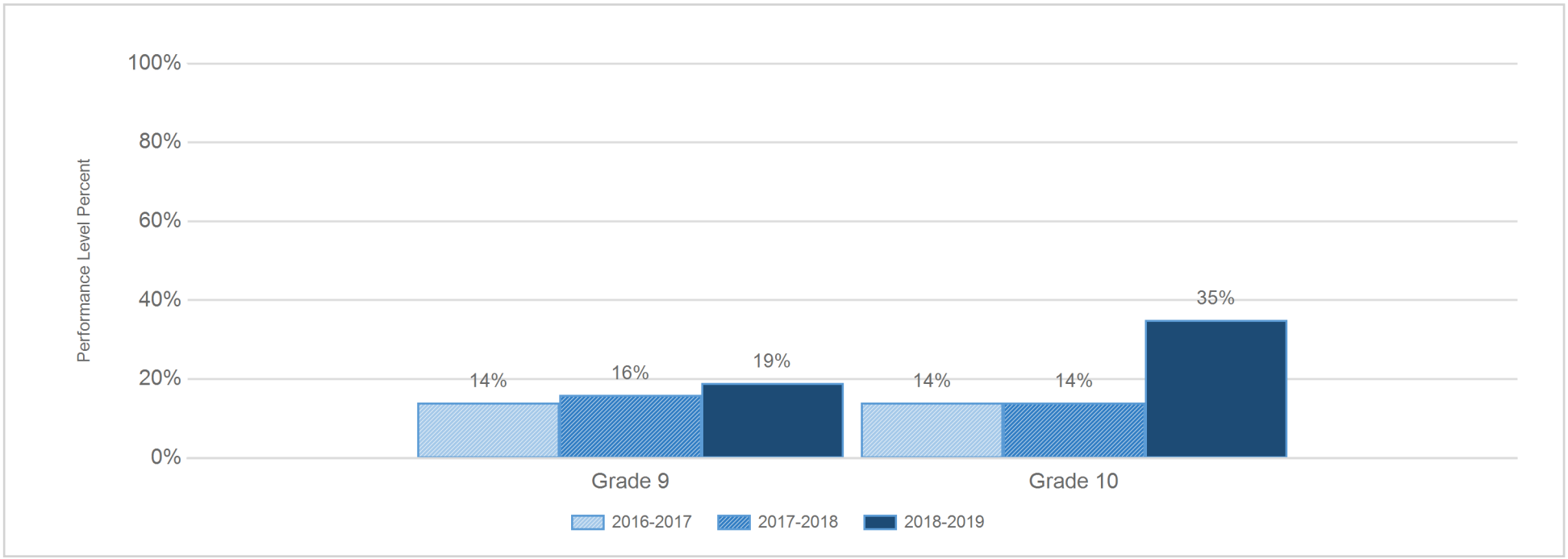
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	330	721	745	753	28%	19%	34%	16%	3%	19%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	226	719	746	737	30%	18%	34%	*	*	18%	40%
Black or African American	75	721	732	732	28%	23%	32%	*	*	17%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	106	719	751	760	30%	22%	31%	*	*	17%	63%
Male	224	722	739	746	27%	18%	35%	*	*	20%	49%
Economically Disadvantaged Students	238	723	744	734	25%	18%	37%	*	*	19%	36%
Non-Economically Disadvantaged Students	92	715	750	762	36%	21%	25%	*	*	18%	65%
Students with Disabilities	29	714	711	717	38%	*	34%	*	*	17%	17%
Students without Disabilities	301	722	749	760	27%	*	34%	*	*	19%	63%
English Learners	106	693	702	693	*	*	*	*	*	*	*
Non-English Learners	224	734	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	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	246	720	750	757	43%	13%	10%	26%	9%	35%	58%
White	*	*	763	767	*	*	*	*	*	*	67%
Hispanic	177	718	750	738	44%	12%	11%	25%	8%	33%	43%
Black or African American	43	724	*	733	42%	*	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	75	726	759	766	39%	*	*	*	*	41%	66%
Male	171	718	742	749	44%	*	*	*	*	32%	51%
Economically Disadvantaged Students	195	719	750	735	44%	*	*	*	*	32%	40%
Non-Economically Disadvantaged Students	51	726	752	767	37%	*	*	*	*	45%	67%
Students with Disabilities	25	682	710	711	*	*	*	*	*	*	19%
Students without Disabilities	221	725	755	765	*	*	*	*	*	*	65%
English Learners	102	688	*	687	*	*	*	*	*	*	*
Non-English Learners	144	743	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	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	704	97.3	*	27.2	44.5	*	17.4	Not Met
White	*	*	16.4	37.3	54.1	16.4	26.2	Not Met
Hispanic	498	97.2	*	27.9	28.8	*	17.9	Not Met
Black or African American	142	96.9	*	17.0	23.0	*	13.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	212	97.2	*	27.1	44.9	*		
Male	492	97.3	*	27.3	44.2	*		
Economically Disadvantaged Students	542	97.5	*	25.4	26.3	*	17.7	Not Met
Non-Economically Disadvantaged Students	162	96.5	*	34.2	54.9	*		
Students with Disabilities	66	92.0	*	10.7	17.4	*	19	Not Met
Students without Disabilities	638	97.8	*	29.5	50.0	*		
English Learners	335	98.2	*	25.9	25.0	*	13.6	Not Met
Non-English Learners	369	96.3	*	27.8	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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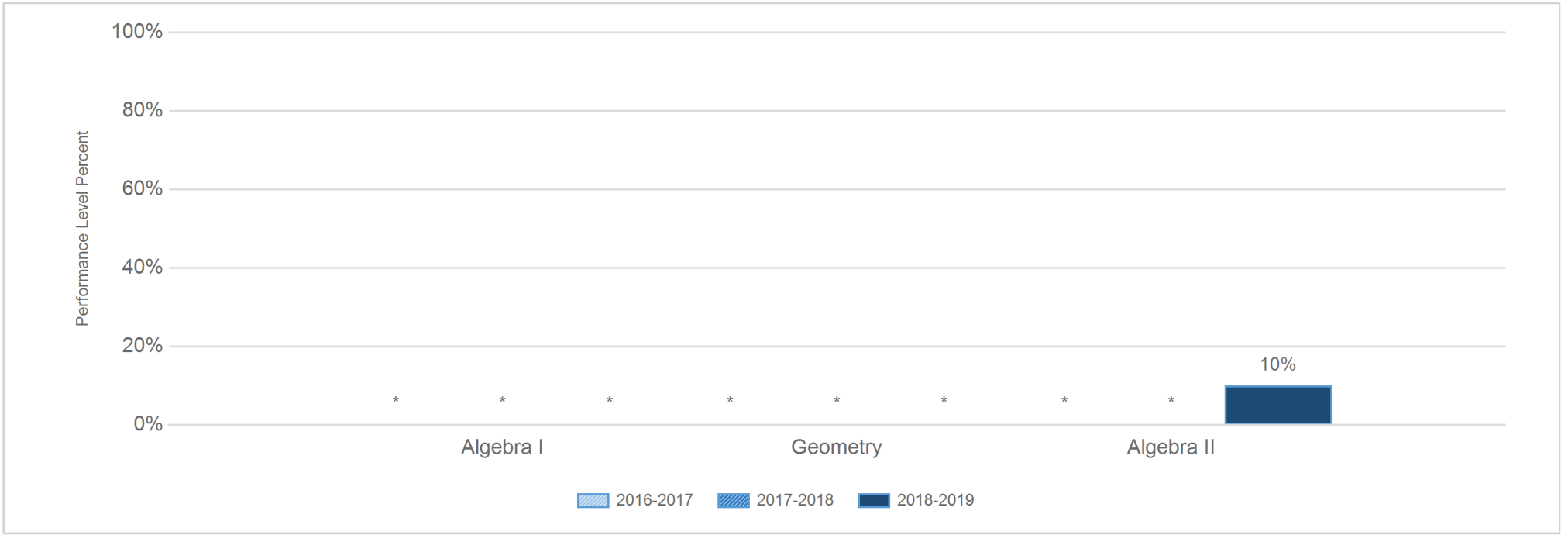
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	713	730	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	13	713	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	571	711	718	737	*	*	*	*	*	*	35%
White	*	*	721	743	*	*	*	*	*	*	43%
Hispanic	409	712	719	724	*	*	*	*	*	*	17%
Black or African American	108	706	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	189	709	720	738	*	*	*	*	*	*	36%
Male	382	712	716	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	388	712	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	183	708	719	743	*	*	*	*	*	*	43%
Students with Disabilities	44	695	699	712	*	*	*	*	*	*	*
Students without Disabilities	527	712	720	741	*	*	*	*	*	*	*
English Learners	286	708	709	708	*	*	*	*	*	*	*
Non-English Learners	285	713	721	738	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	*
Students in Foster Care	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	187	699	714	755	59%	19%	12%	10%	0%	10%	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	131	697	713	731	*	*	*	*	*	*	34%
Black or African American	38	694	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	734	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	49	696	713	752	*	*	*	*	*	*	55%
Male	138	699	714	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	151	698	713	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	36	701	716	761	*	*	*	*	*	*	65%
Students with Disabilities	12	687	689	715	*	*	*	*	*	*	25%
Students without Disabilities	175	699	715	756	*	*	*	*	*	*	60%
English Learners	60	682	682	696	*	*	*	*	*	*	11%
Non-English Learners	127	707	718	755	*	*	*	*	*	*	59%
Homeless Students	*	*	687	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	30.2%	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	326	*	*
3-4	157	*	*
5 or more	61	*	*

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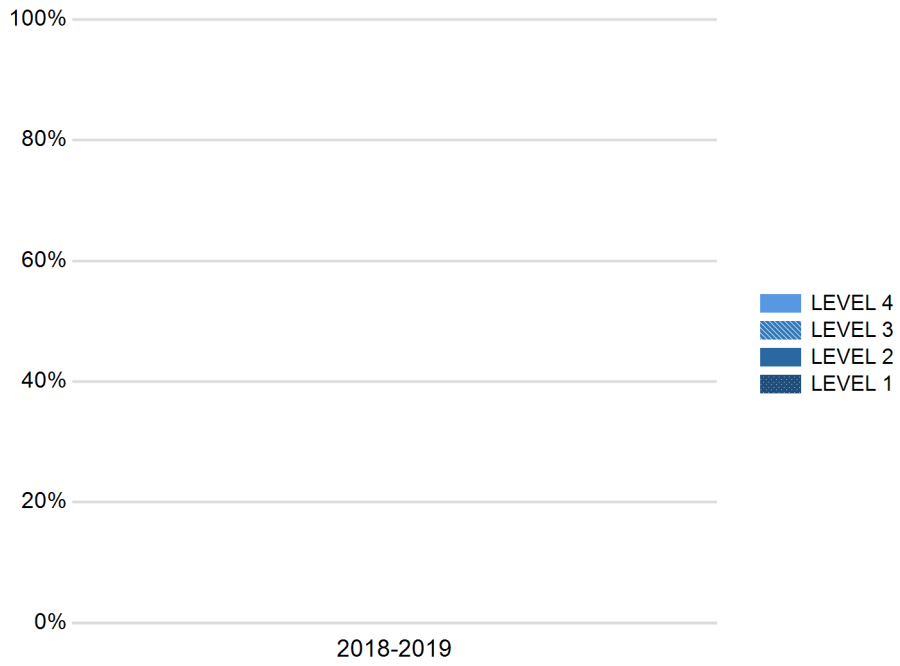
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	*	*	*	*
White	82	9	9	0
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	80	10	0	10
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	*	*	*	*
Male	*	*	*	*
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	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 in2018-19. 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	98.7%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	373	476	Grade 10: 430 Grade 11: 460	15%	61%
PSAT 10/NMSQT - Math	383	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	402	539	480	13%	70%
SAT - Math	410	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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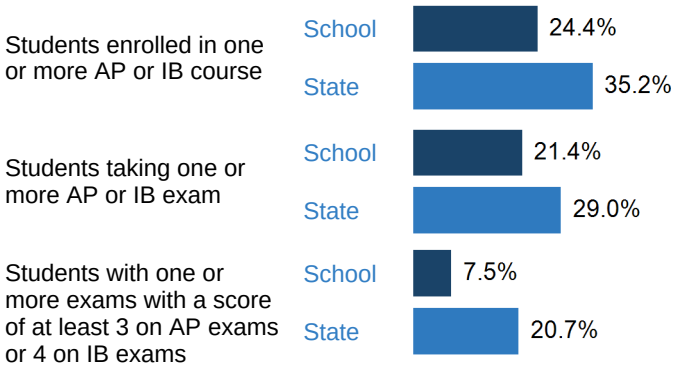
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

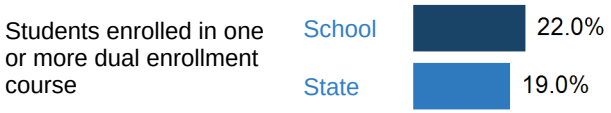
AP/IB Coursework – Participation and Performance

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 Computer Science Principles	12	11
AP English Language and Composition	23	23
AP English Literature and Composition	39	36
AP Human Geography	4	4
AP Psychology	6	6
AP Spanish Language	0	61
AP Spanish Literature	76	9
AP Studio Art—Drawing Portfolio	14	0
AP U.S. Government and Politics	18	18
AP U.S. History	38	38
AP World History	10	9
Total Exams taken		215
Exams with scores of at least 3 on AP exams or 4 on IB exams		80

NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

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****** Accountability calculations require 20 or more students
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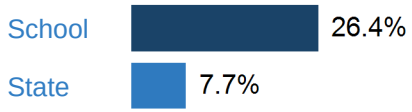
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career 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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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	26.4%	12.2%	7.7%	10.3%
White	24.7%	16.1%	6.1%	9.6%
Hispanic	24.0%	12.2%	10.3%	11.3%
Black or African American	35.0%	9.7%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	21.6%	9.8%	7.3%	10.6%
Male	28.5%	13.3%	8.0%	10.1%
Economically Disadvantaged Students	26.6%	13.1%	10.4%	11.8%
Students with Disabilities	40.0%	*	6.6%	9.2%
English Learners	16.8%	2.8%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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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
Arts, AV Technology & Communications	*		
Information Technology	108		
Manufacturing	224		
Marketing	*		
Science, Technology, Engineering & Mathematics	103		
Total (All Clusters)	498	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	439	32	0	0	1	16
10	1	145	159	14	0	3	0
11	1	2	140	89	2	3	2
12	0	2	9	172	49	31	9
Total	2	588	340	275	51	38	27
Enrolled in AP/IB Course					0	0	0
Enrolled in Dual Enrollment Course	0	0	0	63	12	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	55	3	0	374	49	0
10	266	34	0	5	13	4
11	11	158	0	1	54	9
12	9	8	0	1	101	53
Total	341	203	0	381	217	66
Enrolled in AP/IB Course	0	0		0	0	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	379	62	0	0	0	47
10	0	318	1	3	0	8
11	0	216	16	0	0	23
12	0	21	255	3	0	5
Total	379	617	272	6	0	83
Enrolled in AP/IB Course	10	38	0	6		22
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	159	0	0	0	0	0	0
10	140	0	0	0	0	0	0
11	106	0	0	0	0	0	0
12	32	0	0	0	0	0	0
Total	437	0	0	0	0	0	0
Enrolled in AP/IB Course	76	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	0	0	2	0	0
10	6	0	0	36	0	0
11	3	0	12	3	0	0
12	2	0	0	0	0	0
Total	11	0	12	41	0	0
Enrolled in AP/IB Course	0		12			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
Spanish	*
Total	*

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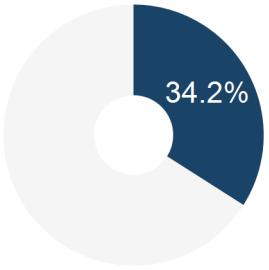
Visual and Performing Arts – Course Participation

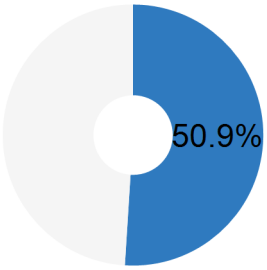
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

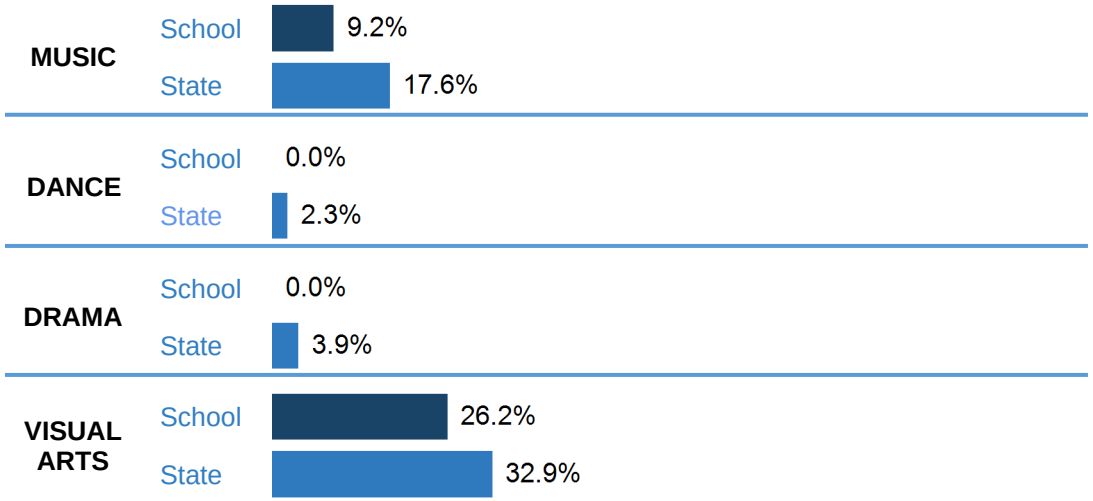


School



State

Students enrolled in one or more classes by discipline:



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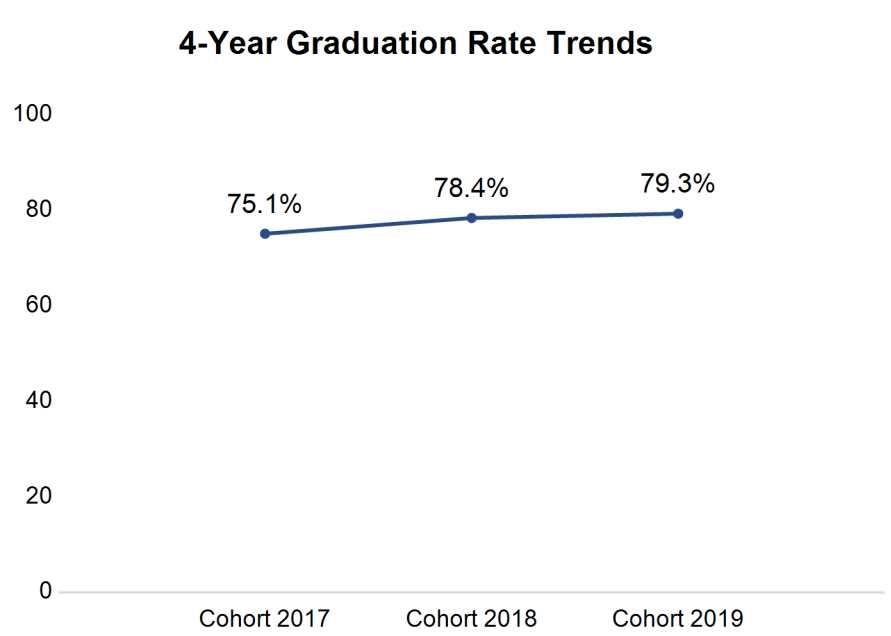
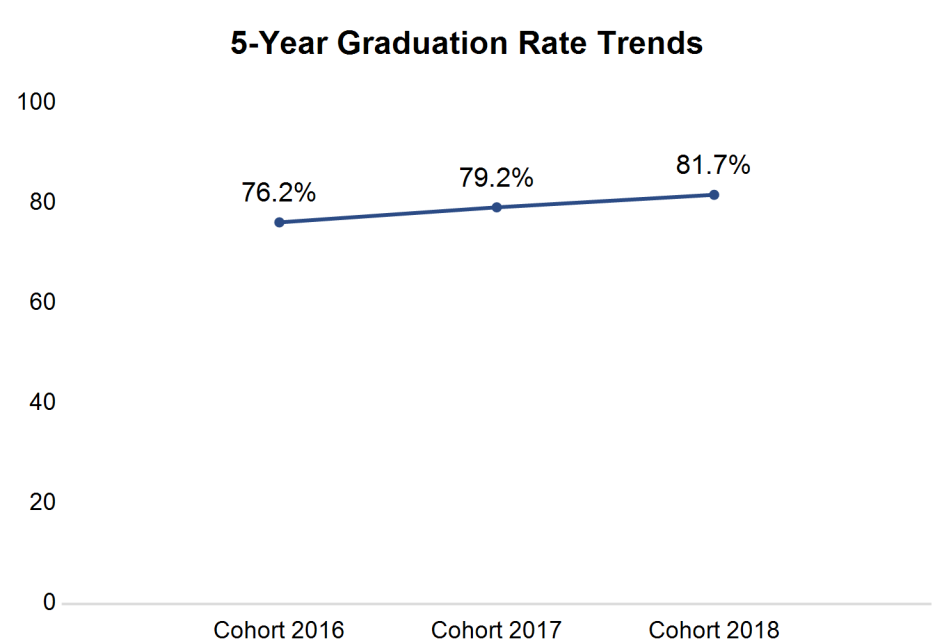
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	75.1%	78.4%	79.3%	76.2%	79.2%	81.7%
Annual Target	70.8%	72.1%		71.7%	73.0%	
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	79.3%	90.6%	81.7%	92.5%	78.4%	72.1%	Met Target	79.2%	73.0%	Met Target
White	86.7%	94.9%	*	95.9%	*	**	**	72.2%	**	**
Hispanic	78.1%	84.5%	80.6%	87.3%	77.6%	76.0%	Met Target	79.6%	74.7%	Met Target
Black or African American	82.5%	83.3%	83.7%	87.1%	78.4%	59.9%	Met Target	79.6%	71.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	82.0%	92.8%	82.1%	94.4%	80.0%			81.7%		
Male	78.2%	88.5%	81.4%	90.8%	77.4%			77.9%		
Economically Disadvantaged Students	79.4%	84.0%	81.6%	87.3%	78.3%	71.7%	Met Target	78.0%	73.1%	Met Target
Students with Disabilities	58.3%	79.2%	64.3%	83.8%	50.0%	48.3%	Met Target	56.4%	56.9%	Not Met
English Learners	79.6%	75.4%	80.3%	80.1%	77.6%	80.2%	Not Met	80.4%	80.7%	Not Met
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	41.2%	39.1%
Substitute Competency Test	21.9%	18.3%
Portfolio Appeals Process	28.7%	34.1%
Alternate Requirements specified in IEP	7.9%	8.2%
Unknown	0.4%	0.4%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	2.7%	1.2%
2017-2018	2.0%	1.2%
2016-2017	2.6%	1.1%

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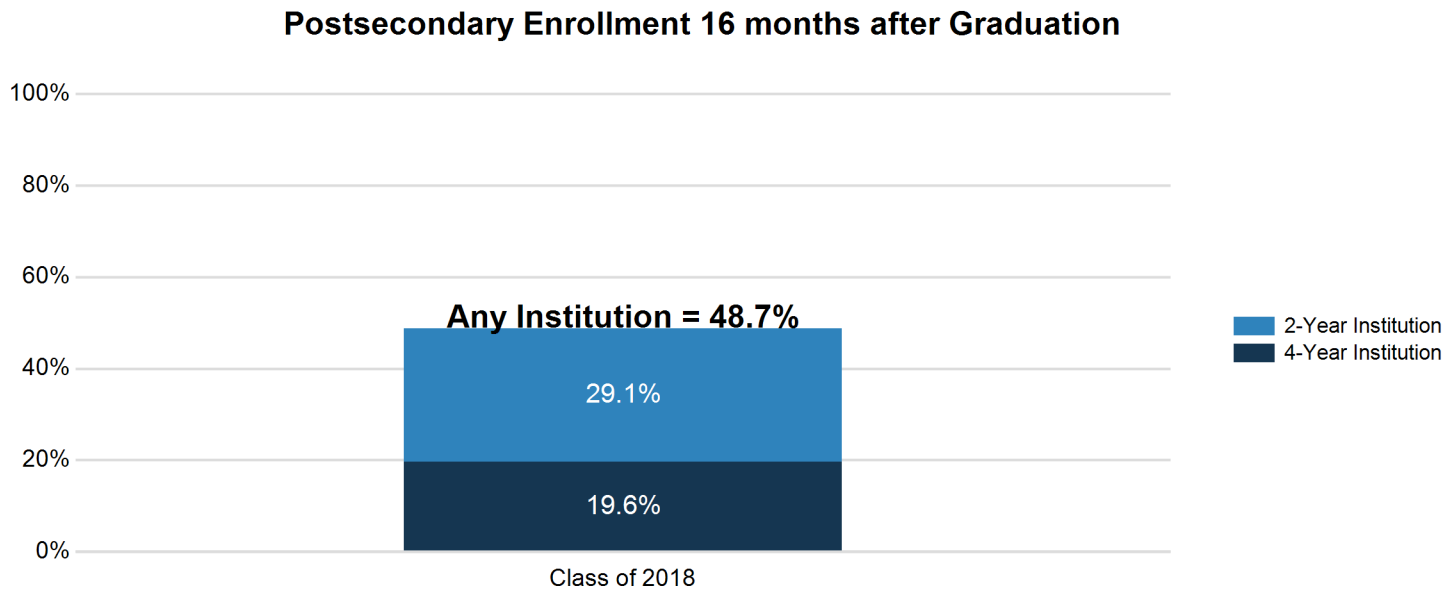
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	29.1%
% Enrolled in 4-Year Institution	19.6%
% Enrolled in Any Postsecondary Institution	48.7%

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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	44.5%	55.6%	44.4%
White	35.7%	60%	40%
Hispanic	44.5%	60.7%	39.3%
Black or African American	46.7%	42.9%	57.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	42.8%	51%	49%
Students with Disabilities	25%	77.8%	22.2%
English Learners	38.2%	69%	31%

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	48.7%	59.7%	40.3%	87%	13%	91.6%	8.4%
White	*	*	*	*	*	*	*
Hispanic	47.8%	63%	37%	88%	12%	92.6%	7.4%
Black or African American	49.3%	58.8%	41.2%	85.3%	14.7%	85.3%	14.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	50.2%	60.9%	39.1%	87.8%	12.2%	93.9%	6.1%
Students with Disabilities	26.7%	50%	50%	75%	25%	75%	25%
English Learners	44%	65.9%	34.1%	88.6%	11.4%	97.7%	2.3%

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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.

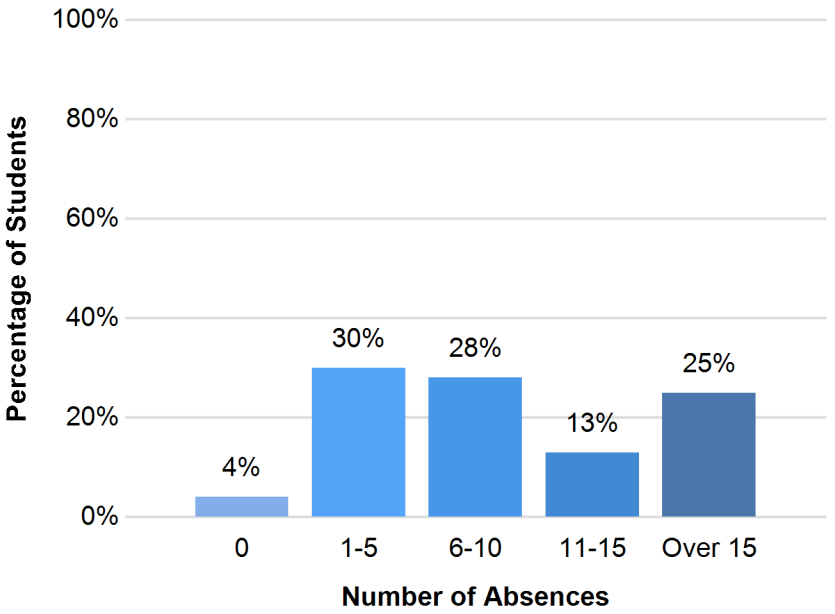
Chronic Absenteeism

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	321	23.5	14.2	Not Met
White	28	28.0	14.2	Not Met
Hispanic	219	22.9	14.2	Not Met
Black or African American	67	24.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	14.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	89	21.7		
Male	232	24.2		
Economically Disadvantaged Students	243	23.7	14.2	Not Met
Students with Disabilities	77	41.8	14.2	Not Met
English Learners	96	17.1	14.2	Not Met
Homeless Students	7	43.8		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

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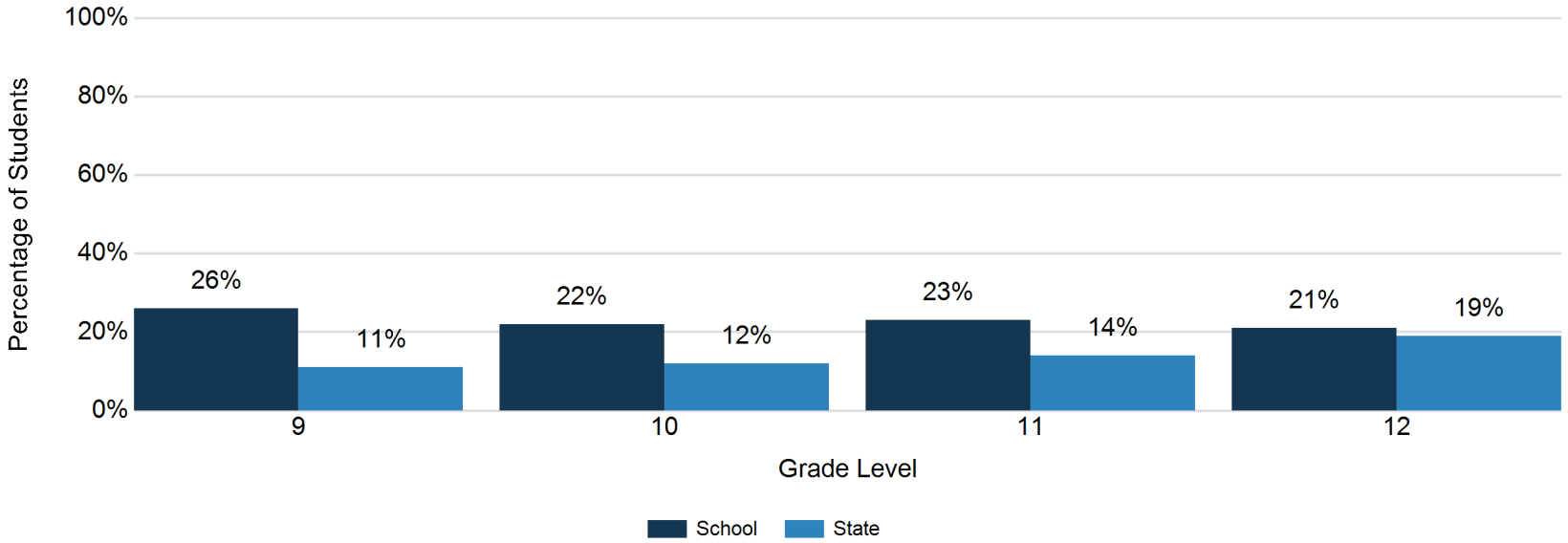
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	45
Weapons	9
Vandalism	5
Substances	49
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	110
Incidents Per 100 Students Enrolled	8.53

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	8
Weapons	3
Vandalism	3
Substances	9
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	2	3	5
No Identified Nature	17		17

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	217	16.8%
Out-of-School Suspensions	173	13.4%
Any Suspension	320	24.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
1055

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	107	118,214
Average years experience in public schools	10.0	12.1
Average years experience in district	10.0	10.8
Percentage of Teachers with 4 or more years experience in the district	70.1%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	430:1	297:1
Teachers to Administrators	36:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	30.9%	46.7%	66.7%	48.4%	77.1%	54.9%
Male	69.1%	53.3%	33.3%	51.6%	22.9%	45.1%
White	7.2%	50.5%	0.0%	42.4%	83.6%	77.4%
Hispanic	70.6%	30.8%	66.7%	29.9%	7.3%	7.2%
Black or African American	19.9%	9.3%	33.3%	15.0%	6.6%	13.9%
Asian	1.9%	9.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	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

Teacher 0%
Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.0%	17.9%	27.4%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.1%	78.4%	79.3%
5-Year Graduation Rate†	76.2%	79.2%	81.7%
Progress toward English Language Proficiency		45.3%	30.2%
Chronic Absenteeism	26.3%	23.5%	23.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Target	Met Target	Met Target†	Not Met	No
White	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Met Target	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Not Met	**	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:	• John E. Dwyer Technology Academy is a National AVID Demonstration School. AVID Showcase and Site of Distinction. • Dual Enrollment with NJIT 6 credit courses. CISCO Certification. Partnership with NAF offering Information Technology courses and Engineering Courses (Project Lead the Way Curriculum) • Character Education Honoroble Mention. Character Education National Promisory Practice. Special Olympics.
Mission, Vision, Theme:	"Vision:Elizabeth Public Schools will be one of the highest performing urban school districts in the nation. Mission: John E. Dwyer Technology Academy will promote excellence in academics, technology, athletics, character development, and environmental awareness by preparing all students, regardless of race, gender, ethnicity and/or disability, for college readiness and success in a global society through experiences that will inspire students to continue their education beyond high school. Theme: Academy of Technology"
Awards, Recognition, Accomplishments:	National AVID Demonstration School. National Character Education Promisory Practice. Participated in UCC Annual Bridge Building Competition Participates in NJIT Engineering Career Day, UC STEP Competition, AVID School Wide Site of Distinction AVID Showcase School PBSIS Showcase School

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Courses, Curriculum, Instruction:	Honors classes offered for all academic courses. AP courses offered in AP Government, AP US History , Human Geography, AP English Language & Composition, AP English Literature & Composition, Psychology AP, AP Computer Science Principles and Spanish Language AP7 AP Literature AP Studio Art Algebra I, Algebra II, Geometry utilize the Pearson System of Courses software.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All high schools are included and represent the district in our sports and athletics programs.
Clubs and Activities:	Environmental Club volunteer activities, community service through various programs and community opportunities, Key Club, Environmental Club, Digital Media/Music Technology, Ambassador Club, Technology Club, Haitian Club, Interact Club, Multicultural Club, National Honor Society, English Honor Society, Math Honor Society, Art Honor Society, History Honor Society Portuguese Honor Society.

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Before and After School Programs:	After school Tutoring program Saturday and after school credit recovery program, Saturday attendance recovery program, and summer school. All programs are run by Administration and are open to all students in the school.
Staff and Professional Learning:	Two full day and three half-day Professional development sessions were conducted. Regularly scheduled collaboration through School-wide PLC/Content/Family meetings to evaluate data, provide PD, plan instructional lessons with engaging activities and share best practices.
Postsecondary Information:	"Post Secondary Education for the Class of 2017 (231 Graduates), Percentage four Year colleges 29%, Two Year Colleges27%, Military Service .01%, Annual FAFSA completion Night, Senior Seminar Event, Junior Seminar Event "

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Student Supports and Services:	English Language Learners and students with disabilities have self-contained classes. Guidance Counselors and Social Worker identified learning and behavior concerns that may be affecting student performance. Annual FASFA Night for Parents and Students. IR&S and 504 plans, College Fair, Guidance Senior Contracts, Strategic Scheduling
Student Health and Wellness:	Breakfast and lunch programs are offered throughout the school year.
Parent and Community Involvement:	PTO, NAF Advisory Board Partnership with NJIT offering college level courses AVID Parent Nights - Annual FAFSA Completion Night for Parents and Students. Coffee House, Multicultural Show for the Community. Prom Showcase.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students, parents, and all staff members participate in the New Jersey School Climate Survey. The survey results were presented to the staff during the faculty meeting.
Facilities:	State-of-the-Art Ileap Media Center, Technology Academy (one-to-one laptop) every classroom is equipped with SMART board technology, Robotics Lab, Science Labs, Engineering Labs, Art Classrooms, Music Technology classroom, Ceramics classroom with Kilns, and a shared state-of-the-art swimming pool and gymnasium (Dunn Sports Center). Building is air-conditioned and was established in 1976.
School Safety:	With the threat of security challenges unfortunately a part of present-day America, the district continues to update its Crisis Response Plan with an all-encompassing updated crisis plan provided to all schools and offices. A district-wide school security drills online reporting system is used to streamline recordkeeping, provide greater accountability, and provide timely, accurate reports to the Department of Education.

NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Technology and STEM:	One to one district. All students receive a laptop for their instruction. Partnership with United Way.

NJ SCHOOL PERFORMANCE REPORT

John E. Dwyer Technology Academy
(39-1320-401)
Grades Offered: 09-12
2018-2019

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School Narrative

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Other Information	John E. Dwyer Technology Academy programs integrates students from 57 countries speaking over 34 different languages into an English-centered educational system. Dwyer Technology Academy requires all students to wear the school uniform. School follows a modified A/B schedule. John E. Dwyer Technology Academy offers four different“strands” for students to choose from, (NAF AOIT), (NAF AOE), (CISCO) and (NJIT). Students also have the chance to participate in the AVID program . Students have class choices in each strand consisting of the following: NAF AOIT* Success Seminar/NAF Principals of IT, Computer Systems, Digital Video Production, Web Design, NAF AOE*, Intro to Engineering Design, Principles of Engineering, Digital Electronics, Civil Engineering and Architecture, NJIT*, Pre-Engineering I,II, III, NJIT Engineering (2 college credits), NJIT Calculus (4 college credits), Mechanical Drafting, AP Computer Science, CISCO* (Routing and Switching Essentials), IT Essentials, Introduction to Networking, Routing and Switching. JEDTA2017 is our Instagram page.

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Nichol Comas
Address	521 MAGNOLIA AVE ELIZABETH, NJ 07206-1406
Phone Number	908-436-5800
Email Address	comasni@epsnj.org
Website	https://www.epsnj.org/Domain/32

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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	62	43	48
1	44	58	40
2	48	44	47
3	38	42	37
4	45	43	36
5	39	38	42
6	34	42	38
7	34	32	43
8	31	34	36
Total	375	376	367

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.7%	47.9%	50.7%
Male	52.3%	52.1%	49.3%
Economically Disadvantaged Students	88.8%	85.9%	85.6%
Students with Disabilities	8.3%	8.2%	9.5%
English Learners	25.1%	24.7%	27.0%
Homeless Students	0.0%	0.8%	1.1%
Students in Foster Care	0.0%	0.3%	0.8%
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	2.4%	2.1%	3.3%
Hispanic	64.3%	67.0%	67.6%
Black or African American	32.0%	29.5%	27.2%
Asian	0.8%	0.5%	1.1%
Native Hawaiian or Pacific Islander	0.5%	0.8%	0.8%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	62	43	48

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	54.0%
English	41.7%
Portuguese	1.4%
Haitian	1.1%
Other Languages	1.9%

NJ SCHOOL PERFORMANCE REPORT

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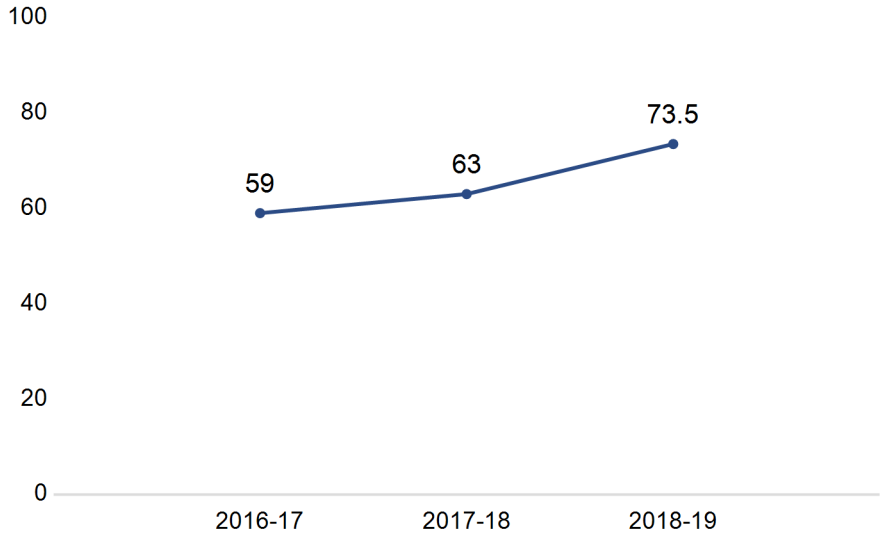
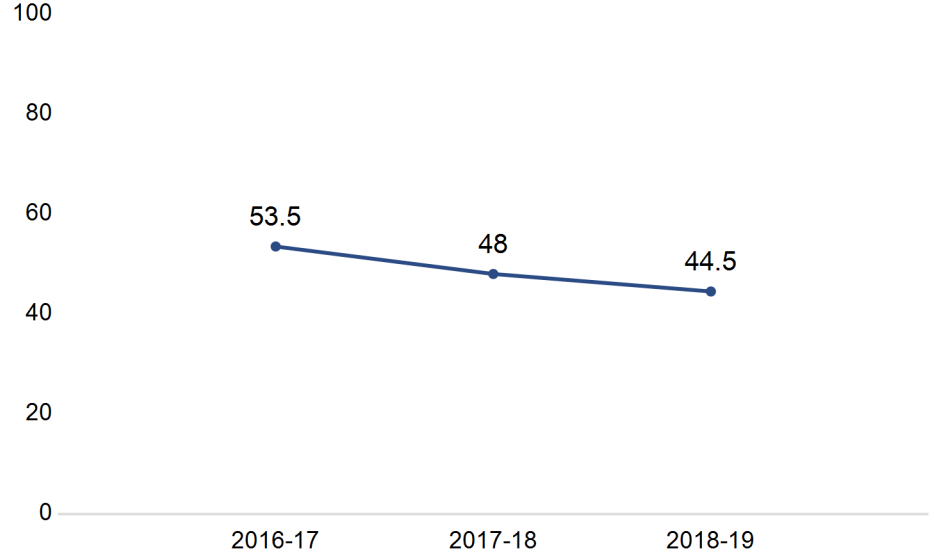
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	63	73.5	53.5	48	44.5
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	73.5	63	50	Exceeds Standard	44.5	44	50	Met Standard
White	*	63	50	**	*	47.5	52	**
Hispanic	75.5	63	49	Exceeds Standard	46	44	47	Met Standard
Black or African American	70	61	45	Exceeds Standard	42	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	71	64	53	N	40.5	43	50	N
Male	76	61	47	N	46.5	44	51	N
Economically Disadvantaged Students	75.5	63	48	Exceeds Standard	45	43	46	Met Standard
Students with Disabilities	71	52	43	Exceeds Standard	47	41	45	Met Standard
English Learners	80.5	65	52	Exceeds Standard	44	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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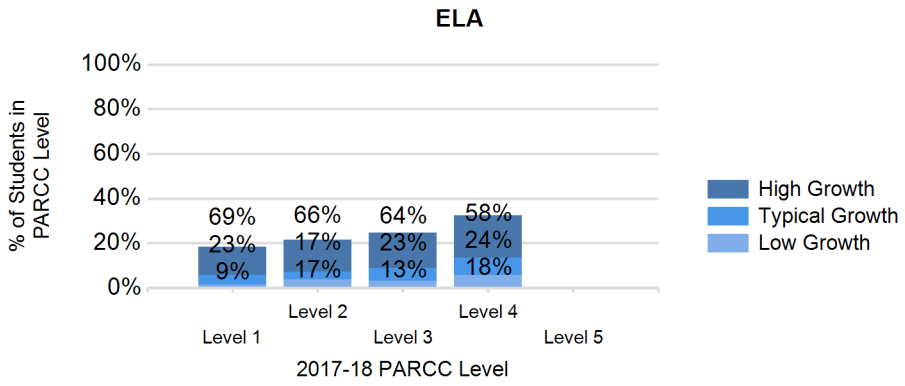
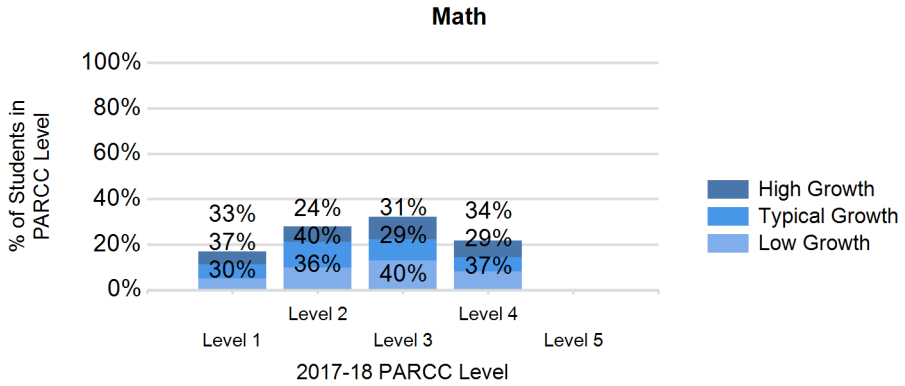
Student Growth by Performance Level

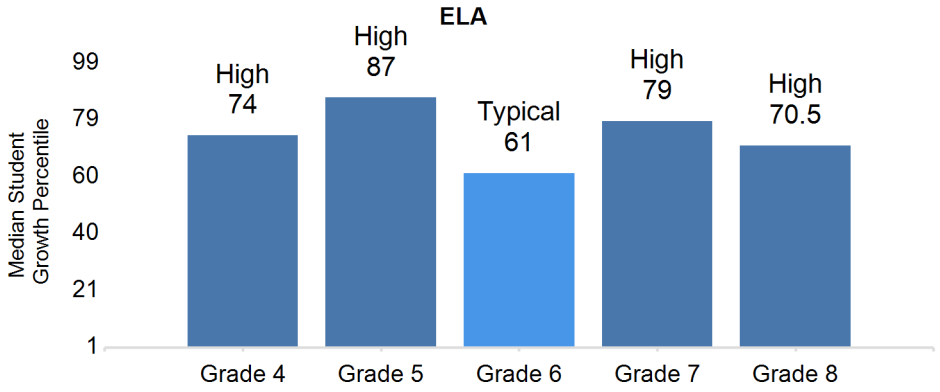
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

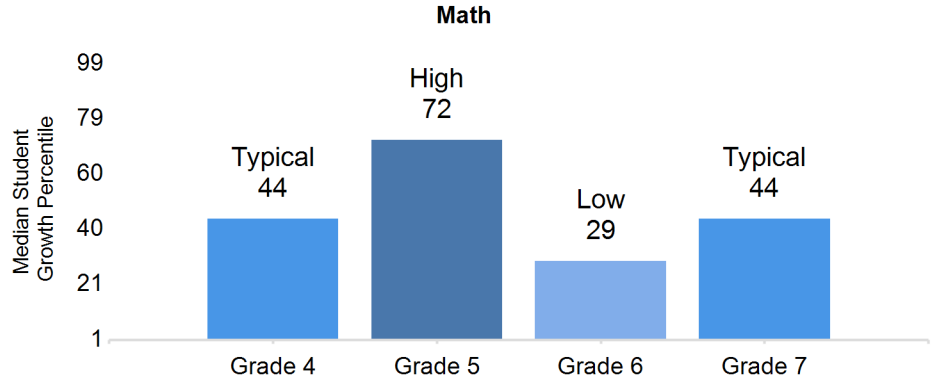




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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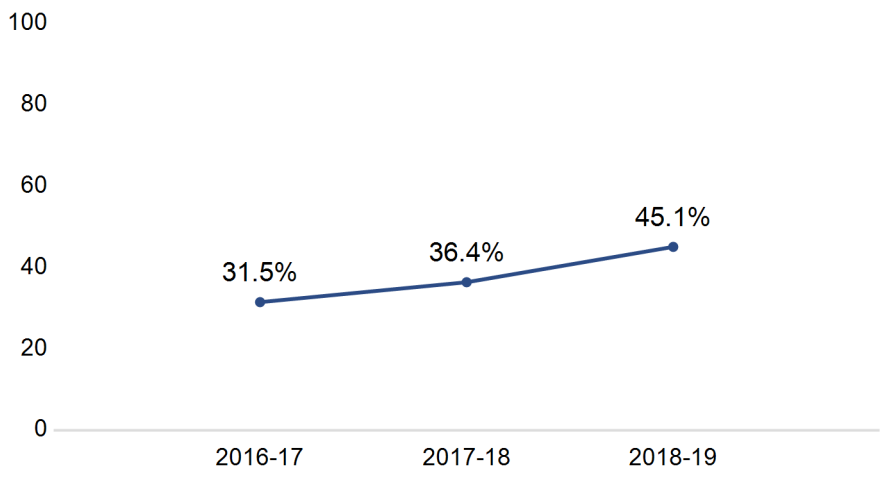
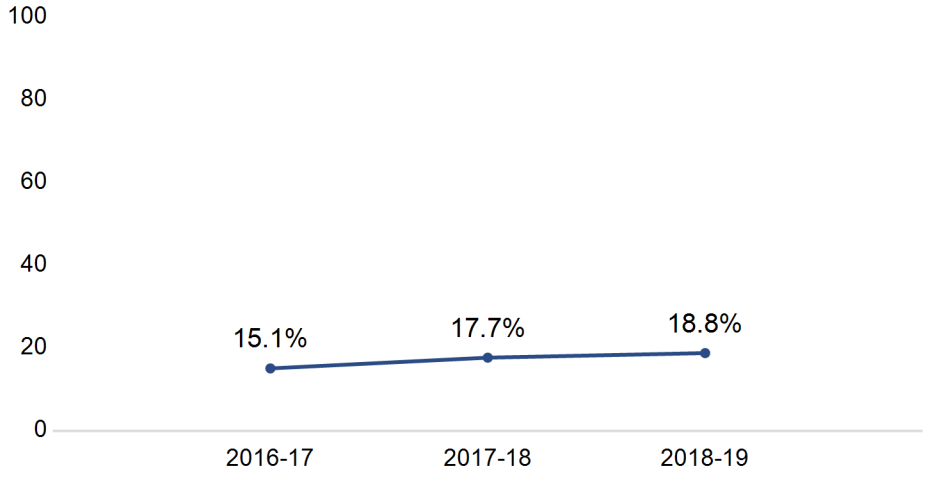
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.9%	99.2%	98.9%	99.3%	99.2%
Proficiency Rate for Federal Accountability	31.5%	36.4%	45.1%	15.1%	17.7%	18.8%
Annual Target	25.9%	28.7%	31.5%	13.2%	16.7%	20.2%
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	237	99.2	45.1	52.8	57.9	45.1	31.5	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	157	98.8	42.7	53.5	43.9	42.7	31	Met Target
Black or African American	68	100.0	45.6	42.5	38.5	45.6	31	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	111	100.0	52.3	59.1	64.8	52.3		
Male	126	98.5	38.9	46.6	51.3	38.9		
Economically Disadvantaged Students	206	99.1	46.1	50.4	40.0	46.1	31.3	Met Target
Non-Economically Disadvantaged Students	31	100.0	38.7	62.8	67.9	38.7		
Students with Disabilities	47	98.1	23.4	18.8	22.7	23.4	14.1	Met Target
Students without Disabilities	190	99.5	50.5	57.8	65.1	50.5		
English Learners	79	100.0	36.7	40.3	29.3	36.7	19.7	Met Target
Non-English Learners	158	98.9	49.4	58.3	60.6	49.4		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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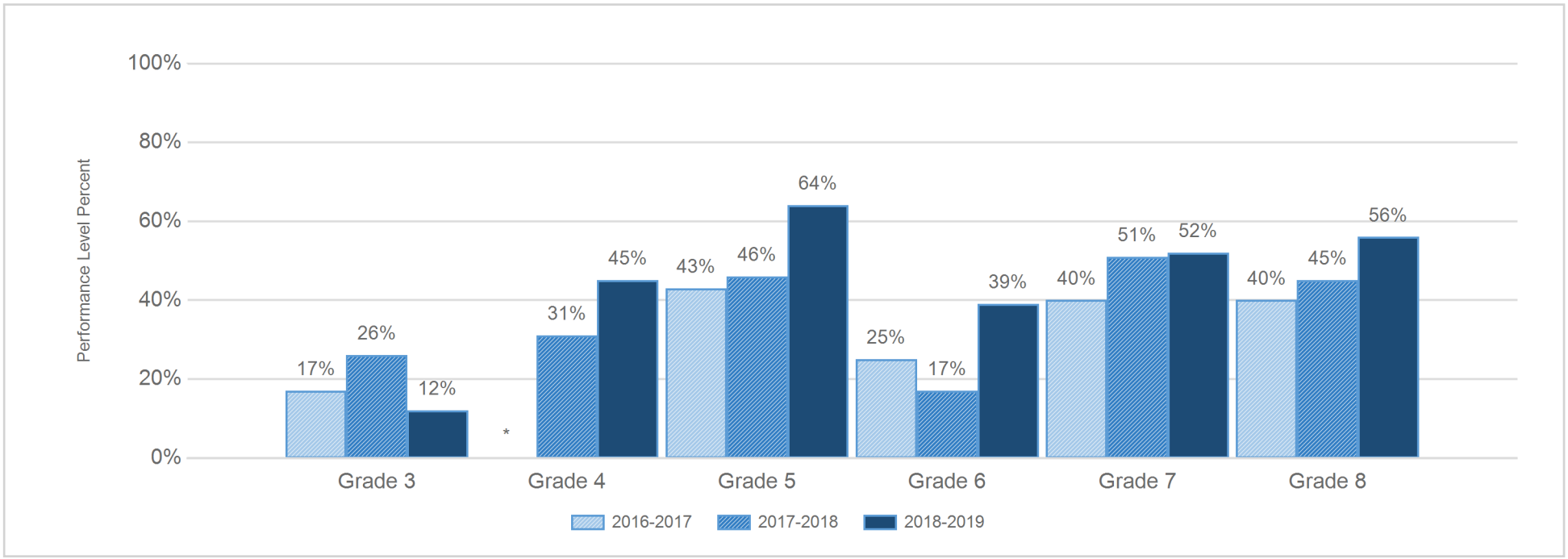
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	722	738	748	27%	29%	32%	*	*	12%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	30	717	738	734	33%	*	*	*	*	10%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	19	730	743	753	*	*	*	*	*	*	55%
Male	22	715	733	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	11	708	719	713	*	*	*	*	*	*	17%
Non-English Learners	30	728	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	743	748	755	*	*	26%	45%	0%	45%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	27	742	748	743	*	*	*	41%	0%	41%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	20	746	753	760	*	*	*	*	*	55%	62%
Male	22	740	743	750	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	15	736	729	720	*	*	*	*	*	33%	17%
Non-English Learners	27	747	754	758	*	*	*	*	*	52%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	754	751	756	*	*	*	*	*	64%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	27	753	751	743	*	*	*	*	*	63%	44%
Black or African American	11	746	741	739	0%	*	*	*	*	55%	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	*	762	N	N	N	N	N	N	65%
Female	19	769	757	761	*	*	*	*	*	84%	64%
Male	23	743	744	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	740	750	754	*	*	29%	*	*	39%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	28	743	752	743	*	*	*	*	*	43%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	753	757	762	*	*	*	*	*	48%	64%
Male	20	727	744	748	*	*	*	*	*	30%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

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	44	750	759	761	*	*	*	*	*	52%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	28	751	*	747	*	*	*	*	*	54%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	19	739	765	769	*	*	*	*	*	42%	71%
Male	25	758	753	753	*	*	*	*	*	60%	55%
Economically Disadvantaged Students	32	754	756	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	12	740	768	771	*	*	*	*	*	50%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

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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	36	751	758	762	*	*	28%	*	*	56%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	20	755	758	747	*	*	*	*	*	55%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	21	743	764	771	*	*	*	*	*	48%	71%
Male	15	761	753	753	*	*	*	*	*	67%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
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	240	99.2	18.8	27.2	44.5	18.8	20.2	Met Target†
White	*	*	*	37.3	54.1	*	**	**
Hispanic	160	98.9	20.0	27.9	28.8	20.0	21.2	Met Target†
Black or African American	68	100.0	14.7	17.0	23.0	14.7	17.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	113	100.0	18.6	27.1	44.9	18.6		
Male	127	98.6	18.9	27.3	44.2	18.9		
Economically Disadvantaged Students	208	99.1	*	25.4	26.3	*	20.4	Met Target†
Non-Economically Disadvantaged Students	32	100.0	*	34.2	54.9	*		
Students with Disabilities	47	98.1	17.0	10.7	17.4	17.0	12.1	Met Target
Students without Disabilities	193	99.5	19.2	29.5	50.0	19.2		
English Learners	82	100.0	18.3	25.9	25.0	18.3	17.4	Met Target
Non-English Learners	158	98.9	19.0	27.8	46.5	19.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

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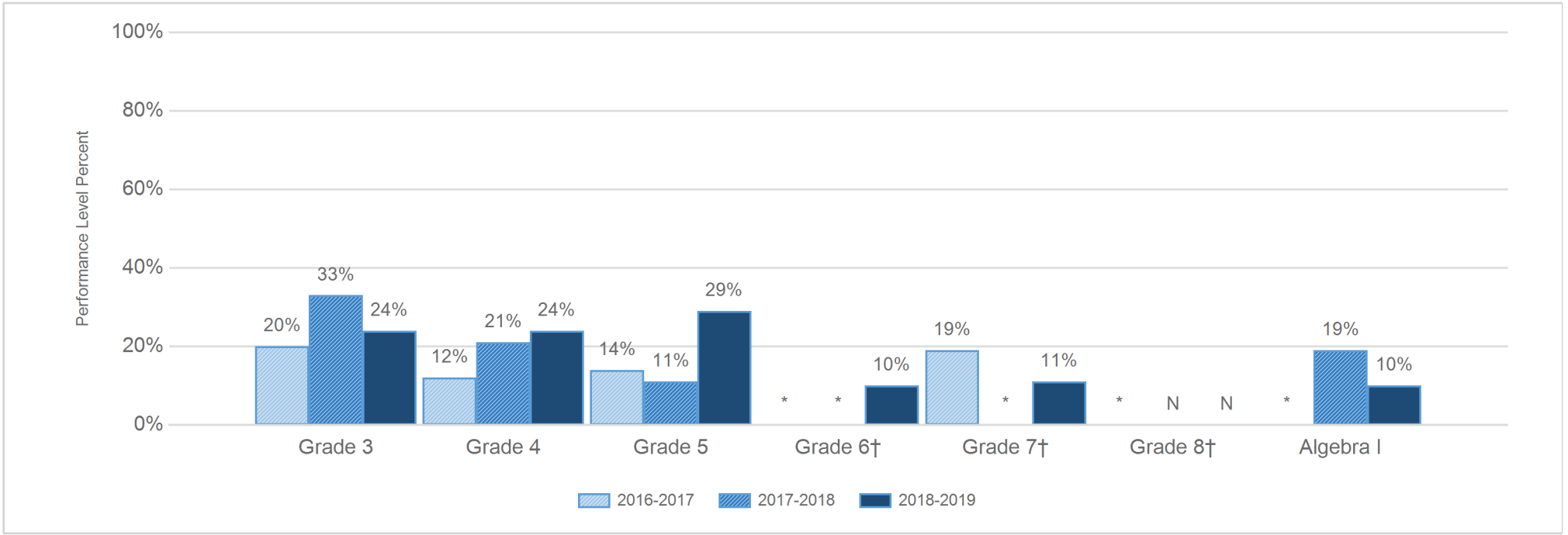
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	729	741	752	*	24%	33%	*	*	24%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	31	724	742	739	*	*	35%	*	*	19%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	19	735	743	751	*	*	*	*	*	32%	54%
Male	23	725	740	752	*	*	*	*	*	17%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	12	724	735	728	*	*	*	*	*	33%	26%
Non-English Learners	30	731	744	754	*	*	*	*	*	20%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	729	737	749	*	*	36%	*	*	24%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	27	731	738	737	*	*	44%	*	*	22%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	20	731	737	749	*	*	*	*	*	25%	50%
Male	22	728	737	749	*	*	*	*	*	23%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	15	725	726	722	*	*	*	*	*	*	18%
Non-English Learners	27	732	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	737	738	747	*	*	43%	*	*	29%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	27	739	739	735	*	*	44%	*	*	33%	30%
Black or African American	11	733	728	729	*	*	*	*	*	18%	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	*	753	N	N	N	N	N	N	55%
Female	19	737	740	747	*	*	*	*	*	37%	47%
Male	23	737	737	747	*	*	*	*	*	22%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	42	712	726	741	29%	48%	*	*	*	10%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	29	715	727	729	*	38%	*	*	*	14%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	22	718	727	742	*	*	*	*	*	*	42%
Male	20	707	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	32	711	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	10	717	732	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	721	728	744	*	48%	23%	*	*	11%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	28	722	*	733	*	54%	*	*	*	11%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	19	716	728	744	*	*	*	*	*	*	42%
Male	25	725	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	32	725	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	12	711	728	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-230)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	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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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	717	730	744	*	46%	28%	*	*	10%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	23	718	731	728	*	*	*	*	*	17%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	23	709	730	745	*	*	*	*	*	*	44%
Male	16	729	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	39.4%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	26	*	*
3-4	45	*	*
5 or more	29	*	*

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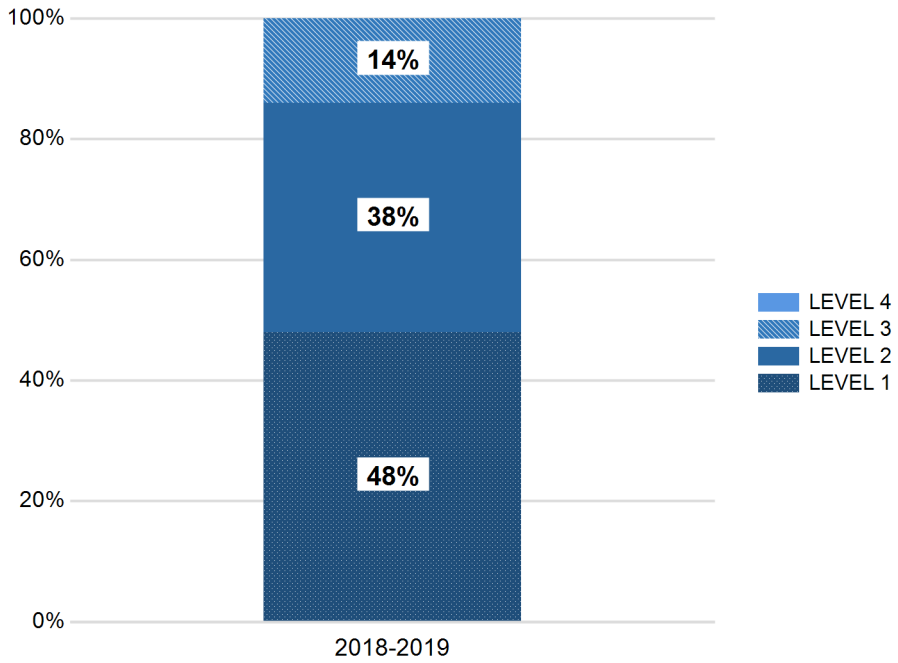
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	38	14	0
White	*	*	*	*
Hispanic	48	37	15	0
Black or African American	64	18	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	37	53	11	0
Male	57	26	17	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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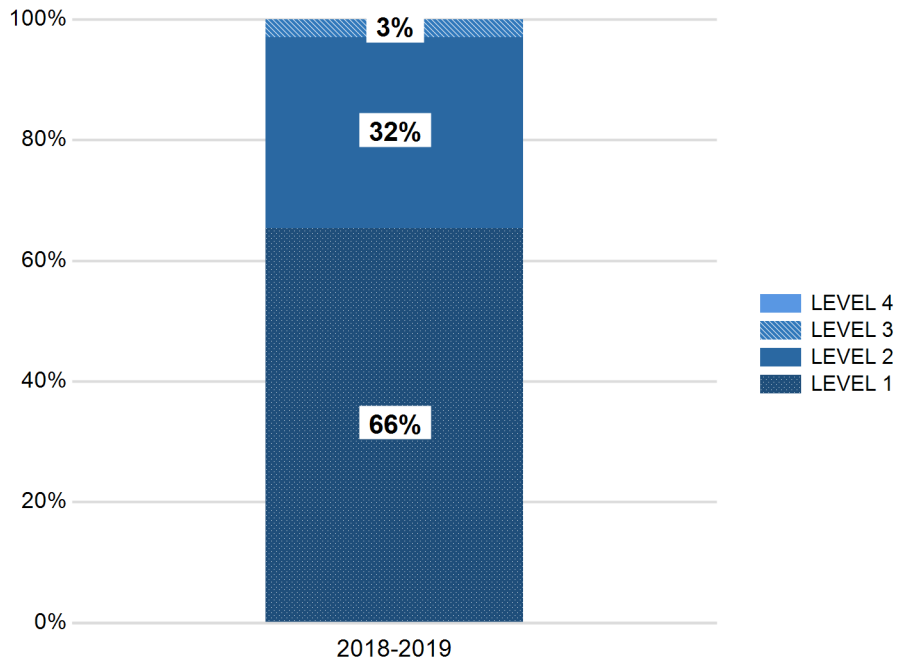
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	32	3	0
White	*	*	*	*
Hispanic	70	26	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	59	41	0	0
Male	75	19	6	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	38
7	0	0	43
8	36	0	0
Total	36	0	81

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	38	0	0	0	0	0	0
7	43	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	81	0	0	0	0	0	0

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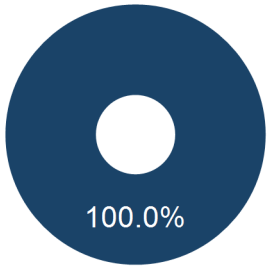
Visual and Performing Arts – Course Participation

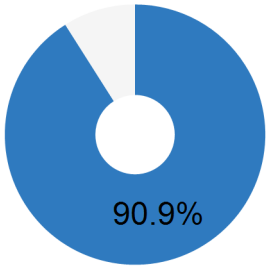
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

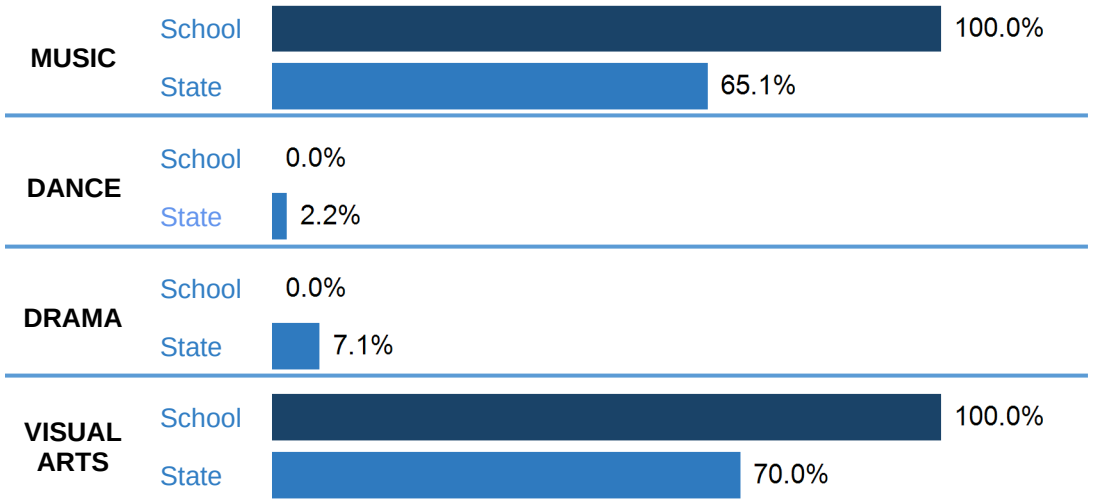


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

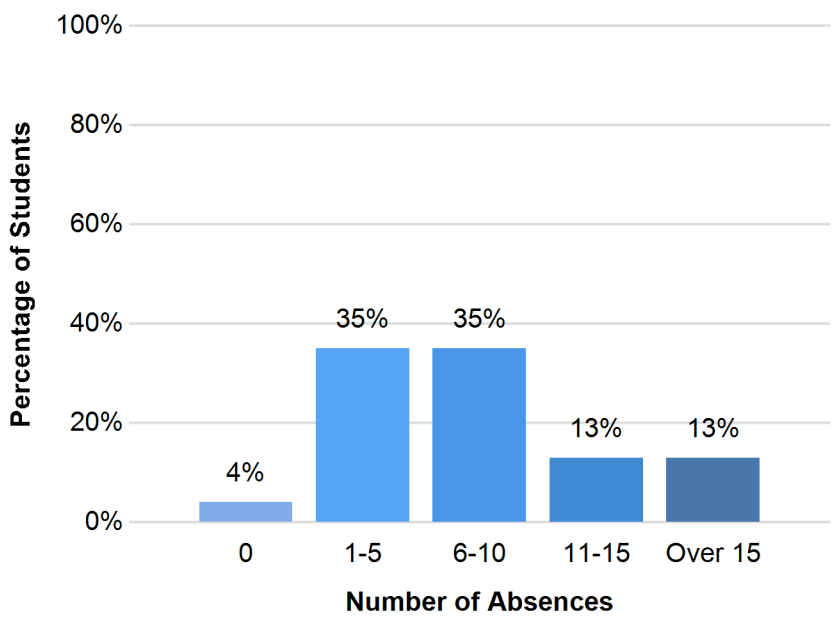
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	46	11.2	9.0	Not Met
White	*	*	**	**
Hispanic	22	8.0	9.0	Met
Black or African American	24	20.7	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	23	11.7		
Male	23	10.7		
Economically Disadvantaged Students	32	9.2	9.0	Not Met
Students with Disabilities	19	24.7	9.0	Not Met
English Learners	7	6.3	9.0	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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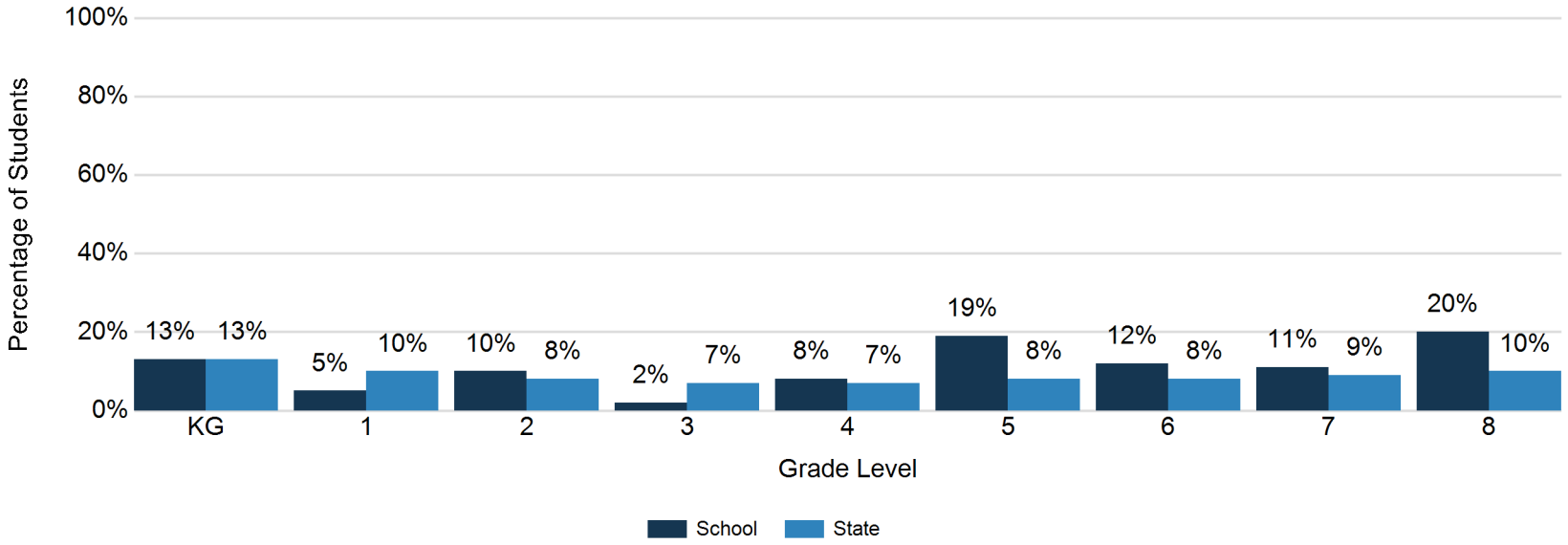
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	9
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.72

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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	16	4.4%
Any Suspension	16	4.4%
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
66

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

NJ SCHOOL PERFORMANCE REPORT

John Marshal School No. 20
(39-1320-230)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	7.4	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	53.8%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	13:1
Students to Administrators	367:1	297:1
Teachers to Administrators	39:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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2018-2019

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	82.1%	100.0%	48.4%	77.1%	54.9%
Male	49.3%	17.9%	0.0%	51.6%	22.9%	45.1%
White	3.3%	59.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	67.6%	30.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.2%	10.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	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	0.8%	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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John Marshal School No. 20
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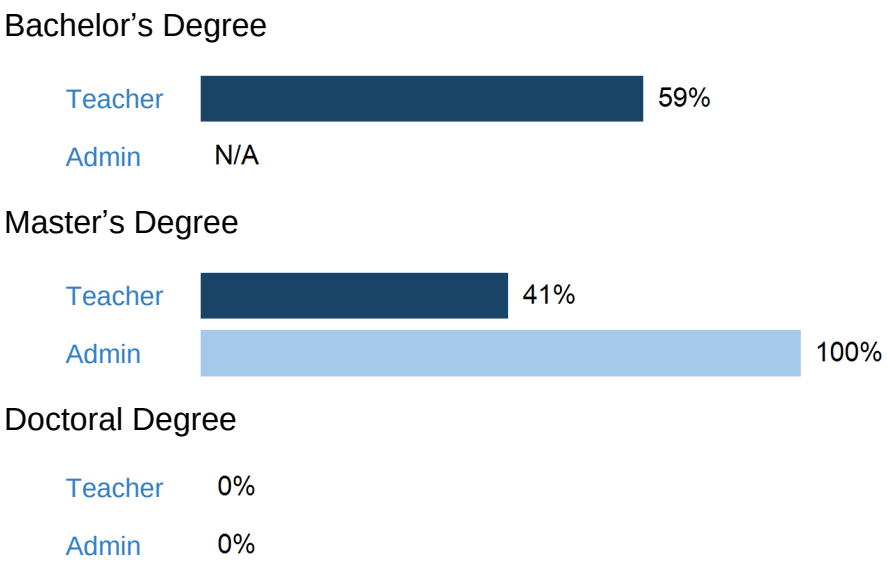
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.5%	36.4%	45.1%
Math Proficiency	15.1%	17.7%	18.8%
ELA Growth	59	63	74
Math Growth	54	48	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.2%	39.4%
Chronic Absenteeism	12.9%	12.3%	11.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• AVID, Advancement Via Individual Determination, Grades 6-8 • Children's Literacy Initiative Grades K-3 • Disney's Musicals In Schools After School Musical Theater Program
Mission, Vision, Theme:	John Marshall School No. 20 is committed to its motto that "TogetherEveryoneAchievesMore" and our school's vision correlates directly with the district's vision, "John Marshall School No. 20 will be the best elementary school in the City of Elizabeth." John Marshall School No. 20 is committed to the fine and performing arts that are the cornerstone of our enrichment courses and our afterschool program.
Awards, Recognition, Accomplishments:	John Marshall is recognized as anEmerging School of Character. We have committed ourselves to the reinforcement of character education. John Marshall is also continuing theBuilding Unity in Leadership Developmentinitiative that creates Teacher Leaders to improve mentoring and induction policies and practices.

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Courses, Curriculum, Instruction:	The Elizabeth Public School District's Theory of Managed Instruction is the framework for instruction at John Marshall School No. 20 One-to-One technology has created wireless classroom in grades two through eight. Teachers in grades kindergarten through third are invested in theChildren's Literacy Initiativewhich is a balanced literacy approach. AdvancementViaIndividualDeterminationis a program for students in Grades 6-8 to assist in preparing for college readiness and success.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All middle school students at John Marshall School No. 20 have access to the district wide athletic programs that are inclusive of all Elizabeth Public Schools.
Clubs and Activities:	TheNational Junior Honor Societystudents at John Marshall School No. 20 are working cooperatively with the WE Schools program on community service initiatives. In addition, John Marshall School No. 20 students vote each marking period for homeroom leaders who demonstrate good citizenship and work ethic. Those students are the T.E.A.M Leaders who are assigned to elementary homerooms and serve as models.

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Before and After School Programs:	Morning tutoring and counseling sessions are available to students at John Marshall School No. 20. Students are selected by teachers, the guidance counselor and social worker. John Marshall School No. 20 offers an after school musical theater program, Disney's Musicals in Schools, to students in Grades 3-8.
Staff and Professional Learning:	"The three professional learning goals for the 2018-2019 school year are to continue to provide opportunities for staff and students' voice to be part of the school culture; continue to provide professional development for staff to address areas of need based on student/teacher performance data; and continue to build relationships that foster a positive culture of value and possibilities.

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Student Supports and Services:	John Marshall School No. 20 addresses the needs of all students. The school offers self contained bilingual classes in Kindergarten through second grade as well as a self contained fourth and fifth grade LLD class. Morning tutoring is available to students as well as after school Leveled Literacy Intervention. A highly functioning Intervention and Referral Services team consisting of administrator, teachers, social worker, guidance counselor, psychologist and parents is in operation.
Student Health and Wellness:	John Marshall School No. 20 is continuing with the a Fresh Fruit and Vegetable Program. Students are given access to fresh produce daily. The goal is to expose our students to new, healthier foods and increase their fruit and vegetable consumption.
Parent and Community Involvement:	"The John Marshall school community seeks every opportunity to partner with families and the broader community. Each month a Parent Academy is held at the school whereas pertinent information regarding academics, social and emotional learning, safety, etc...are shared and discussed. A PTO is in operation and bi-monthly meetings are held at the school. A calendar of events is sent home monthly outlining both during and after school parent/student functions.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers "Each year parents, teachers, elementary students, middle school students and staff of John Marshall School No. 20 are asked to complete the New Jersey School Climate Survey. These results are used to drive the school'sClimate Transformation Project. We are proud to report that to date, 85.3% of our middle schoolers and 90.4% of our elementary students feel that parents and community members are incorporated into both the social and academic fabric of John Marshall School No. 20.
Facilities:	John Marshall School No.20 was built in 1929. It is an airconditioned building that has been recently renovated. The entry stairs have been replaced along with exterior brickwork and interior painting. There is also a community garden in the front of the school that was awarded by the Union County Open Space Recreation and Historic Preservation Trust Fund.

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Hollis Mendes
Address	300 South Broad Street ELIZABETH, NJ 07202-3823
Phone Number	908-436-6300
Email Address	mendesho@epsnj.org
Website	https://www.epsnj.org/Domain/21

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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	114	95	111
1	109	122	94
2	97	88	105
3	94	92	78
4	113	86	92
5	96	109	80
6	97	104	102
7	73	77	94
8	84	69	77
Total	877	842	833

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	44.5%	46.3%	47.5%
Male	55.5%	53.7%	52.5%
Economically Disadvantaged Students	84.8%	83.6%	78.4%
Students with Disabilities	13.8%	13.9%	15.1%
English Learners	25.9%	28.0%	29.2%
Homeless Students	0.2%	0.8%	0.6%
Students in Foster Care	0.6%	0.5%	0.6%
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	5.5%	5.3%	6.2%
Hispanic	80.0%	80.3%	79.2%
Black or African American	13.1%	12.8%	13.2%
Asian	1.4%	1.5%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	114	95	111

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	60.4%
English	33.4%
Haitian	2.4%
Portuguese	1.9%
Arabic	1.1%
Other Languages	0.8%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

Report Key:
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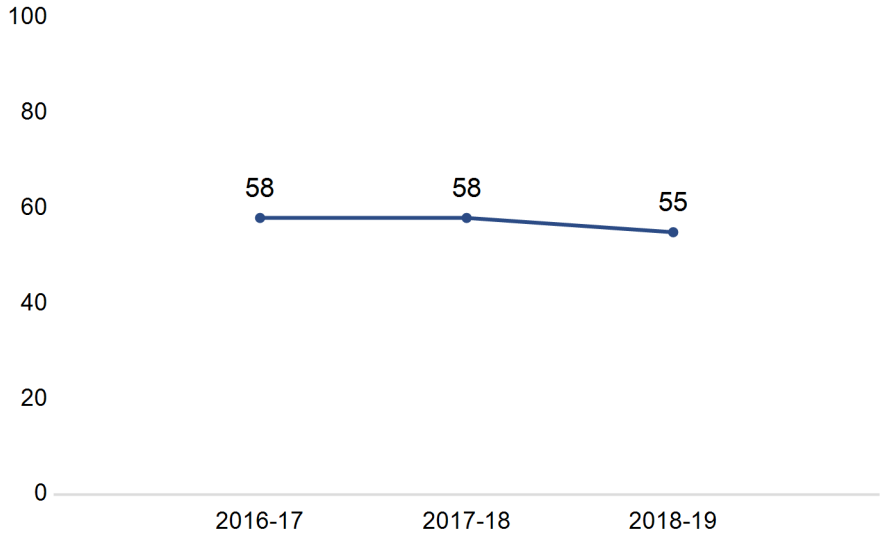
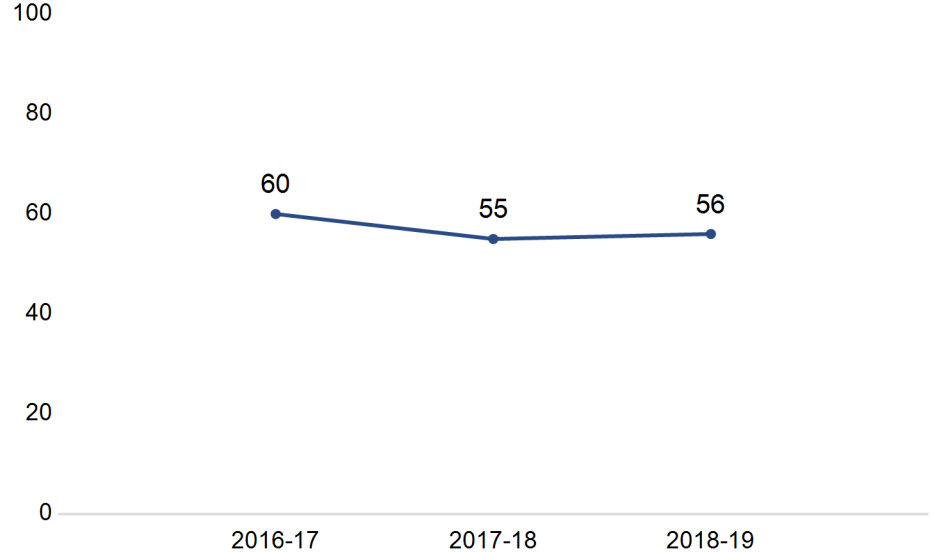
N No Data is available to display
† This indicates a table specific note,see note below table

Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	58	55	60	55	56
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	63	50	Met Standard	56	44	50	Met Standard
White	54	63	50	Met Standard	55	47.5	52	Met Standard
Hispanic	55	63	49	Met Standard	56	44	47	Met Standard
Black or African American	56	61	45	Met Standard	66	39	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	57	64	53	N	55	43	50	N
Male	54	61	47	N	58	44	51	N
Economically Disadvantaged Students	55	63	48	Met Standard	55	43	46	Met Standard
Students with Disabilities	59	52	43	Met Standard	42.5	41	45	Met Standard
English Learners	54.5	65	52	Met Standard	61	45	50	Exceeds Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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2018-2019

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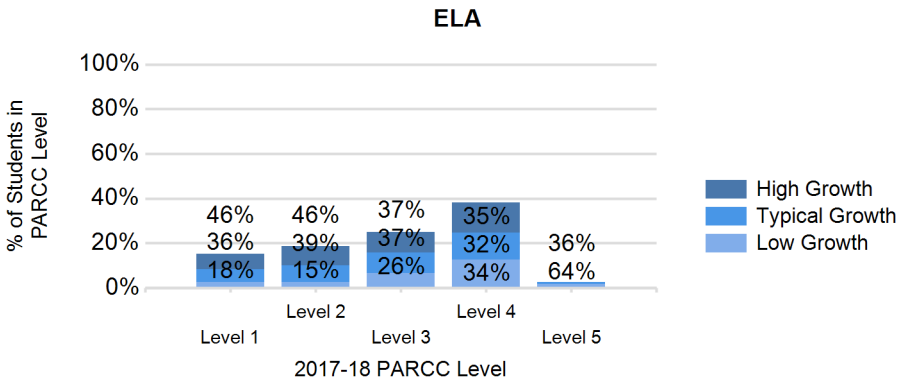
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

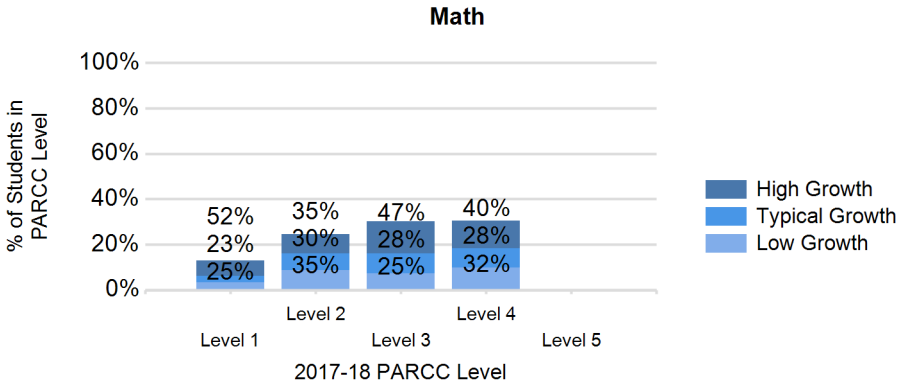
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

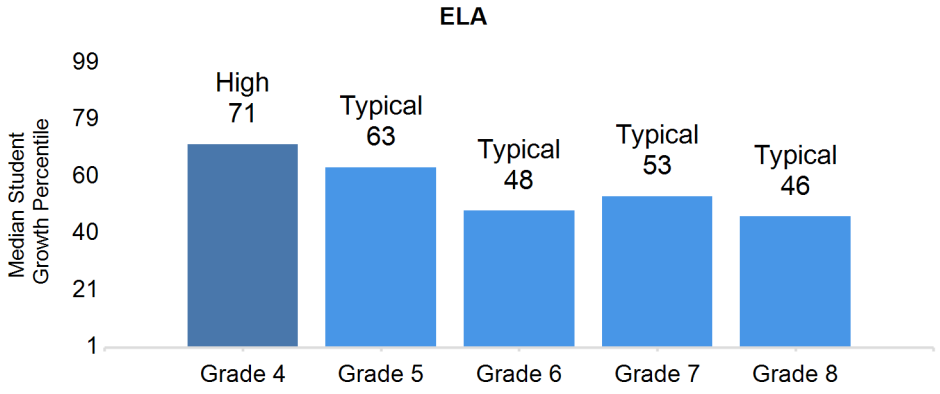
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

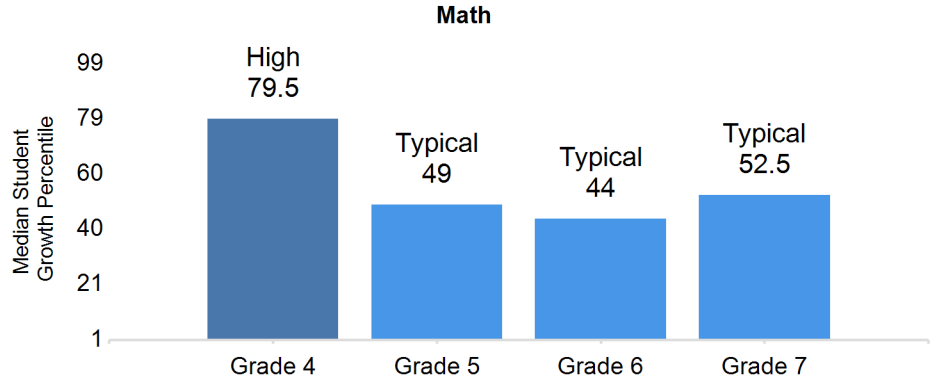




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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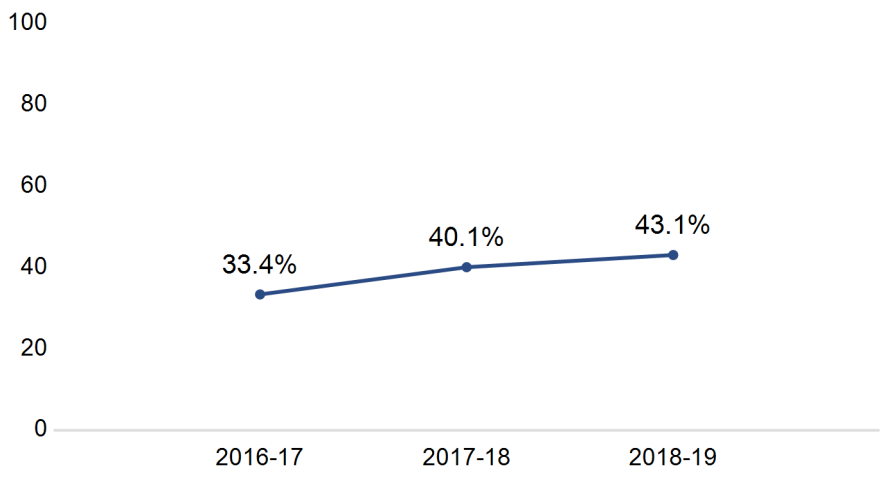
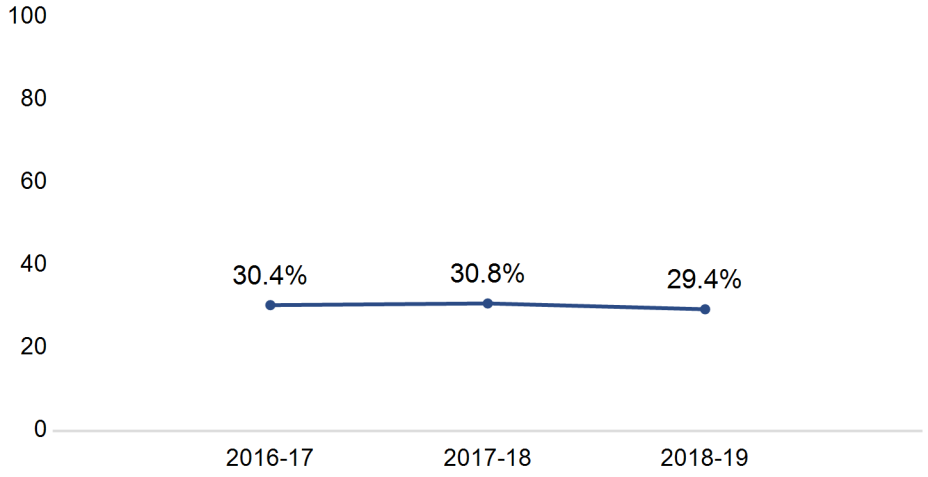
English Language Arts and Mathematics Performance Trends

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	98.8%	98.9%	98.7%	99.1%	98.8%	98.7%
Proficiency Rate for Federal Accountability	33.4%	40.1%	43.1%	30.4%	30.8%	29.4%
Annual Target	32.3%	34.8%	37.3%	32.3%	34.8%	37.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	497	98.7	43.1	52.8	57.9	43.1	37.3	Met Target
White	*	*	*	63.5	66.9	*	41.6	Met Target
Hispanic	394	99.1	41.9	53.5	43.9	41.9	38.6	Met Target
Black or African American	65	96.0	40.0	42.5	38.5	40.0	27.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	216	98.3	48.1	59.1	64.8	48.1		
Male	281	99.0	39.1	46.6	51.3	39.1		
Economically Disadvantaged Students	404	99.1	41.8	50.4	40.0	41.8	37.9	Met Target
Non-Economically Disadvantaged Students	93	97.2	48.4	62.8	67.9	48.4		
Students with Disabilities	98	99.0	19.4	18.8	22.7	19.4	18.9	Met Target
Students without Disabilities	399	98.6	48.9	57.8	65.1	48.9		
English Learners	181	100.0	38.1	40.3	29.3	38.1	29	Met Target
Non-English Learners	316	98.0	45.9	58.3	60.6	45.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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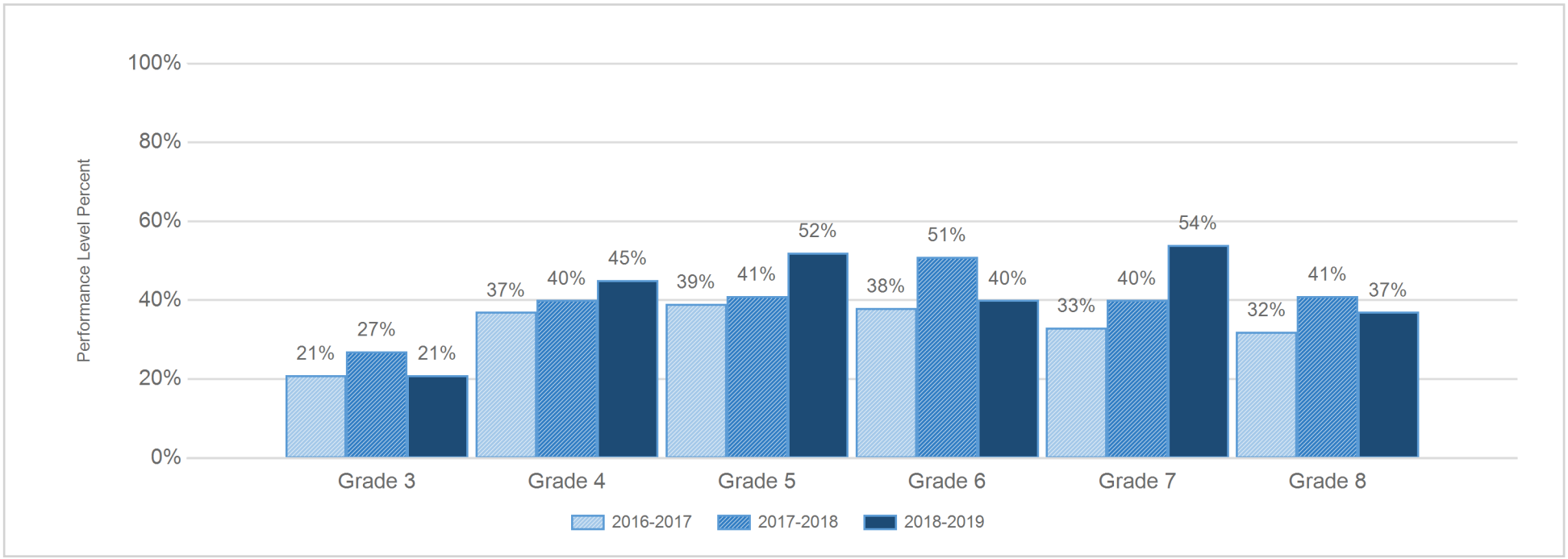
English Language Arts Assessment - Performance Trends

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
Schoolwide	77	722	738	748	30%	19%	30%	21%	0%	21%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	57	723	738	734	30%	21%	26%	23%	0%	23%	36%
Black or African American	14	718	729	731	*	*	*	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	36	735	743	753	*	*	36%	*	*	31%	55%
Male	41	710	733	743	*	*	24%	*	*	12%	46%
Economically Disadvantaged Students	62	722	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	15	719	753	759	*	*	*	*	*	*	61%
Students with Disabilities	11	690	700	719	*	*	*	*	*	*	24%
Students without Disabilities	66	727	743	754	*	*	*	*	*	*	56%
English Learners	20	713	719	713	*	*	*	*	*	10%	17%
Non-English Learners	57	725	746	751	*	*	*	*	*	25%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	743	748	755	14%	19%	22%	*	*	45%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	70	742	748	743	*	21%	24%	*	*	41%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	40	742	753	760	*	*	*	*	*	45%	62%
Male	48	744	743	750	*	*	*	*	*	46%	53%
Economically Disadvantaged Students	73	743	745	740	*	*	*	*	*	44%	40%
Non-Economically Disadvantaged Students	15	746	759	765	*	*	*	*	*	53%	69%
Students with Disabilities	14	710	713	725	*	*	*	*	*	*	25%
Students without Disabilities	74	750	752	761	*	*	*	*	*	*	64%
English Learners	26	720	729	720	*	*	*	*	*	19%	17%
Non-English Learners	62	753	754	758	*	*	*	*	*	56%	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	745	751	756	*	*	27%	*	*	52%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	59	742	751	743	*	*	29%	*	*	46%	44%
Black or African American	10	742	741	739	*	*	*	*	*	50%	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	*	762	N	N	N	N	N	N	65%
Female	44	751	757	761	*	*	*	*	*	64%	64%
Male	37	738	744	750	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	58	742	748	740	*	*	*	*	*	47%	39%
Non-Economically Disadvantaged Students	23	753	761	766	*	*	*	*	*	65%	69%
Students with Disabilities	15	716	713	724	*	*	*	*	*	13%	23%
Students without Disabilities	66	752	756	762	*	*	*	*	*	61%	65%
English Learners	11	705	722	713	*	*	*	*	*	18%	11%
Non-English Learners	70	751	756	758	*	*	*	*	*	57%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	740	750	754	*	20%	32%	*	*	40%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	83	739	752	743	*	18%	31%	*	*	42%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	40	745	757	762	*	*	35%	*	*	48%	64%
Male	54	735	744	748	*	*	30%	*	*	35%	48%
Economically Disadvantaged Students	82	739	748	740	*	*	*	*	*	39%	39%
Non-Economically Disadvantaged Students	12	740	758	763	*	*	*	*	*	50%	67%
Students with Disabilities	10	712	717	722	*	*	*	*	*	10%	19%
Students without Disabilities	84	743	755	761	*	*	*	*	*	44%	64%
English Learners	13	718	717	710	*	*	*	*	*	*	*
Non-English Learners	81	743	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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	89	751	759	761	*	*	29%	40%	13%	54%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	69	748	*	747	*	*	32%	*	*	51%	50%
Black or African American	11	753	746	741	*	*	*	*	*	55%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	39	756	765	769	*	*	31%	*	*	56%	71%
Male	50	748	753	753	*	*	28%	*	*	52%	55%
Economically Disadvantaged Students	68	749	756	743	*	*	*	*	*	53%	45%
Non-Economically Disadvantaged Students	21	759	768	771	*	*	*	*	*	57%	73%
Students with Disabilities	15	735	720	720	*	*	*	*	*	33%	22%
Students without Disabilities	74	755	764	769	*	*	*	*	*	58%	71%
English Learners	15	716	713	706	*	*	*	*	*	*	12%
Non-English Learners	74	759	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	81	734	758	762	19%	27%	17%	*	*	37%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	67	736	758	747	16%	27%	18%	*	*	39%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	33	741	764	771	*	30%	*	*	*	39%	71%
Male	48	729	753	753	*	25%	*	*	*	35%	55%
Economically Disadvantaged Students	66	734	756	743	*	*	21%	*	*	36%	45%
Non-Economically Disadvantaged Students	15	732	763	772	*	*	0%	*	*	40%	72%
Students with Disabilities	11	709	720	721	*	*	*	*	*	*	22%
Students without Disabilities	70	738	763	770	*	*	*	*	*	*	71%
English Learners	16	715	713	708	*	*	*	*	*	25%	12%
Non-English Learners	65	739	764	764	*	*	*	*	*	40%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	503	98.7	29.4	27.2	44.5	29.4	37.3	Not Met
White	*	*	*	37.3	54.1	*	41.6	Met Target†
Hispanic	400	99.1	29.3	27.9	28.8	29.3	38.1	Not Met
Black or African American	65	96.0	27.7	17.0	23.0	27.7	27.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	219	98.4	28.3	27.1	44.9	28.3		
Male	284	99.0	30.3	27.3	44.2	30.3		
Economically Disadvantaged Students	407	99.1	28.7	25.4	26.3	28.7	37.9	Not Met
Non-Economically Disadvantaged Students	96	97.5	32.3	34.2	54.9	32.3		
Students with Disabilities	98	99.0	15.3	10.7	17.4	15.3	17.2	Met Target†
Students without Disabilities	405	98.7	32.8	29.5	50.0	32.8		
English Learners	187	100.0	28.3	25.9	25.0	28.3	33.4	Met Target†
Non-English Learners	316	98.0	30.1	27.8	46.5	30.1		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

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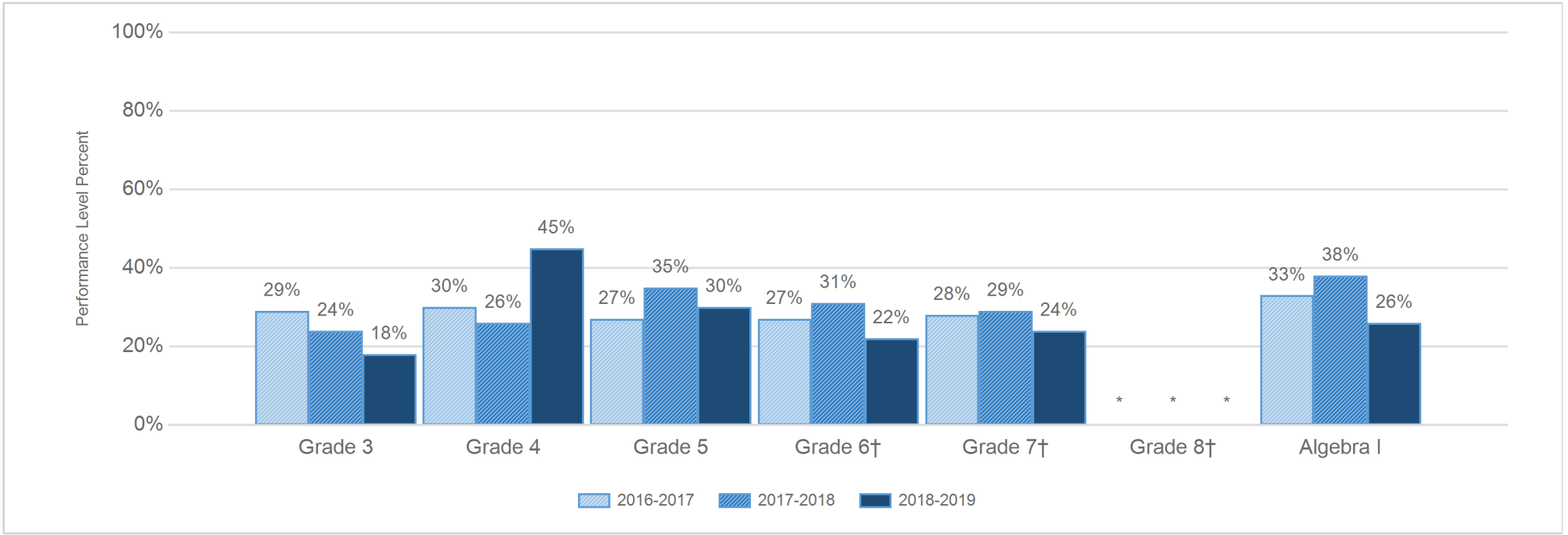
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	726	741	752	18%	29%	36%	*	*	18%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	60	729	742	739	*	32%	32%	*	*	22%	40%
Black or African American	14	712	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	724	743	751	*	26%	39%	*	*	16%	54%
Male	42	728	740	752	*	31%	33%	*	*	19%	56%
Economically Disadvantaged Students	63	728	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	17	719	747	761	*	*	*	*	*	*	67%
Students with Disabilities	11	701	716	731	*	*	*	*	*	*	31%
Students without Disabilities	69	730	744	756	*	*	*	*	*	*	60%
English Learners	23	720	735	728	*	52%	*	*	*	13%	26%
Non-English Learners	57	728	744	754	*	19%	*	*	*	19%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	742	737	749	*	26%	19%	*	*	45%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	71	743	738	737	*	24%	21%	*	*	44%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	41	733	737	749	*	27%	*	*	*	37%	50%
Male	48	751	737	749	*	25%	*	*	*	52%	52%
Economically Disadvantaged Students	73	742	736	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	16	745	741	759	*	*	*	*	*	44%	63%
Students with Disabilities	14	722	713	726	*	*	*	*	*	29%	25%
Students without Disabilities	75	746	740	754	*	*	*	*	*	48%	56%
English Learners	27	729	726	722	*	*	*	*	*	26%	18%
Non-English Learners	62	748	741	751	*	*	*	*	*	53%	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	734	738	747	*	*	33%	30%	0%	30%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	61	733	739	735	*	28%	36%	*	*	26%	30%
Black or African American	10	731	728	729	*	*	*	*	*	30%	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	*	753	N	N	N	N	N	N	55%
Female	45	735	740	747	*	*	*	31%	0%	31%	47%
Male	39	733	737	747	*	*	*	28%	0%	28%	47%
Economically Disadvantaged Students	59	733	737	732	*	*	*	*	*	27%	27%
Non-Economically Disadvantaged Students	25	737	742	757	*	*	*	*	*	36%	59%
Students with Disabilities	15	718	717	725	*	*	*	*	*	*	19%
Students without Disabilities	69	738	741	752	*	*	*	*	*	*	52%
English Learners	14	707	724	718	*	*	*	*	*	*	12%
Non-English Learners	70	740	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	728	726	741	11%	31%	35%	22%	0%	22%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	85	728	727	729	13%	28%	35%	24%	0%	24%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	42	729	727	742	*	36%	36%	*	*	21%	42%
Male	54	727	725	740	*	28%	35%	*	*	22%	40%
Economically Disadvantaged Students	82	729	725	726	13%	*	*	*	*	21%	21%
Non-Economically Disadvantaged Students	14	725	732	750	0%	*	*	*	*	29%	53%
Students with Disabilities	10	713	709	716	*	*	*	*	*	*	12%
Students without Disabilities	86	730	728	746	*	*	*	*	*	*	46%
English Learners	15	725	709	709	*	*	*	*	*	*	*
Non-English Learners	81	729	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	734	728	744	*	30%	40%	*	*	24%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	74	732	*	733	*	31%	41%	*	*	23%	26%
Black or African American	11	731	717	727	*	*	*	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	42	733	728	744	*	31%	36%	*	*	29%	42%
Male	52	734	727	743	*	29%	44%	*	*	21%	42%
Economically Disadvantaged Students	70	733	727	731	*	*	40%	*	*	24%	24%
Non-Economically Disadvantaged Students	24	736	728	751	*	*	42%	*	*	25%	53%
Students with Disabilities	15	717	709	718	*	*	*	*	*	*	13%
Students without Disabilities	79	737	730	749	*	*	*	*	*	*	48%
English Learners	20	717	713	716	*	*	*	*	*	*	10%
Non-English Learners	74	738	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
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2018-2019

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† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	728	730	744	19%	31%	25%	26%	0%	26%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	69	729	731	728	19%	28%	28%	26%	0%	26%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	33	730	730	745	*	*	*	*	*	27%	44%
Male	48	727	731	743	*	*	*	*	*	25%	41%
Economically Disadvantaged Students	66	726	729	727	*	*	*	*	*	24%	23%
Non-Economically Disadvantaged Students	15	734	733	752	*	*	*	*	*	33%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	18	722	712	710	*	*	*	*	*	*	*
Non-English Learners	63	730	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.6%	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	87	*	*
3-4	88	*	*
5 or more	63	82.5%	17.5%

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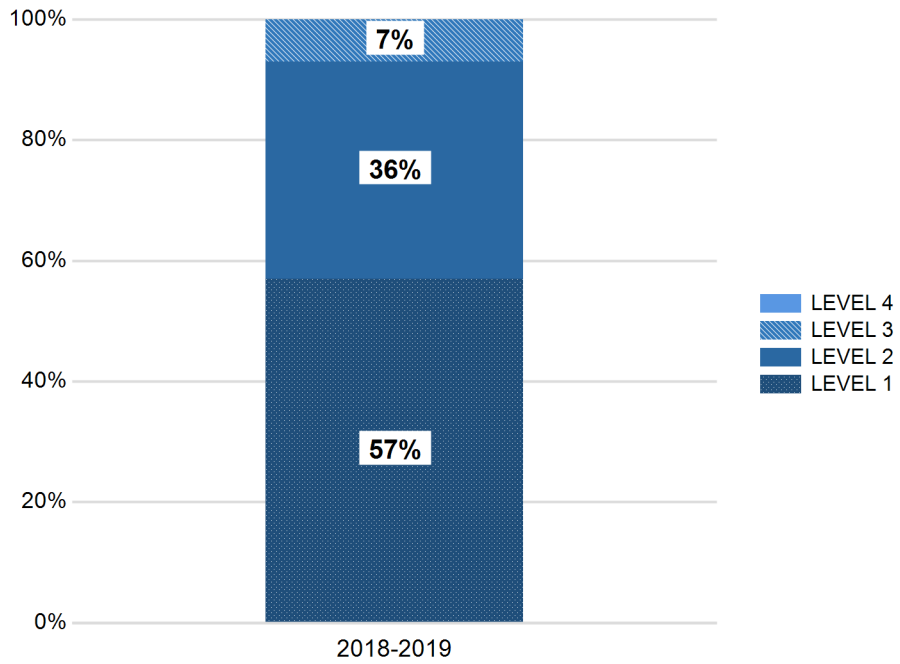
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	36	7	0
White	*	*	*	*
Hispanic	64	30	6	0
Black or African American	60	40	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	60	36	4	0
Male	55	36	10	0
Economically Disadvantaged Students	60	31	10	0
Non-Economically Disadvantaged Students	52	48	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	13	0	0
Non-English Learners	51	41	8	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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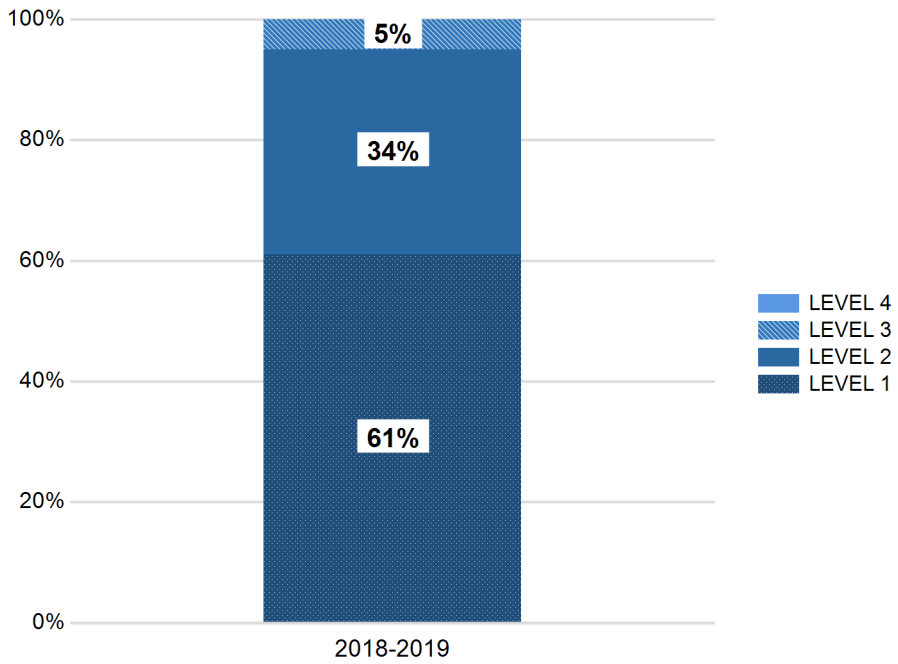
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	61	34	5	0
White	*	*	*	*
Hispanic	57	38	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	59	41	0	0
Male	63	29	8	0
Economically Disadvantaged Students	60	37	3	0
Non-Economically Disadvantaged Students	67	20	13	0
Students with Disabilities	90	10	0	0
Students without Disabilities	57	38	6	0
English Learners	72	28	0	0
Non-English Learners	58	36	6	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	102
7	0	0	94
8	77	0	0
Total	77	0	196

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	91	0	0	0	0	0	0
7	94	0	0	0	0	0	0
8	2	0	0	0	0	0	0
Total	187	0	0	0	0	0	0

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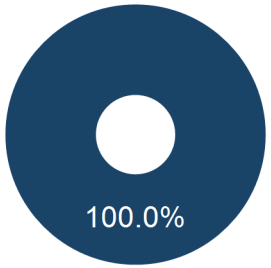
Visual and Performing Arts – Course Participation

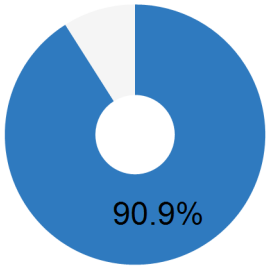
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

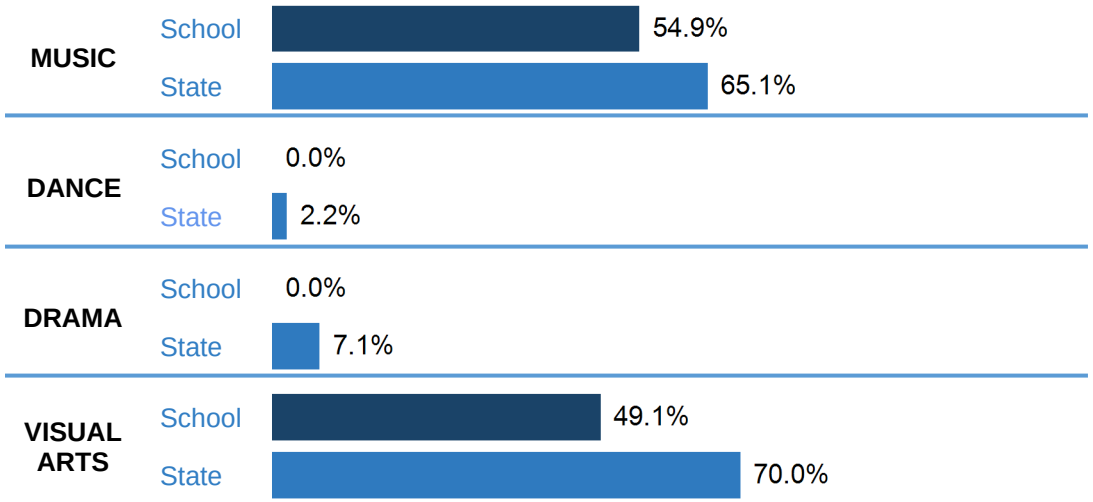


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

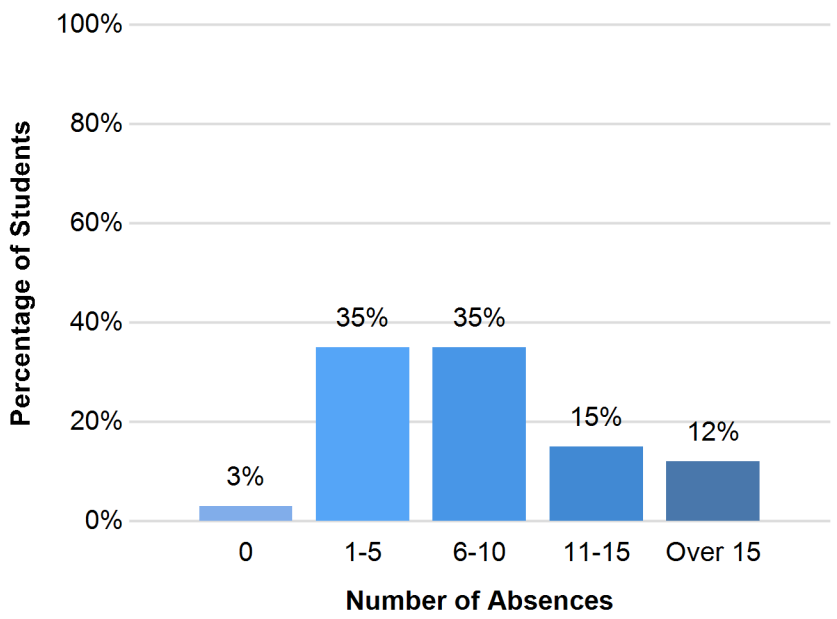
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	82	9.5	9.0	Not Met
White	2	4.1	9.0	Met
Hispanic	68	9.8	9.0	Not Met
Black or African American	12	10.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	34	8.4		
Male	48	10.5		
Economically Disadvantaged Students	72	10.6	9.0	Not Met
Students with Disabilities	36	23.4	9.0	Not Met
English Learners	24	9.4	9.0	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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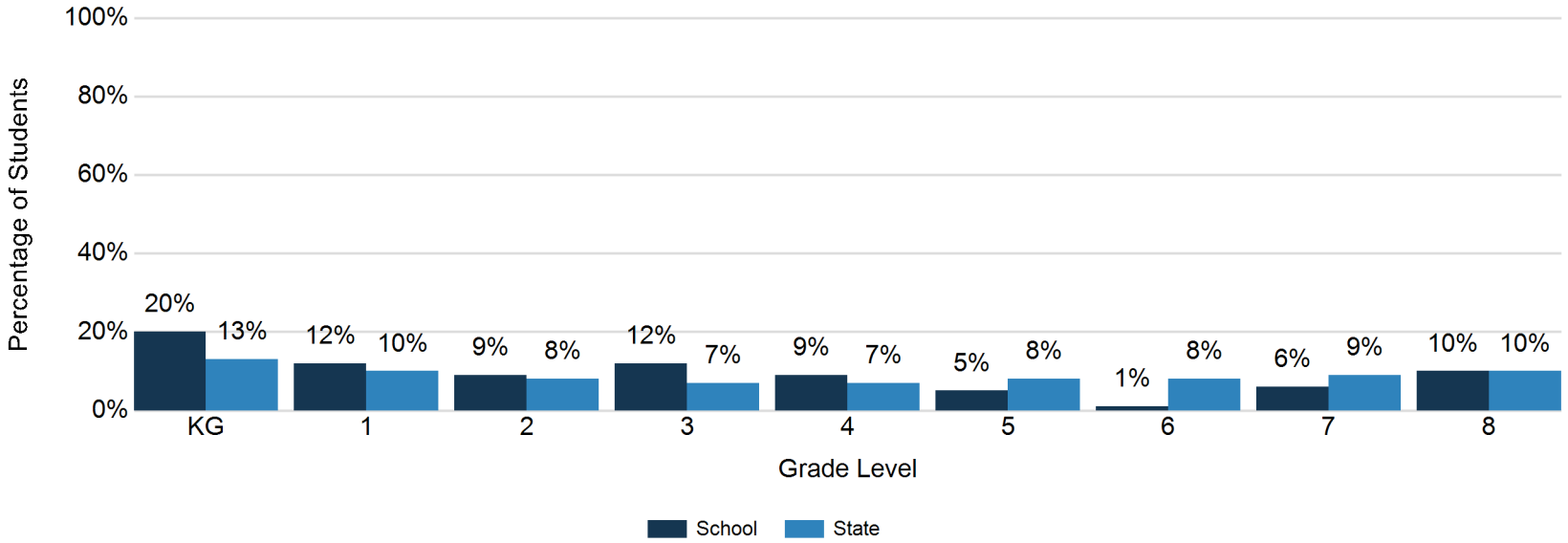
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	15
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	24
Incidents Per 100 Students Enrolled	2.88

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	1	1	2
Other	4	6	10
No Identified Nature	6		6

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	34	4.1%
Any Suspension	34	4.1%
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
86

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	65	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	78.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	417:1	297:1
Teachers to Administrators	33:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.5%	84.6%	100.0%	48.4%	77.1%	54.9%
Male	52.5%	15.4%	0.0%	51.6%	22.9%	45.1%
White	6.2%	73.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	79.2%	18.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.2%	4.6%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	1.5%	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%	1.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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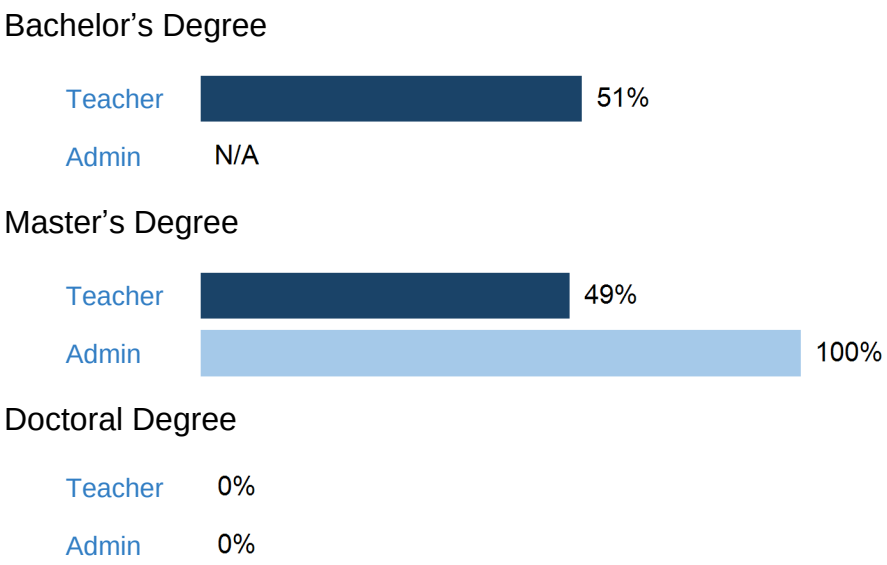
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Joseph Battin School No 4
(39-1320-035)
Grades Offered: KG-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.4%	40.1%	43.1%
Math Proficiency	30.4%	30.8%	29.4%
ELA Growth	58	58	55
Math Growth	60	55	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.9%	50.6%
Chronic Absenteeism	13.5%	10.2%	9.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Pearson System of Courses (PSoC)- MATH grades 6-8 • One-to-One initiative grades 3-8 • We.org: School 4 was chosen to participate in "We Take Charge Environmental Event" with Unilever
Mission, Vision, Theme:	Joseph Battin School No. 4 is comprised of a diverse community where both the students and faculty strive for excellence. We believe that each student, regardless of socio-economic or cultural background, must be given the opportunity to fully participate in their education. To this point, Joseph Battin School No. 4 is committed to going above and beyond the federal and state requirements so that our students can learn and grow in an environment that fosters the acceptance of others.
Awards, Recognition, Accomplishments:	CLI, WE Org recognition, 2016 Math PARCC Proficiency, District Top Ten Performance for Math 2018, District Top Ten Performance for Math 2019, Distrcit Top Ten Most Improved from 2015-2019 in Math

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Courses, Curriculum, Instruction:	General Education grades K thru 8, Special Education, Pearson System of Courses, Bilingual Education and ESL services, ST Math added for GradesK-2 in 2019,
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Teen Arts Festival ,WE, National Honor Society

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Before and After School Programs:	After school enrichment program grades K-8, Saturday STEM Program grades 3-8
Staff and Professional Learning:	The Professional Learning Community (PLC): Sheltered Instruction Training (SIOP), NJ Mandatory Trainings, Pearson System of Courses (PSoC) grades 6-8 Math, District Professional Development

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Student Supports and Services:	after-school program, Response to Intervention (RTI), Bilingual & ESL services, social worker, guidance counselor, speech services and Occupational/Physical Therapy through Trinitas, Saturday STEM Program
Student Health and Wellness:	The Breakfast program, , Hoops for Hearts, NFL Play 60 and NJ STATE POLICE Top Physical Challenge, Health Bee Contest,WE, Safe Routes, Union County Kids Dig In Program(garden growing)
Parent and Community Involvement:	Parents can access the PowerSchool portal. Parent workshops include Nutrition, Social Media Reindeer games for Parents and students, Muffins with Moms, back to school night and parent conferences, Student of the Month Breakfast/Title I Parent Workshop, Union County Kids Dig In Program

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey used is from the New Jersey Department of Education (NJDOE). The survey is given to parents at back to school night. The results are then input into the NJDOE spreadsheet which calculates percentages. This information is discussed with the School Improvement Panel and Title I committees to improve school climate.
Facilities:	In 1889, Joseph Battin, a prominent Elizabeth inventor, donated his mansion to the City of Elizabeth to be used as a public high school. This mansion was utilized until 1912 and then demolished to make room for the current Battin School building that opened in 1914. The school comprises of classrooms, a library, science labs, computer rooms, art rooms and gymnasiums.
School Safety:	State required drills, Anti-Bullying Assembly, PBSIS. Morning security checks

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Technology and STEM:	STEM Saturday Program. PSoC Math, Tech Lab 1-1 initiative

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Other Information	Battin School Number 4 has a uniform policy. Students in grades K-8 have the opportunity to attend the after-school enrichment program. The School safety team works towards making sure every child feels safe and secure while attending school The Honeywell Call System is used to notify the community of important school dates and/or activities.

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Evelyn Rodriguez-Salcedo
Address	25 FIRST STREET ELIZABETH, NJ 07206
Phone Number	908-436-3950
Email Address	rodrigev@epsnj.org
Website	https://www.epsnj.org/Domain/37
Facebook	https://www.facebook.com@DuarteMartiSchool28

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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	45	45	45
KG	115	110	104
1	144	108	106
2	118	122	97
3	109	105	108
4	110	98	101
5	108	101	100
6	101	110	109
7	83	93	111
8	83	82	96
Total	1,016	974	977

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.4%	50.1%	52.4%
Male	49.6%	49.9%	47.6%
Economically Disadvantaged Students	89.0%	87.8%	86.8%
Students with Disabilities	10.2%	10.8%	11.3%
English Learners	24.9%	25.7%	25.8%
Homeless Students	1.4%	1.4%	1.1%
Students in Foster Care	0.0%	0.1%	0.2%
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	4.1%	5.2%	4.5%
Hispanic	83.3%	82.2%	82.8%
Black or African American	11.7%	11.7%	12.2%
Asian	0.6%	0.5%	0.3%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	45	45	45
KG - Half Day	0	0	0
KG - Full Day	115	110	104

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	60.6%
English	37.2%
Other Languages	2.3%

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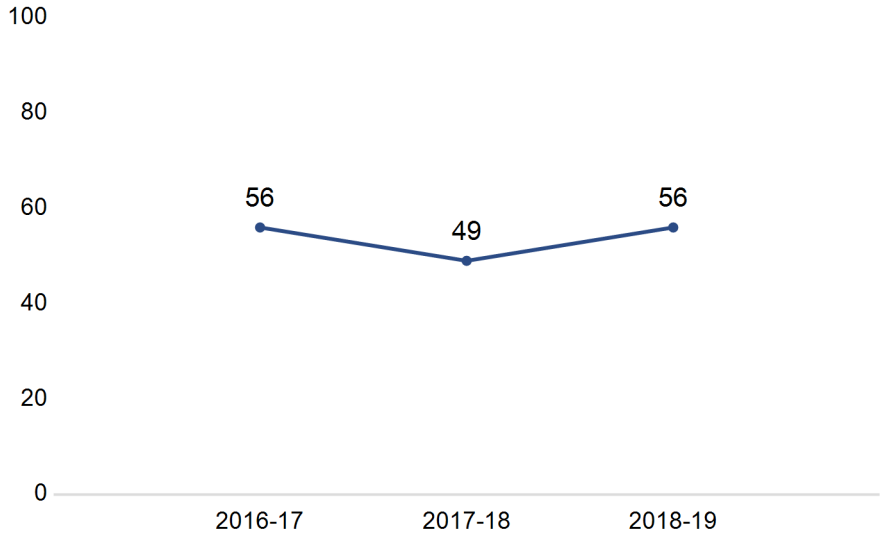
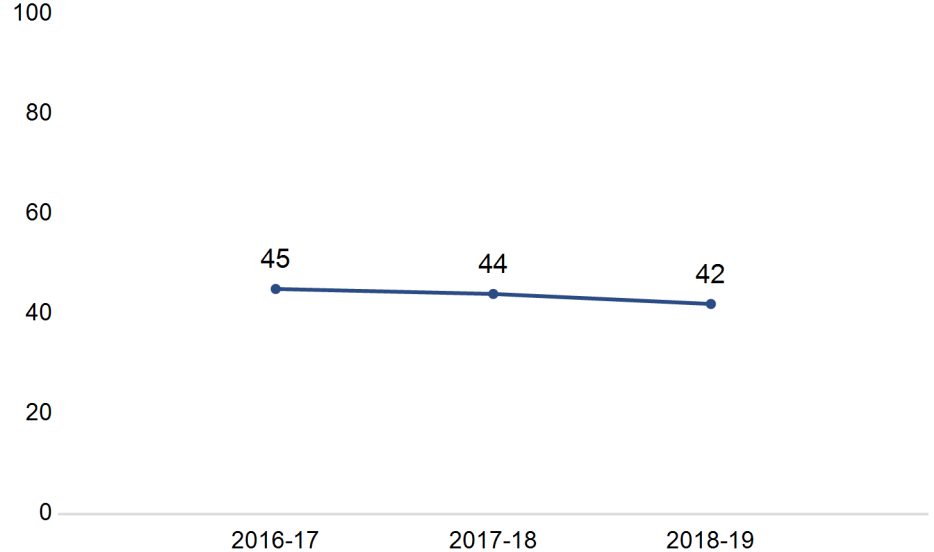
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	49	56	45	44	42
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	63	50	Met Standard	42	44	50	Met Standard
White	53	63	50	**	29	47.5	52	**
Hispanic	56	63	49	Met Standard	43	44	47	Met Standard
Black or African American	56.5	61	45	Met Standard	39	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	64	53	N	42	43	50	N
Male	50	61	47	N	42.5	44	51	N
Economically Disadvantaged Students	56	63	48	Met Standard	43	43	46	Met Standard
Students with Disabilities	45	52	43	Met Standard	21	41	45	Not Met
English Learners	56	65	52	Met Standard	38	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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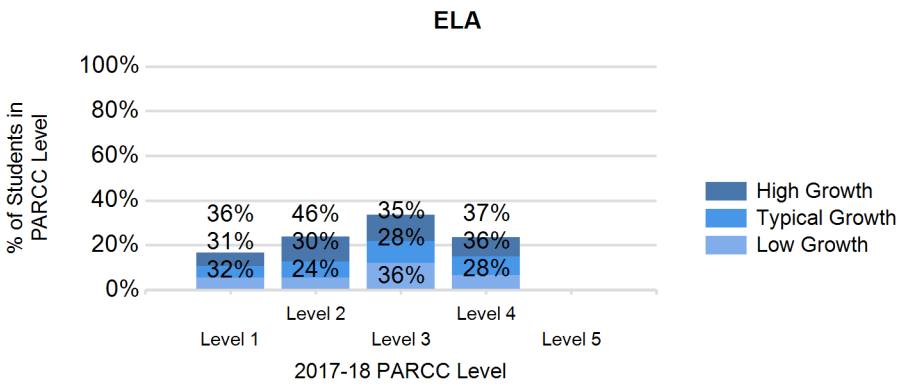
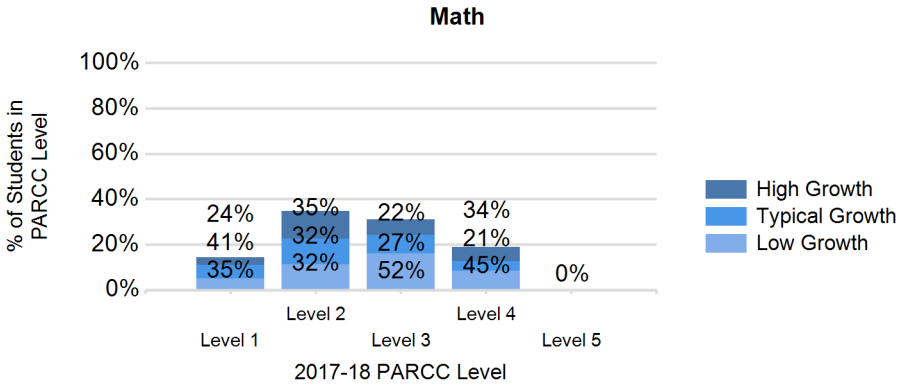
Student Growth by Performance Level

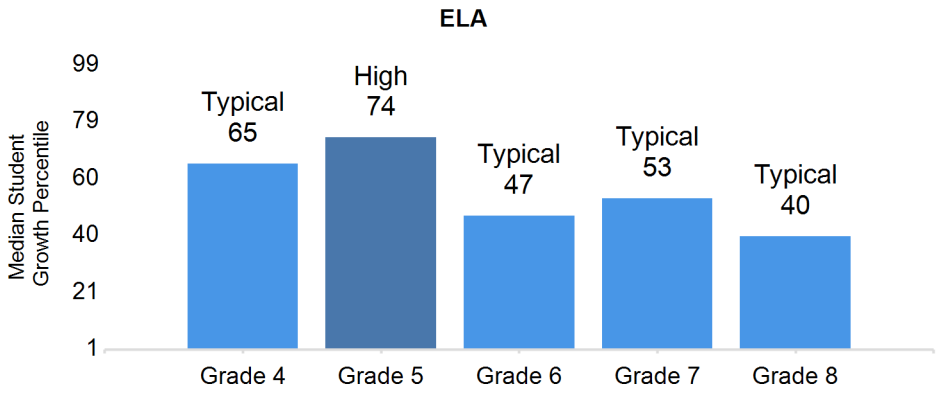
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

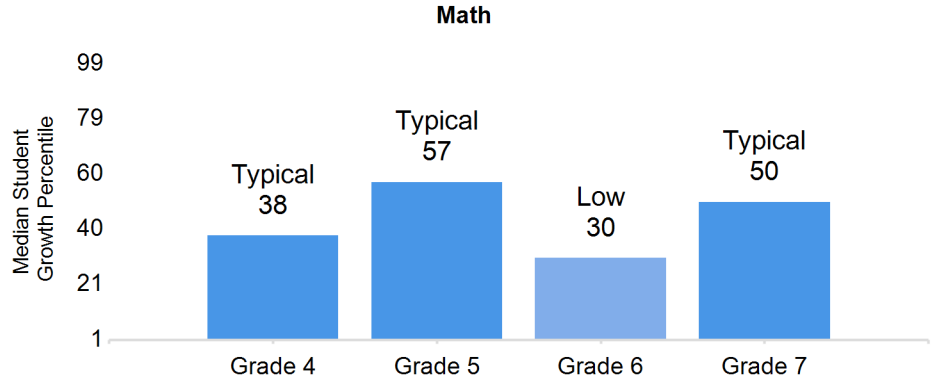




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

Report Key:
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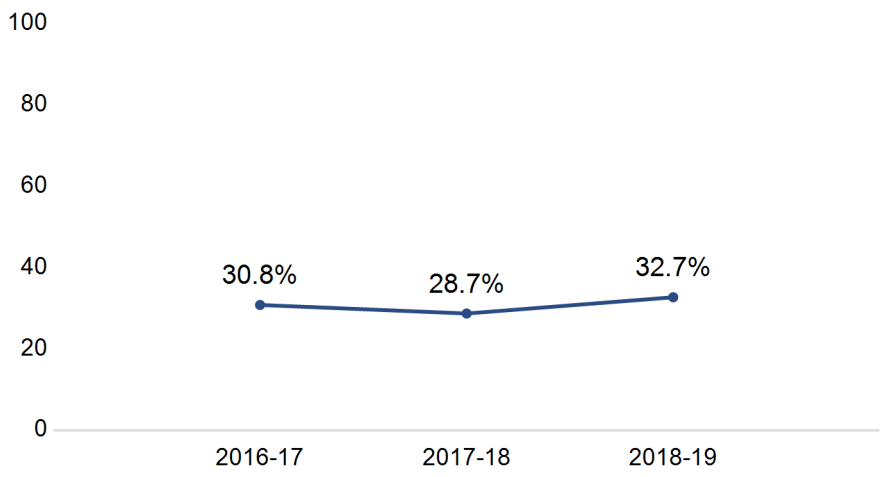
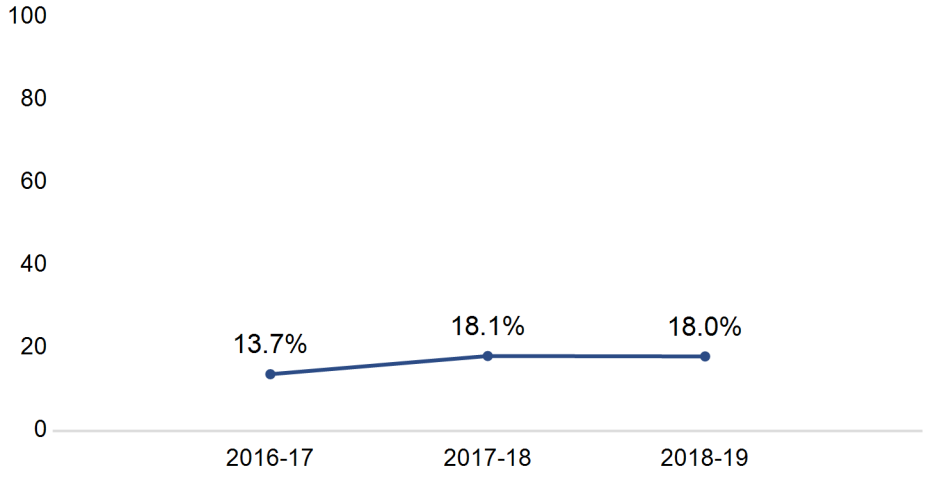
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.2%	99.7%	99.8%	99.1%	99.7%
Proficiency Rate for Federal Accountability	30.8%	28.7%	32.7%	13.7%	18.1%	18.0%
Annual Target	23.2%	26.2%	29.2%	18.3%	21.6%	24.8%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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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	591	99.7	32.7	52.8	57.9	32.7	29.2	Met Target
White	*	*	*	63.5	66.9	*	39.5	Met Target†
Hispanic	483	99.8	33.1	53.5	43.9	33.1	29.9	Met Target
Black or African American	83	98.9	27.7	42.5	38.5	27.7	22.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	284	99.7	40.5	59.1	64.8	40.5		
Male	307	99.7	25.4	46.6	51.3	25.4		
Economically Disadvantaged Students	531	99.6	32.0	50.4	40.0	32.0	29.2	Met Target
Non-Economically Disadvantaged Students	60	100.0	38.3	62.8	67.9	38.3		
Students with Disabilities	85	97.8	*	18.8	22.7	*	18.8	Not Met
Students without Disabilities	506	100.0	*	57.8	65.1	*		
English Learners	231	100.0	28.1	40.3	29.3	28.1	25.6	Met Target
Non-English Learners	360	99.5	35.6	58.3	60.6	35.6		
Homeless Students	14	100.0	21.4	34.3	29.1	21.4		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
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Grades Offered: PK-08
2018-2019

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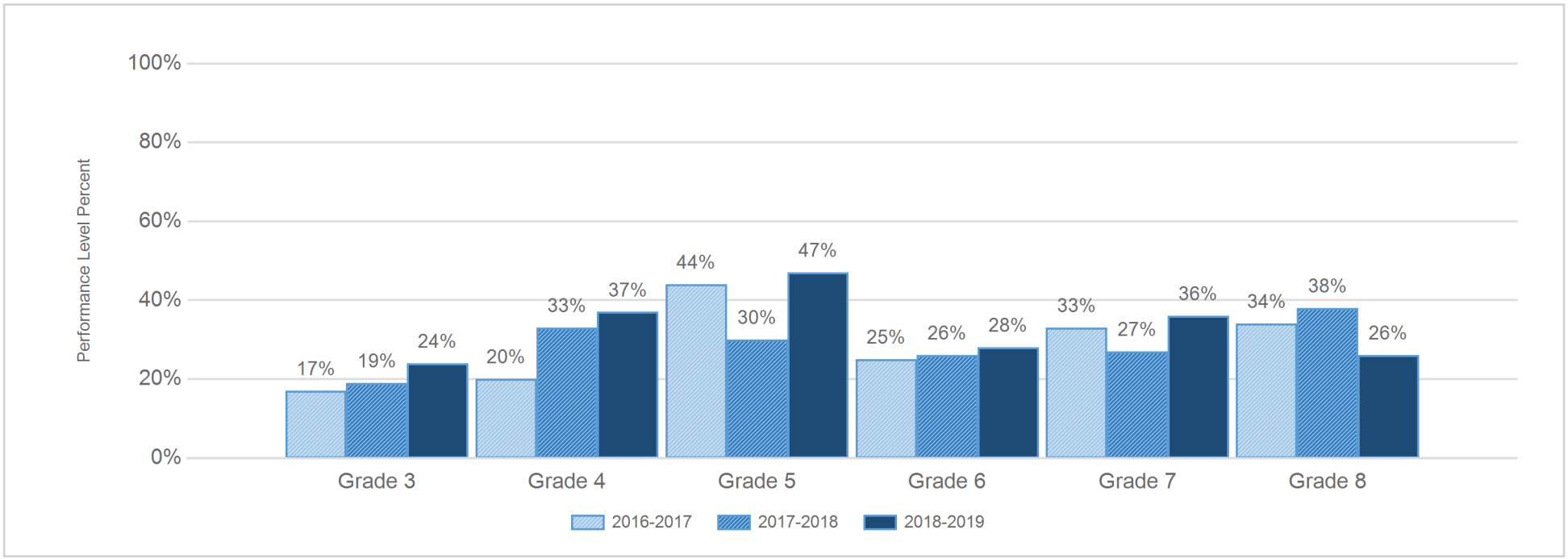
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	720	738	748	31%	27%	19%	24%	0%	24%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	93	720	738	734	30%	27%	22%	22%	0%	22%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	48	726	743	753	31%	*	*	29%	0%	29%	55%
Male	60	716	733	743	30%	*	*	20%	0%	20%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	15	691	700	719	*	*	*	*	*	*	24%
Students without Disabilities	93	725	743	754	*	*	*	*	*	*	56%
English Learners	32	703	719	713	*	*	*	*	*	*	17%
Non-English Learners	76	728	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-315)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	741	748	755	*	22%	33%	*	*	37%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	79	743	748	743	*	24%	33%	*	*	39%	44%
Black or African American	15	732	742	739	*	*	*	*	*	20%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	50	747	753	760	*	20%	32%	*	*	44%	62%
Male	48	734	743	750	*	25%	33%	*	*	29%	53%
Economically Disadvantaged Students	87	739	745	740	*	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	11	757	759	765	*	*	*	*	*	55%	69%
Students with Disabilities	11	708	713	725	*	*	*	*	*	*	25%
Students without Disabilities	87	745	752	761	*	*	*	*	*	*	64%
English Learners	29	729	729	720	*	34%	*	*	*	24%	17%
Non-English Learners	69	746	754	758	*	17%	*	*	*	42%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	745	751	756	*	18%	28%	*	*	47%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	74	743	751	743	*	19%	26%	*	*	47%	44%
Black or African American	11	746	741	739	*	*	*	*	*	36%	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	*	762	N	N	N	N	N	N	65%
Female	42	743	757	761	*	*	29%	*	*	43%	64%
Male	48	747	744	750	*	*	27%	*	*	50%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	12	720	713	724	*	*	*	*	*	*	23%
Students without Disabilities	78	749	756	762	*	*	*	*	*	*	65%
English Learners	19	724	722	713	*	*	*	*	*	21%	11%
Non-English Learners	71	750	756	758	*	*	*	*	*	54%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	734	750	754	10%	34%	28%	*	*	28%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	73	735	752	743	*	32%	29%	*	*	30%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	45	741	757	762	*	29%	22%	*	*	40%	64%
Male	55	728	744	748	*	38%	33%	*	*	18%	48%
Economically Disadvantaged Students	85	731	748	740	12%	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	15	746	758	763	0%	*	*	*	*	40%	67%
Students with Disabilities	11	715	717	722	*	*	*	*	*	*	19%
Students without Disabilities	89	736	755	761	*	*	*	*	*	*	64%
English Learners	11	705	717	710	*	*	*	*	*	*	*
Non-English Learners	89	737	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	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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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	107	739	759	761	17%	19%	28%	26%	10%	36%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	92	737	*	747	18%	17%	30%	*	*	34%	50%
Black or African American	11	745	746	741	*	*	*	*	*	55%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	54	753	765	769	*	*	24%	*	*	52%	71%
Male	53	725	753	753	*	*	32%	*	*	21%	55%
Economically Disadvantaged Students	95	738	756	743	*	*	*	*	*	35%	45%
Non-Economically Disadvantaged Students	12	744	768	771	*	*	*	*	*	50%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	13	696	713	706	*	*	*	*	*	*	12%
Non-English Learners	94	745	765	763	*	*	*	*	*	*	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	723	758	762	30%	16%	28%	*	*	26%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	78	725	758	747	28%	17%	27%	*	*	28%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	46	732	764	771	22%	*	30%	*	*	35%	71%
Male	50	715	753	753	38%	*	26%	*	*	18%	55%
Economically Disadvantaged Students	81	727	756	743	*	*	*	*	*	26%	45%
Non-Economically Disadvantaged Students	15	705	763	772	*	*	*	*	*	27%	72%
Students with Disabilities	16	698	720	721	*	*	*	*	*	13%	22%
Students without Disabilities	80	728	763	770	*	*	*	*	*	29%	71%
English Learners	13	689	713	708	*	*	*	*	*	*	12%
Non-English Learners	83	729	764	764	*	*	*	*	*	*	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	600	99.7	18.0	27.2	44.5	18.0	24.8	Not Met
White	*	*	13.6	37.3	54.1	13.6	26	Not Met
Hispanic	492	99.8	19.3	27.9	28.8	19.3	26	Not Met
Black or African American	83	98.9	*	17.0	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	291	99.7	14.8	27.1	44.9	14.8		
Male	309	99.7	21.0	27.3	44.2	21.0		
Economically Disadvantaged Students	536	99.6	18.7	25.4	26.3	18.7	25.5	Not Met
Non-Economically Disadvantaged Students	64	100.0	12.5	34.2	54.9	12.5		
Students with Disabilities	85	97.8	*	10.7	17.4	*	20.7	Not Met
Students without Disabilities	515	100.0	*	29.5	50.0	*		
English Learners	240	100.0	20.8	25.9	25.0	20.8	27.1	Not Met
Non-English Learners	360	99.5	16.1	27.8	46.5	16.1		
Homeless Students	14	100.0	28.6	20.0	17.1	28.6		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

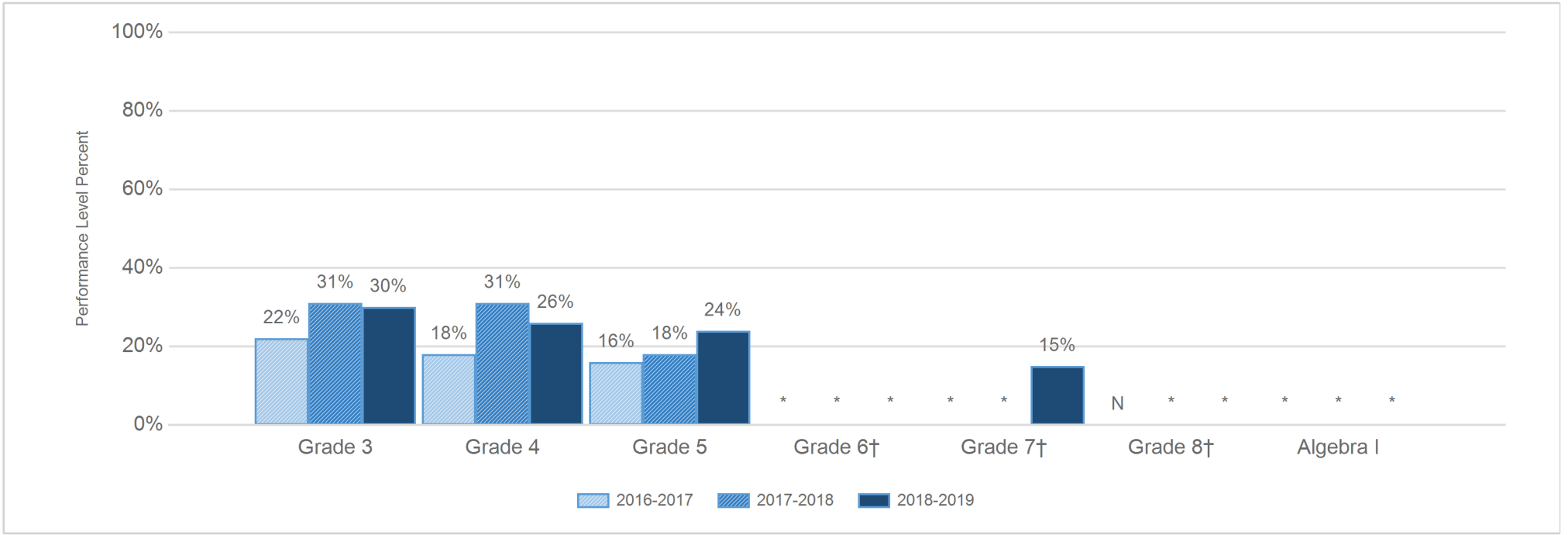
NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-315)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	731	741	752	18%	22%	30%	*	*	30%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	95	731	742	739	19%	22%	29%	*	*	29%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	50	727	743	751	20%	24%	34%	*	*	22%	54%
Male	60	735	740	752	17%	20%	27%	*	*	37%	56%
Economically Disadvantaged Students	100	732	740	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	10	721	747	761	*	*	*	*	*	10%	67%
Students with Disabilities	15	720	716	731	*	*	*	*	*	13%	31%
Students without Disabilities	95	733	744	756	*	*	*	*	*	33%	60%
English Learners	34	728	735	728	*	*	38%	*	*	21%	26%
Non-English Learners	76	733	744	754	*	*	26%	*	*	34%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	101	729	737	749	17%	24%	34%	*	*	26%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	82	732	738	737	15%	22%	34%	*	*	29%	36%
Black or African American	15	714	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	53	728	737	749	*	*	38%	*	*	19%	50%
Male	48	730	737	749	*	*	29%	*	*	33%	52%
Economically Disadvantaged Students	88	729	736	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	13	731	741	759	*	*	*	*	*	23%	63%
Students with Disabilities	11	709	713	726	*	*	*	*	*	*	25%
Students without Disabilities	90	732	740	754	*	*	*	*	*	*	56%
English Learners	32	725	726	722	*	*	31%	*	*	22%	18%
Non-English Learners	69	731	741	751	*	*	35%	*	*	28%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	730	738	747	*	32%	35%	*	*	24%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	77	729	739	735	*	29%	38%	*	*	23%	30%
Black or African American	11	728	728	729	0%	*	*	*	*	18%	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	*	753	N	N	N	N	N	N	55%
Female	44	727	740	747	*	39%	30%	*	*	20%	47%
Male	49	734	737	747	*	27%	41%	*	*	27%	47%
Economically Disadvantaged Students	83	731	737	732	*	*	*	*	*	24%	27%
Non-Economically Disadvantaged Students	10	723	742	757	*	*	*	*	*	20%	59%
Students with Disabilities	12	712	717	725	*	*	*	*	*	*	19%
Students without Disabilities	81	733	741	752	*	*	*	*	*	*	52%
English Learners	22	721	724	718	*	*	*	*	*	18%	12%
Non-English Learners	71	733	741	749	*	*	*	*	*	25%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	711	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	76	713	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	46	713	727	742	*	*	*	*	*	*	42%
Male	57	709	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	85	711	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	18	711	732	750	*	*	*	*	*	*	53%
Students with Disabilities	11	697	709	716	*	*	*	*	*	*	12%
Students without Disabilities	92	713	728	746	*	*	*	*	*	*	46%
English Learners	14	701	709	709	*	*	*	*	*	*	*
Non-English Learners	89	713	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	724	728	744	17%	38%	30%	15%	0%	15%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	95	724	*	733	18%	37%	31%	15%	0%	15%	26%
Black or African American	11	721	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	57	728	728	744	*	33%	*	*	*	14%	42%
Male	53	719	727	743	*	43%	*	*	*	15%	42%
Economically Disadvantaged Students	95	723	727	731	*	*	*	*	*	13%	24%
Non-Economically Disadvantaged Students	15	726	728	751	*	*	*	*	*	27%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	16	715	713	716	*	*	*	*	*	19%	10%
Non-English Learners	94	725	730	745	*	*	*	*	*	14%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	713	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	80	714	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	48	714	730	745	*	*	*	*	*	*	44%
Male	48	713	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	81	715	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	15	703	733	752	*	*	*	*	*	*	52%
Students with Disabilities	10	710	708	717	*	*	*	*	*	*	12%
Students without Disabilities	86	714	733	748	*	*	*	*	*	*	47%
English Learners	19	709	712	710	*	*	*	*	*	*	*
Non-English Learners	77	715	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-315)
Grades Offered: PK-08
2018-2019

Report Key:
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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	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	33.9%	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	70	*	*
3-4	89	*	*
5 or more	89	88.8%	11.2%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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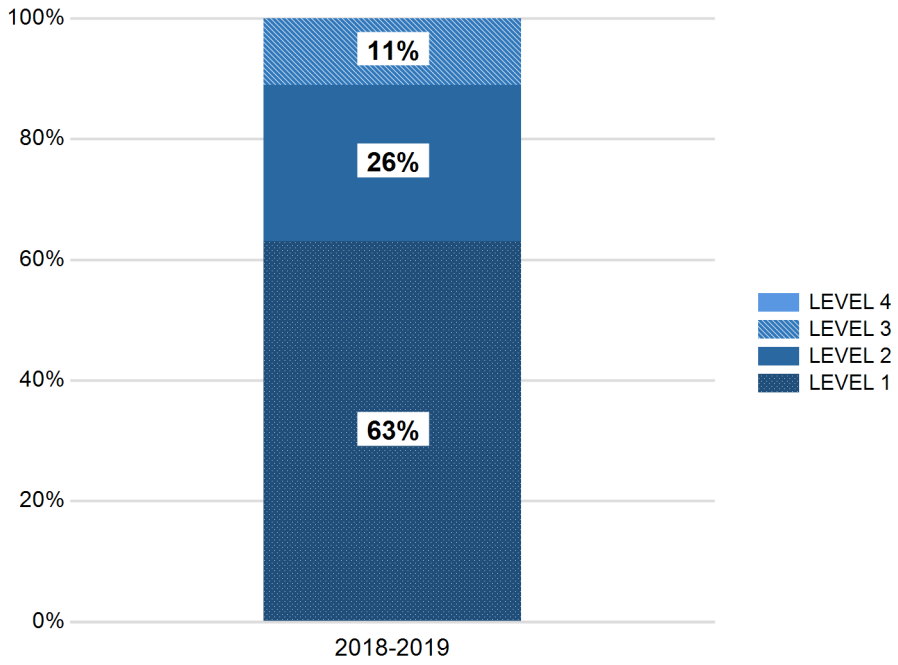
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	26	11	0
White	*	*	*	*
Hispanic	65	26	9	0
Black or African American	64	18	18	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	77	14	9	0
Male	51	37	12	0
Economically Disadvantaged Students	63	27	11	0
Non-Economically Disadvantaged Students	70	20	10	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

Report Key:
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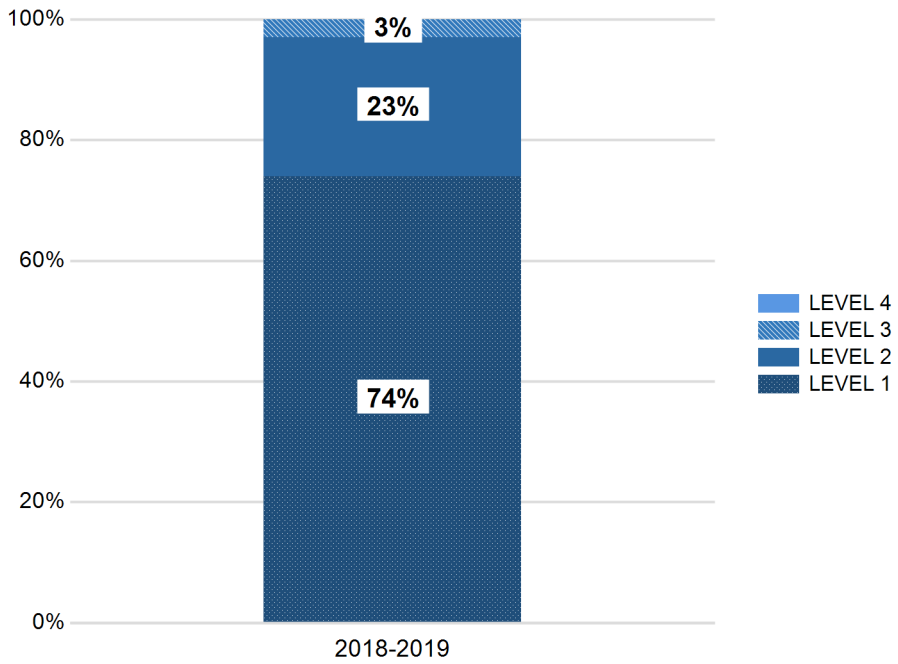
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	74	23	3	0
White	*	*	*	*
Hispanic	73	24	4	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	18	2	0
Male	69	27	4	0
Economically Disadvantaged Students	73	23	4	0
Non-Economically Disadvantaged Students	76	24	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	109
7	0	0	111
8	90	0	6
Total	90	0	226

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	87	0	0	0	0	0	0
7	93	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	180	0	0	0	0	0	0

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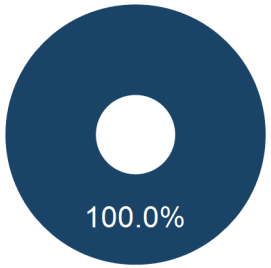
Visual and Performing Arts – Course Participation

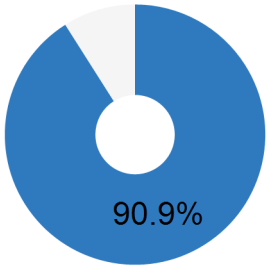
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

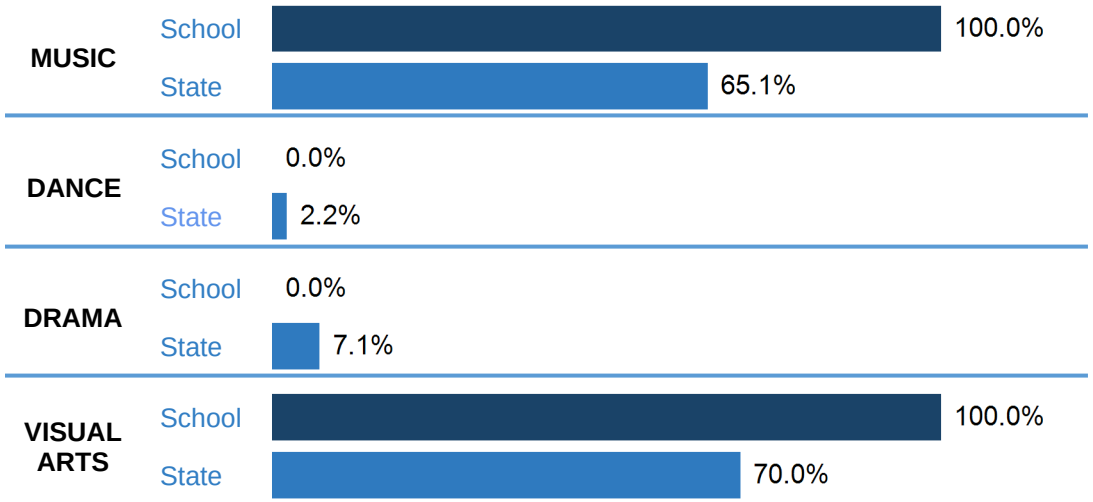


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

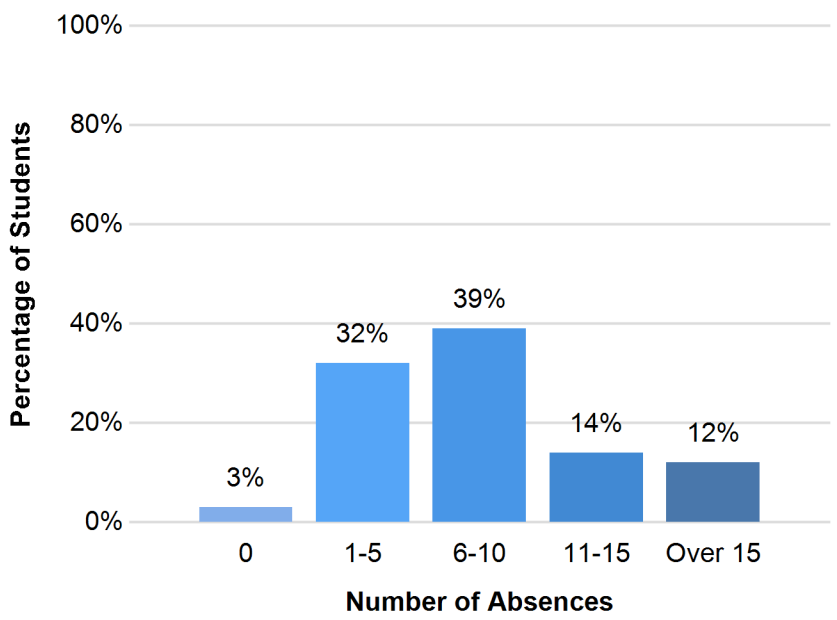
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	103	10.9	9.0	Not Met
White	*	*	9.0	Not Met
Hispanic	69	8.8	9.0	Met
Black or African American	26	22.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	9.7		
Male	57	12.0		
Economically Disadvantaged Students	83	10.1	9.0	Not Met
Students with Disabilities	35	28.5	9.0	Not Met
English Learners	17	6.7	9.0	Met
Homeless Students	6	54.5		
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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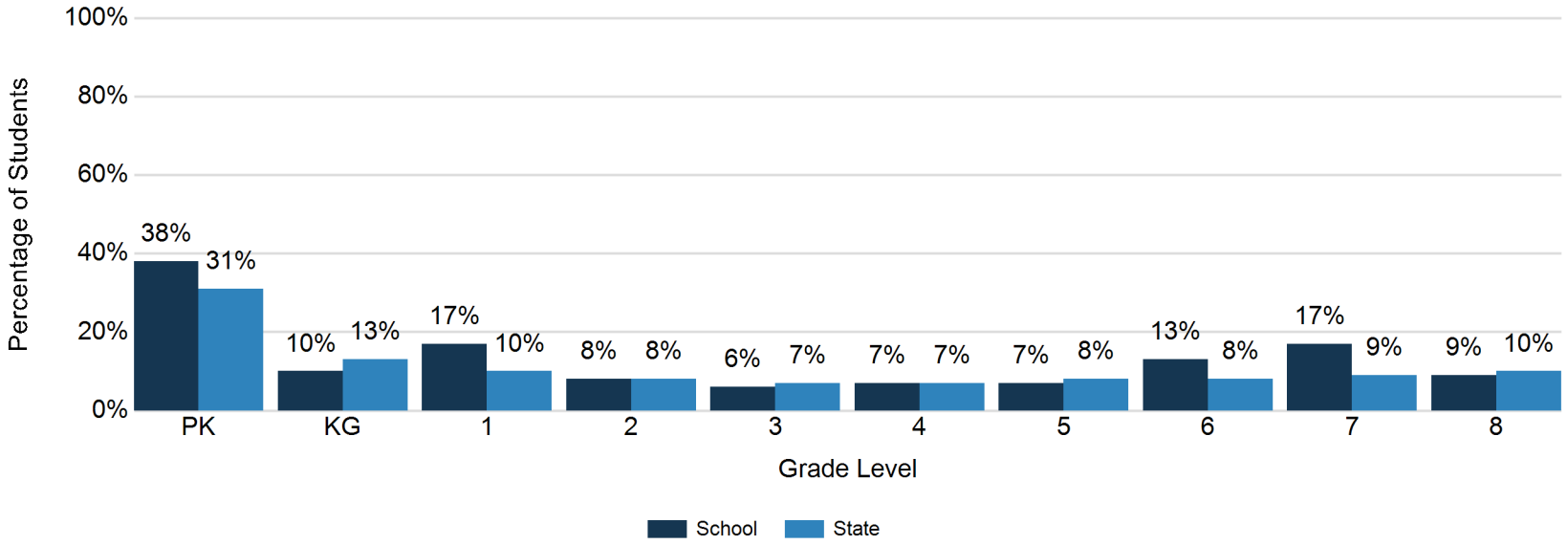
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	22
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	2.66

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	3
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	1	0	1
Disability	0	0	0
Other	2	1	3
No Identified Nature	5		5

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	43	4.4%
Any Suspension	45	4.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
100

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	74	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	79.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	326:1	297:1
Teachers to Administrators	25:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	52.4%	87.8%	66.7%	48.4%	77.1%	54.9%
Male	47.6%	12.2%	33.3%	51.6%	22.9%	45.1%
White	4.5%	51.4%	33.3%	42.4%	83.6%	77.4%
Hispanic	82.8%	36.5%	33.3%	29.9%	7.3%	7.2%
Black or African American	12.2%	9.5%	33.3%	15.0%	6.6%	13.9%
Asian	0.3%	2.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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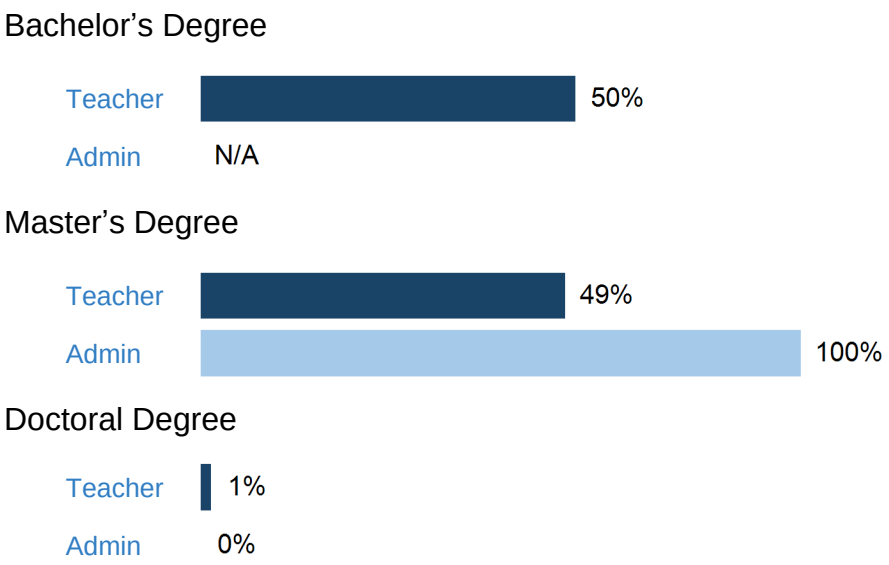
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	30.8%	28.7%	32.7%
Math Proficiency	13.7%	18.1%	18.0%
ELA Growth	56	49	56
Math Growth	45	44	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.8%	33.9%
Chronic Absenteeism	13.1%	12.1%	10.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

NJ SCHOOL PERFORMANCE REPORT

Juan Pablo Duarte - Jose Julian Marti School No 28
(39-1320-315)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target†	Not Met	No
White	Met Target†	Not Met	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Not Met	Not Met	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:	• School 28 has received the National and State School of Character Award • School 28 received the VIP Award for the Fresh Fruit and Vegetables from the United States Department of Agricullture • Daily technology integration with all students in Grades 3-8 having a personal laptop device
Mission, Vision, Theme:	Mission: Juan Pablo Duarte-Jose Julian Marti School # 28 will promote excellence in academincs, character development and environmental education by providing experiences tht will inspire all students regardless of race, gender, ethnicity and/or disability to improve the health and wellness of the school, reduce environmental impact and continue thier education beyond highschool. Vision: Juan Pablo Duarte-Josew Julian Marti School # 28 will be the best school in the city of Elizabeth.
Awards, Recognition, Accomplishments:	Nationaland State School of Character, Elizabeth's Promise Scholarship Fund, Law Day Poster Contest Winner, Healthy Schools Bronze Award, Let's Move Active Schools, Safe Routes to School Gold Award, Eco-School USA Green Flag Award, National Junior Honor Society, AVID, PBSIS School, Garden Club, Junior Achievement Program, LEADS Program, WE Schools, Special Olympics, Character Education Program, National Elementary Honor Society.

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Courses, Curriculum, Instruction:	Children's Literacy Initiative CLI Program K-2, 1:1 Laptop Program Grades 2-8, FOSS Science Kits and Curriculum, BIL and ABL Education Classrooms, Common Core Standards Based Mathematics and Literacy Curricula.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	AVID Student Volunteers, Garden Club, Literacy Night, Read Across America, School Wide Art Show, Movie Nights, School Dances, Multicultural Week Activities, Drama Performance, Scholars Breakfast Quarterly, Unity Day, Week of Respect Activities, American Education Week, Schoolwide Food Drives, Kindness Week Activities, Junior Achievement Day, Family Picnics, PTO, Mindfulness Club, Science Fair, Green Club, Girls on the Run, Real Madrid Partnership, Start with Hello Week, Harmony of Power, Friendship Week, Science Fair.

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Before and After School Programs:	After School Academic Program Enrichment Program, Character Educations afterschoool Program, Real Madrid Program...all programs are ran by adminstration and certified teachers in the particuolar focus area,
Staff and Professional Learning:	Teachers are provided with Lunch & Learn opportunities regularly throughout the year including topics in Math, Literacy, Technology, HIB and School Safety. Faculty attend District-wide opportunities in their particular grade and/or subject certification the District offers a Teaching and Learning Institute throughout the year. All staff members complete state and district required training/ pd hours as required by the same.

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Student Supports and Services:	There are 3 1/2 certified ESL Teachers on Staff. The school has 10 full time Bilingual classrooms as well as 3 Advanced Bilingua classrooms, all serviced by 2 certified bilingual middle school teachers. We have 3 Multiple Disability classrooms, one resource classroom per grade level along with a speech specialists and a CST.
Student Health and Wellness:	We offer a Breakfast and a Fresh Fruits and Vegetable Program; Jump Rope for Hearts; PE and Health classes week; daily recess ; after school physical education opportunities and Safe Routes to School promoting Walk-to-School Day
Parent and Community Involvement:	Active PTO; Parent Access to PowerSchool; Workshops offered to parents on PowerSchool; Parent Workshops offered regularly on a variety of topics; Art Show for students/parents;Parent/Student Scholar Breakfasts; Parent support during Fund Raising Activities; Our Community Partnerships include a partnership with WE Schools, Pennies for Patients, Toothbrush Drive

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The State Department of Education Climate Survey is used by all stakeholders. The School administered this survey in Spring of the 2019school year. Focus groups are formed to go over specific areas of improvement from the survey and results are shared during PTO meetings and faculty meetings.
Facilities:	The School is 11 years old. We have 2 science labs, small group Instruction rooms, two gyms, two playgrounds, an outdoor turf field, CST on site, a guidance suite, an auditorium/cafeteria and two music rooms. The School has air-conditioning throughout and a parking lot.
School Safety:	We have a Safety Team consisting of adminstration, security guards, teachers, nurse and parents. Monthly fire and crisis drills are conducted. Crisis drills follow with a debrief by the team in order to assess and improve upon our protocol.

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Technology and STEM:	School 28 opffered a School/STEM Program on Saturdays last school year
Early Childhood Education:	We have 3 PREK Classrooms

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Other Information	Students are expected to be in uniform daily. The School offers an Intervention Period that focuses on math, literacy, character education, and environmental awareness, allowing bilingual and special education students to receive additional services. Students are escorted throughout the building and to the exits at dismissal. The school has a safety plan that is in use and practiced regularly. We communicate with parents/guardians through our PTO, flyers, letters, Facebook, and PowerSchool. All students in Grades 2-8 have a laptop device and iPads are available for younger students. There are 3 PreK classrooms on site. School 28 takes pride in being a National and State School of Character and dedicates time to positive behavior reinforcement and respect between students and teachers. Our core values are: Respect, Responsibility and Integrity.

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Yvonne McGovern
Address	650 Bayway Avenue ELIZABETH, NJ 07202
Phone Number	908-436-6270
Email Address	mcgoveyv@epsnj.org
Website	https://www.epsnj.org/Domain/22
Facebook	https://www.facebook.com/Mabel-G-Holmes-5-1703977736599375/

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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	340	231	245
KG	87	96	91
1	57	93	88
2	71	55	75
3	71	71	60
4	70	67	73
5	64	87	66
6	76	66	87
7	72	73	57
8	71	72	60
Total	979	911	902

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.5%	47.4%	47.3%
Male	54.5%	52.6%	52.7%
Economically Disadvantaged Students	83.9%	82.9%	79.2%
Students with Disabilities	17.2%	15.4%	18.4%
English Learners	11.8%	16.2%	16.1%
Homeless Students	0.8%	1.5%	1.0%
Students in Foster Care	0.0%	0.4%	0.2%
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	7.0%	7.1%	5.4%
Hispanic	64.8%	63.0%	66.5%
Black or African American	26.6%	28.2%	26.7%
Asian	1.5%	1.4%	0.8%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.0%	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	0	0	0
PK - Full Day	340	231	245
KG - Half Day	0	0	0
KG - Full Day	87	96	91

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	51.8%
Spanish	45.1%
Portuguese	1.6%
Other Languages	1.6%

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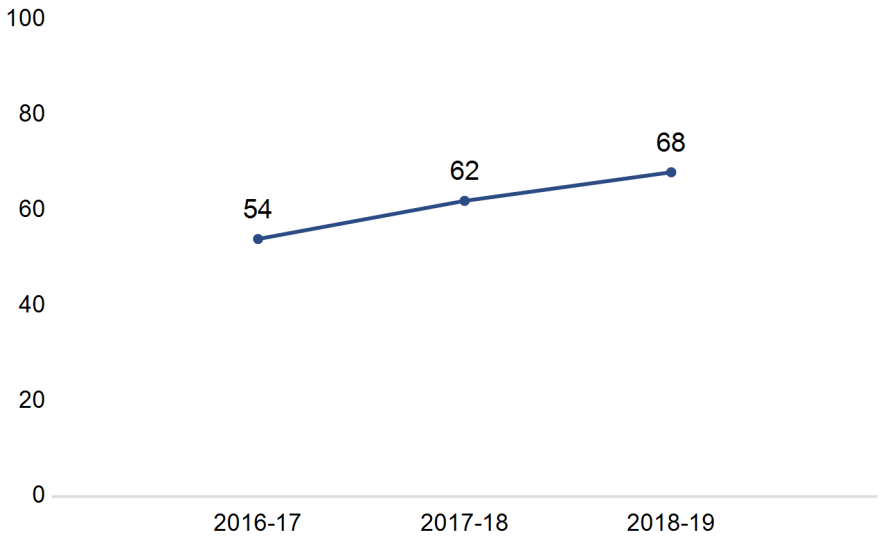
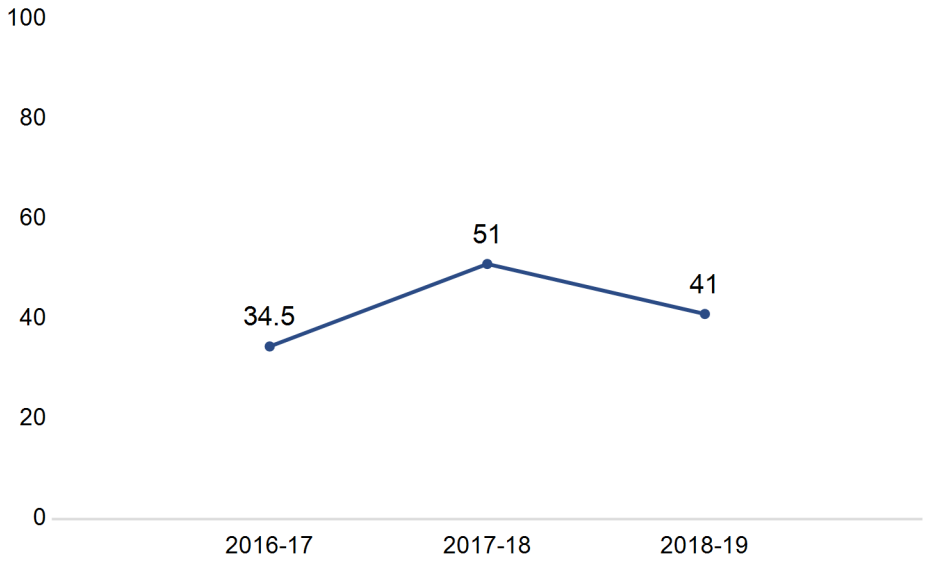
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	62	68	34.5	51	41
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds 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	68	63	50	Exceeds Standard	41	44	50	Met Standard
White	47	63	50	**	46.5	47.5	52	**
Hispanic	68	63	49	Exceeds Standard	46	44	47	Met Standard
Black or African American	64	61	45	Exceeds Standard	32.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	67.5	64	53	N	40	43	50	N
Male	68	61	47	N	42	44	51	N
Economically Disadvantaged Students	68	63	48	Exceeds Standard	41	43	46	Met Standard
Students with Disabilities	52	52	43	Met Standard	40	41	45	Met Standard
English Learners	67	65	52	Exceeds Standard	46	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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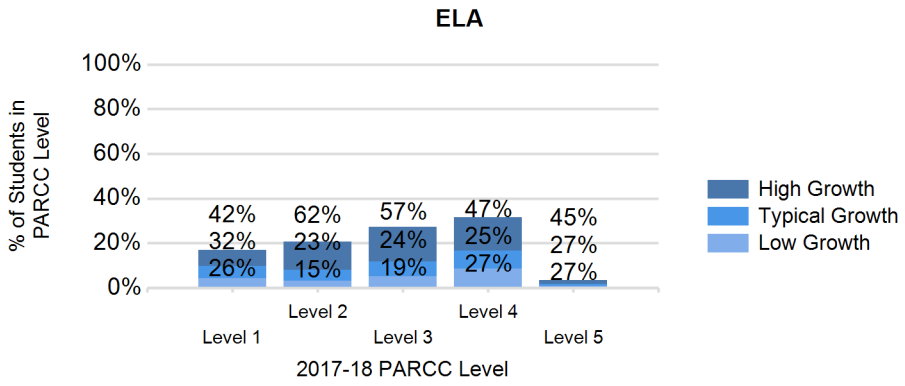
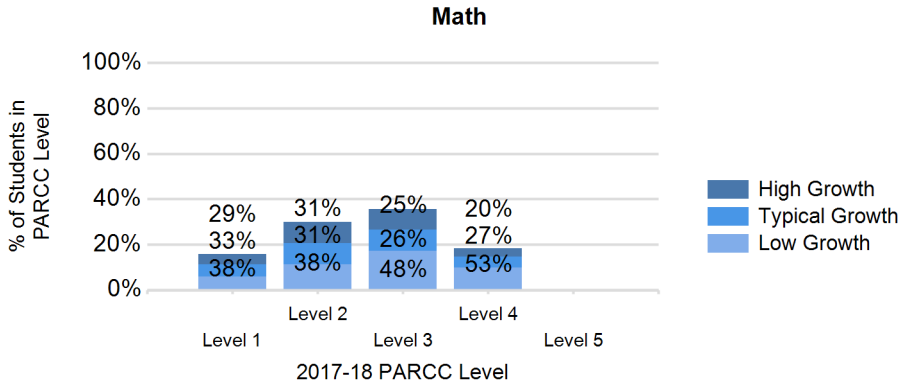
Student Growth by Performance Level

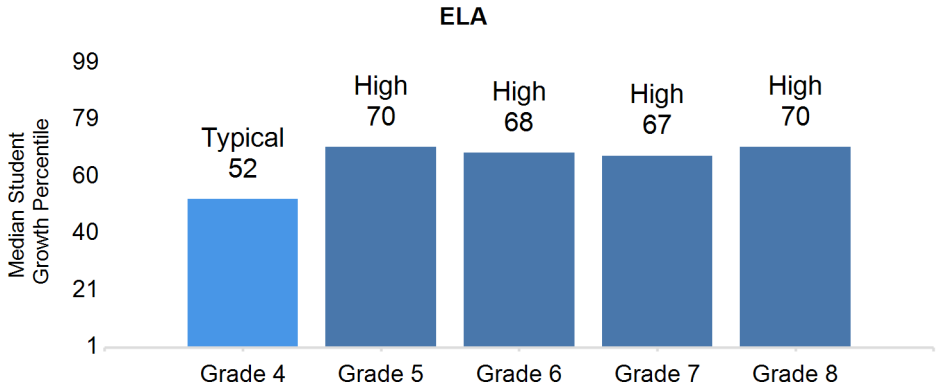
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

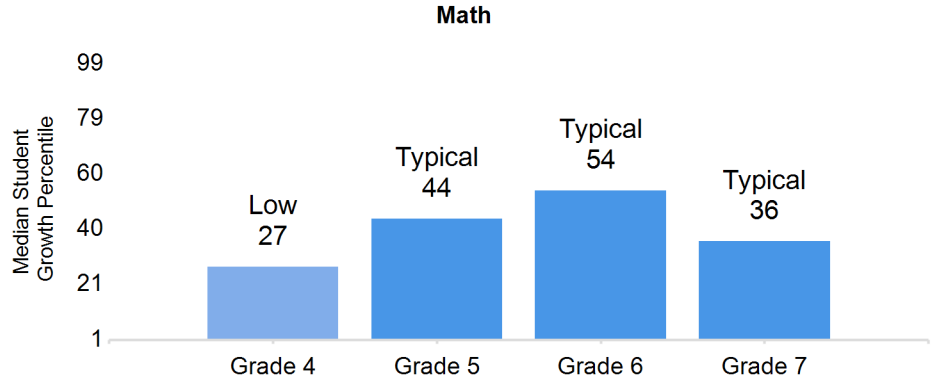




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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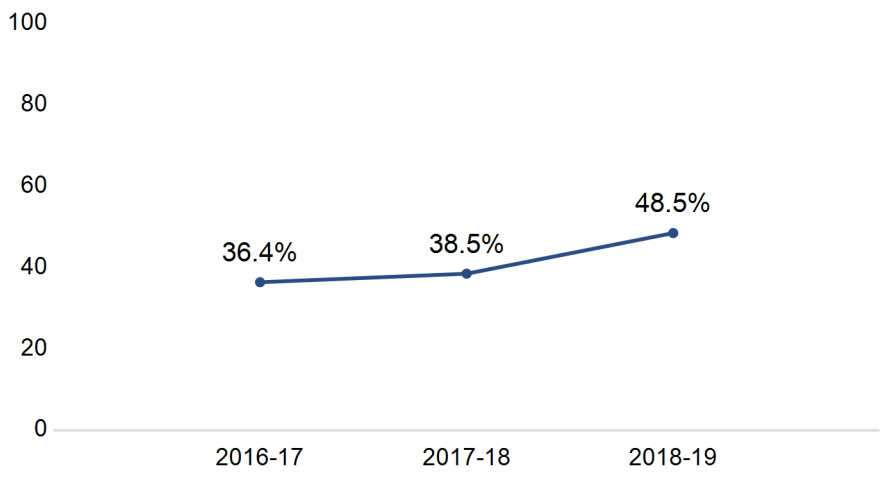
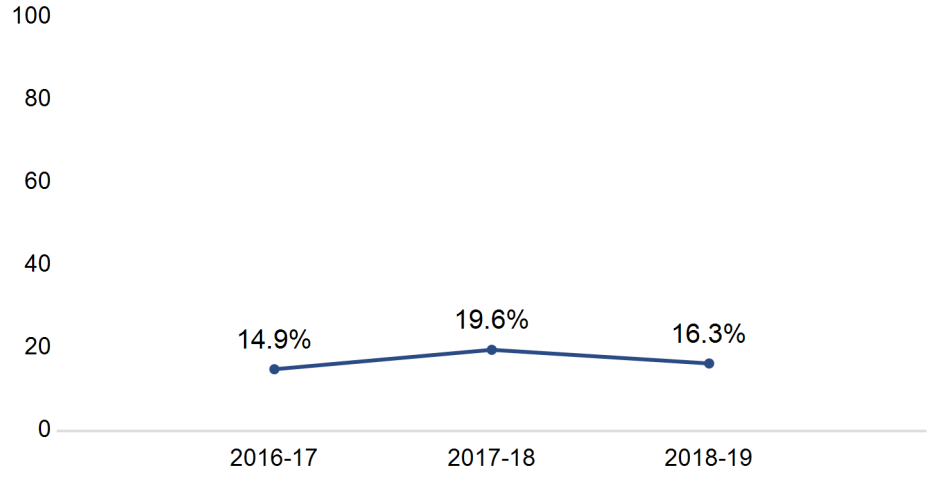
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.0%	99.8%	99.8%	99.5%	99.8%	99.5%
Proficiency Rate for Federal Accountability	36.4%	38.5%	48.5%	14.9%	19.6%	16.3%
Annual Target	34.8%	37.2%	39.5%	22.0%	25.1%	28.2%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	377	99.8	48.5	52.8	57.9	48.5	39.5	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	236	99.6	50.0	53.5	43.9	50.0	44.1	Met Target
Black or African American	122	100.0	45.1	42.5	38.5	45.1	31.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	179	100.0	52.5	59.1	64.8	52.5		
Male	198	99.5	44.9	46.6	51.3	44.9		
Economically Disadvantaged Students	334	99.7	46.1	50.4	40.0	46.1	39.7	Met Target
Non-Economically Disadvantaged Students	43	100.0	67.4	62.8	67.9	67.4		
Students with Disabilities	57	100.0	28.1	18.8	22.7	28.1	28.4	Met Target†
Students without Disabilities	320	99.7	52.2	57.8	65.1	52.2		
English Learners	110	99.1	42.7	40.3	29.3	42.7	32.5	Met Target
Non-English Learners	267	100.0	50.9	58.3	60.6	50.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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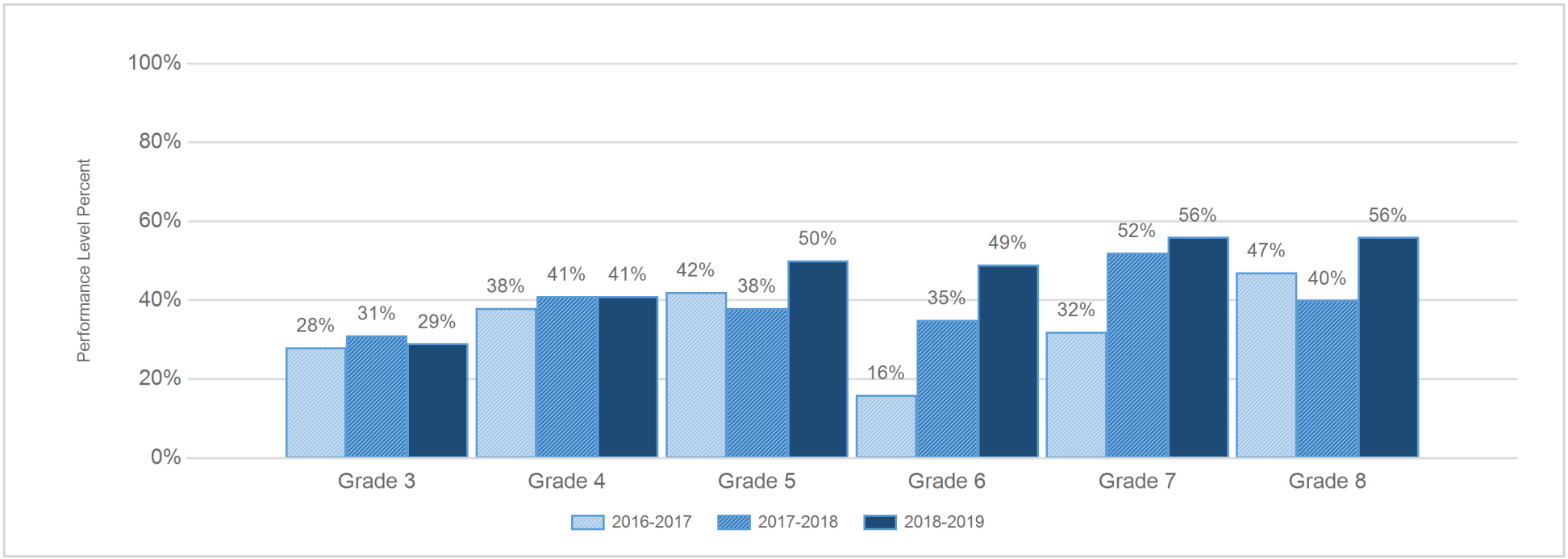
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	727	738	748	27%	20%	24%	*	*	29%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	36	728	738	734	28%	*	*	*	*	31%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	730	743	753	*	*	*	*	*	32%	55%
Male	25	723	733	743	*	*	*	*	*	24%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	16	706	719	713	*	*	*	*	*	13%	17%
Non-English Learners	43	735	746	751	*	*	*	*	*	35%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	737	748	755	15%	23%	21%	*	*	41%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	44	738	748	743	*	*	*	*	*	48%	44%
Black or African American	26	734	742	739	*	*	*	*	*	31%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	37	738	753	760	*	*	*	*	*	43%	62%
Male	36	735	743	750	*	*	*	*	*	39%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	10	705	713	725	*	*	*	*	*	10%	25%
Students without Disabilities	63	742	752	761	*	*	*	*	*	46%	64%
English Learners	13	730	729	720	*	*	*	*	*	46%	17%
Non-English Learners	60	738	754	758	*	*	*	*	*	40%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	745	751	756	*	16%	26%	*	*	50%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	43	744	751	743	*	*	30%	*	*	49%	44%
Black or African American	23	743	741	739	*	*	*	*	*	48%	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	*	762	N	N	N	N	N	N	65%
Female	31	756	757	761	*	0%	*	*	*	65%	64%
Male	39	736	744	750	*	28%	*	*	*	38%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	10	727	713	724	*	*	*	*	*	30%	23%
Students without Disabilities	60	748	756	762	*	*	*	*	*	53%	65%
English Learners	17	728	722	713	*	*	*	*	*	29%	11%
Non-English Learners	53	750	756	758	*	*	*	*	*	57%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	745	750	754	13%	*	29%	*	*	49%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	52	748	752	743	*	*	31%	*	*	52%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	35	753	757	762	*	*	*	*	*	60%	64%
Male	45	739	744	748	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	64	745	748	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	16	746	758	763	*	*	*	*	*	50%	67%
Students with Disabilities	13	710	717	722	*	*	*	*	*	15%	19%
Students without Disabilities	67	752	755	761	*	*	*	*	*	55%	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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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	64	748	759	761	*	*	22%	*	*	56%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	42	752	*	747	*	*	26%	*	*	57%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	25	753	765	769	*	*	*	*	*	64%	71%
Male	39	745	753	753	*	*	*	*	*	51%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	11	726	720	720	*	*	*	*	*	27%	22%
Students without Disabilities	53	753	764	769	*	*	*	*	*	62%	71%
English Learners	13	729	713	706	*	*	*	*	*	31%	12%
Non-English Learners	51	753	765	763	*	*	*	*	*	63%	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

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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	54	752	758	762	*	*	26%	*	*	56%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	36	751	758	747	*	*	31%	*	*	53%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	26	756	764	771	*	*	*	*	*	58%	71%
Male	28	747	753	753	*	*	*	*	*	54%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
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	380	99.5	16.3	27.2	44.5	16.3	28.2	Not Met
White	*	*	*	37.3	54.1	*	**	**
Hispanic	240	99.6	19.6	27.9	28.8	19.6	31.9	Not Met
Black or African American	121	99.2	10.7	17.0	23.0	10.7	21.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	181	99.5	19.3	27.1	44.9	19.3		
Male	199	99.6	13.6	27.3	44.2	13.6		
Economically Disadvantaged Students	335	99.4	16.4	25.4	26.3	16.4	28.2	Not Met
Non-Economically Disadvantaged Students	45	100.0	15.6	34.2	54.9	15.6		
Students with Disabilities	56	98.6	*	10.7	17.4	*	15	Not Met
Students without Disabilities	324	99.7	*	29.5	50.0	*		
English Learners	114	99.2	19.3	25.9	25.0	19.3	31	Not Met
Non-English Learners	266	99.7	15.0	27.8	46.5	15.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

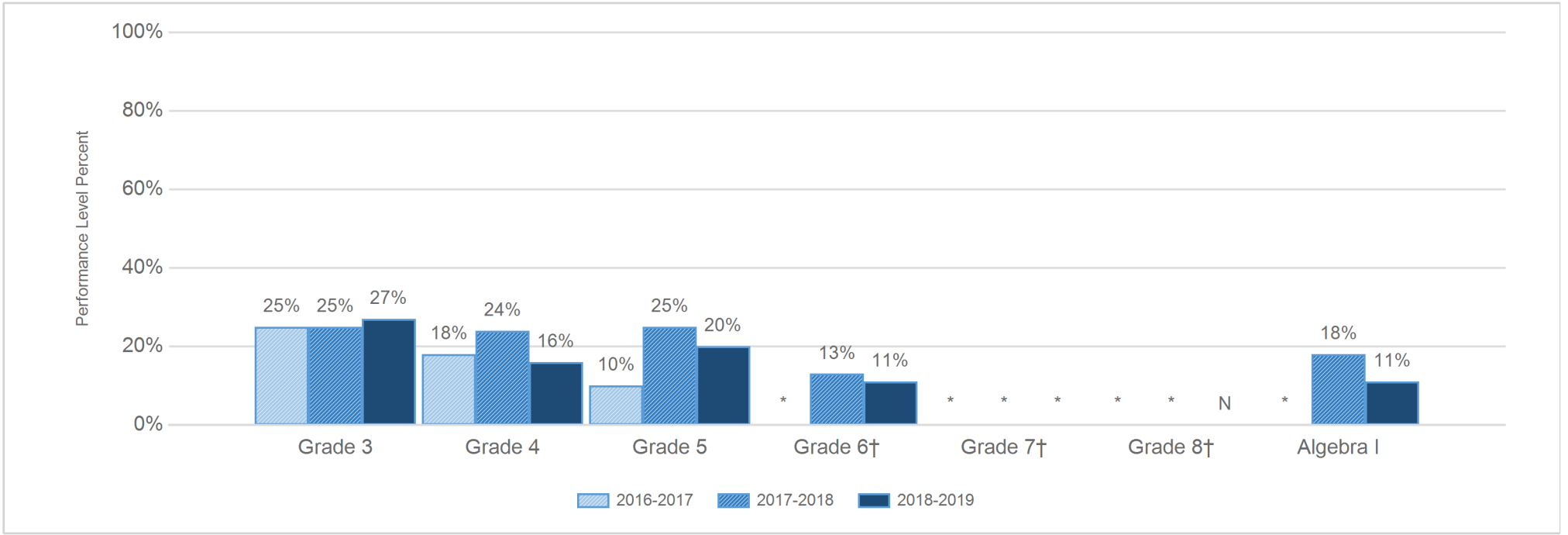
NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	732	741	752	*	31%	32%	*	*	27%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	39	735	742	739	*	*	36%	31%	0%	31%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	35	735	743	751	*	*	*	*	*	29%	54%
Male	27	727	740	752	*	*	*	*	*	26%	56%
Economically Disadvantaged Students	52	733	740	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	10	725	747	761	*	*	*	*	*	30%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	18	740	735	728	*	*	*	*	*	39%	26%
Non-English Learners	44	728	744	754	*	*	*	*	*	23%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-300)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	724	737	749	15%	37%	32%	16%	0%	16%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	45	728	738	737	*	40%	27%	*	*	20%	36%
Black or African American	25	719	728	731	*	*	40%	*	*	12%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	37	723	737	749	*	41%	*	*	*	19%	50%
Male	36	726	737	749	*	33%	*	*	*	14%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	14	727	726	722	*	*	*	*	*	14%	18%
Non-English Learners	59	724	741	751	*	*	*	*	*	17%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	726	738	747	16%	37%	27%	*	*	20%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	43	733	739	735	*	35%	30%	*	*	28%	30%
Black or African American	23	712	728	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	*	753	N	N	N	N	N	N	55%
Female	31	732	740	747	*	*	*	*	*	19%	47%
Male	39	720	737	747	*	*	*	*	*	21%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	10	715	717	725	*	*	*	*	*	10%	19%
Students without Disabilities	60	727	741	752	*	*	*	*	*	22%	52%
English Learners	17	719	724	718	*	59%	*	*	*	12%	12%
Non-English Learners	53	728	741	749	*	30%	*	*	*	23%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	722	726	741	17%	33%	40%	*	*	11%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	55	726	727	729	*	29%	45%	*	*	13%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	726	727	742	*	*	*	*	*	*	42%
Male	48	720	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	65	724	725	726	*	*	*	*	*	11%	21%
Non-Economically Disadvantaged Students	18	718	732	750	*	*	*	*	*	11%	53%
Students with Disabilities	13	707	709	716	*	*	*	*	*	*	12%
Students without Disabilities	70	725	728	746	*	*	*	*	*	*	46%
English Learners	12	712	709	709	*	*	*	*	*	*	*
Non-English Learners	71	724	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	721	728	744	*	*	*	*	*	*	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	43	724	*	733	*	*	*	*	*	*	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	26	724	728	744	*	*	*	*	*	*	42%
Male	39	719	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	55	722	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	10	716	728	751	*	*	*	*	*	*	53%
Students with Disabilities	11	707	709	718	*	*	*	*	*	*	13%
Students without Disabilities	54	724	730	749	*	*	*	*	*	*	48%
English Learners	14	719	713	716	*	*	*	*	*	*	10%
Non-English Learners	51	721	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	723	730	744	*	47%	31%	*	*	11%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	37	724	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	27	720	730	745	*	*	*	*	*	*	44%
Male	28	725	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.6%	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	63	*	*
5 or more	43	83.7%	16.3%

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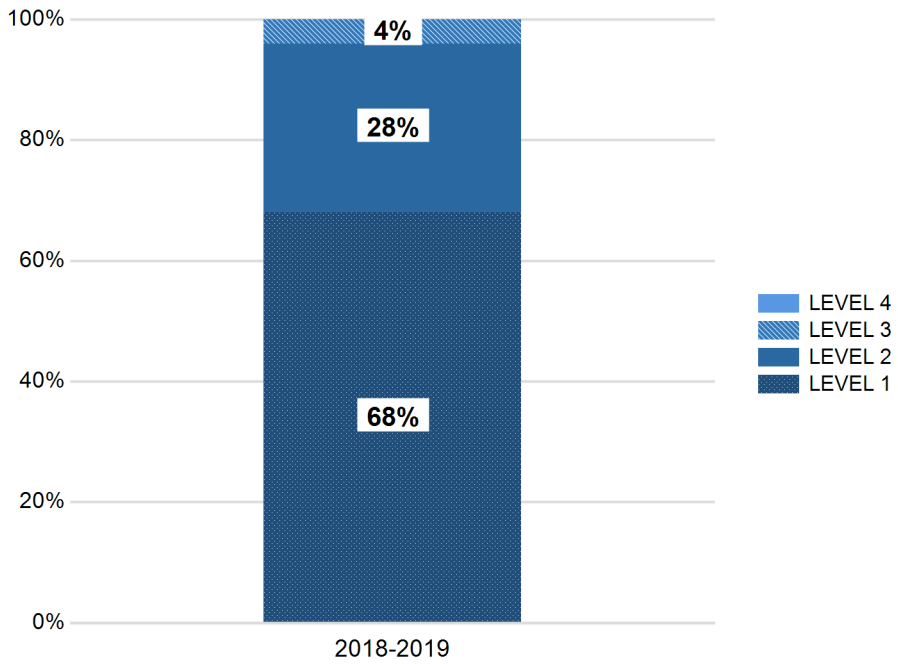
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	28	4	0
White	*	*	*	*
Hispanic	57	36	7	0
Black or African American	83	17	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	39	3	0
Male	76	18	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	12	0	0
Non-English Learners	62	33	6	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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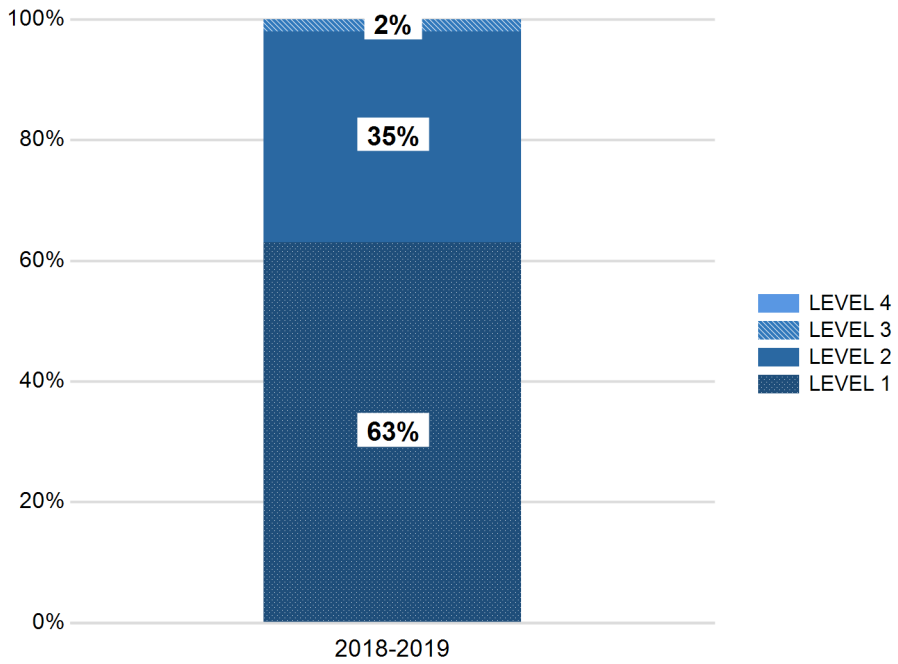
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	63	35	2	0
White	*	*	*	*
Hispanic	59	38	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	67	33	0	0
Male	59	37	4	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	87
7	0	0	57
8	60	0	0
Total	60	0	144

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	87	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	144	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

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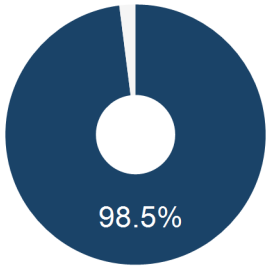
Visual and Performing Arts – Course Participation

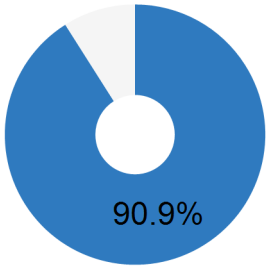
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

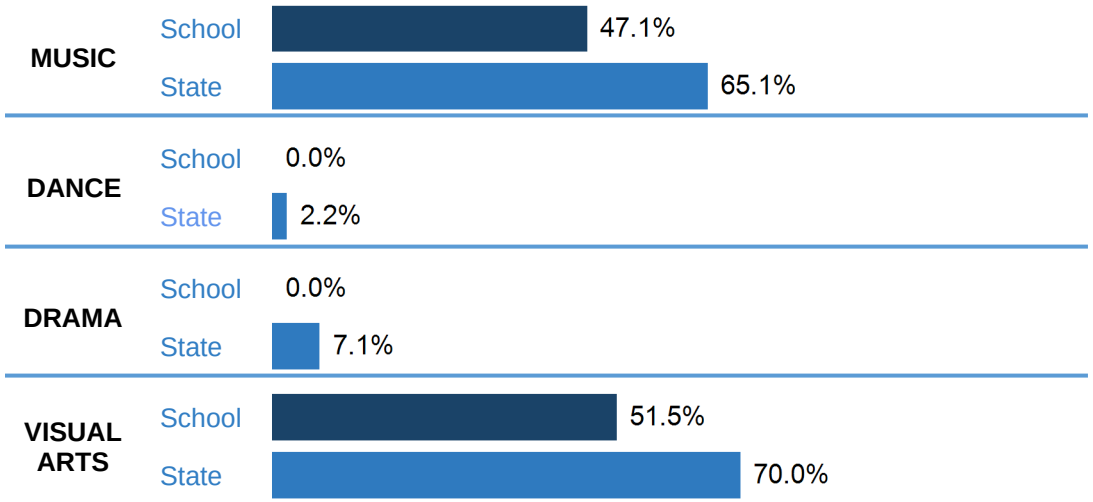


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

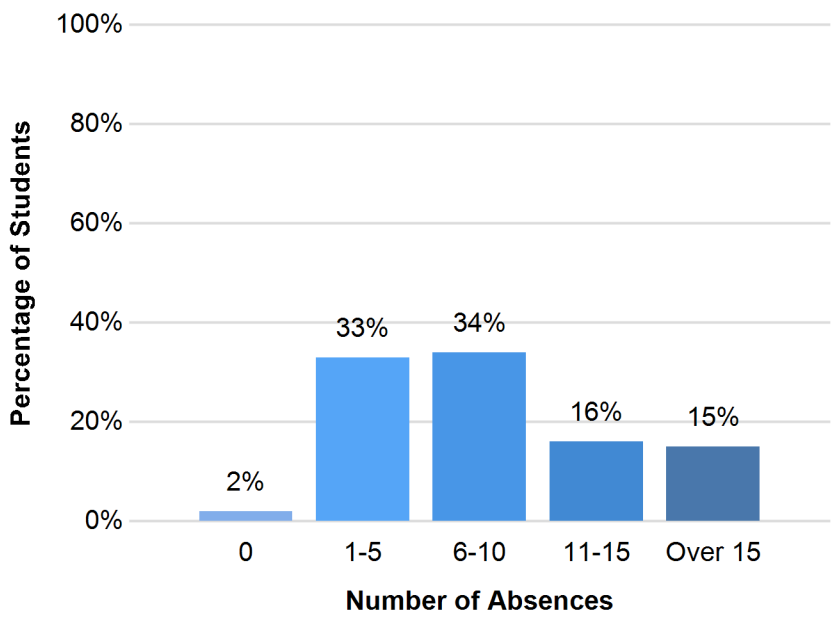
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	87	13.0	9.0	Not Met
White	4	13.3	9.0	Not Met
Hispanic	47	11.0	9.0	Not Met
Black or African American	36	17.6	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	53	16.5		
Male	34	9.8		
Economically Disadvantaged Students	71	12.4	9.0	Not Met
Students with Disabilities	17	18.1	9.0	Not Met
English Learners	10	6.7	9.0	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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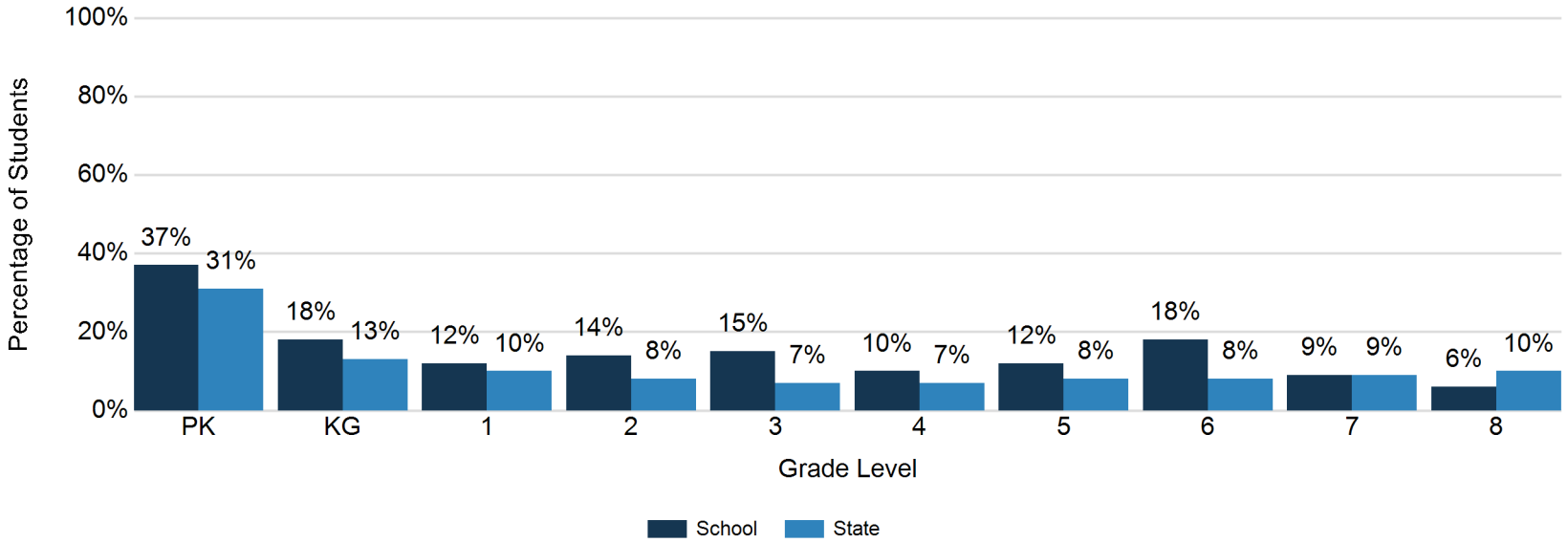
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	51
Weapons	4
Vandalism	5
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	64
Incidents Per 100 Students Enrolled	7.10

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	3
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	2	0	2
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	1	1
Other	1	4	5
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	51	5.7%
Any Suspension	53	5.9%
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
141

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	10.7	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	77.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	451:1	297:1
Teachers to Administrators	39:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.3%	84.4%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	15.6%	0.0%	51.6%	22.9%	45.1%
White	5.4%	58.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	66.5%	27.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	26.7%	13.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	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%

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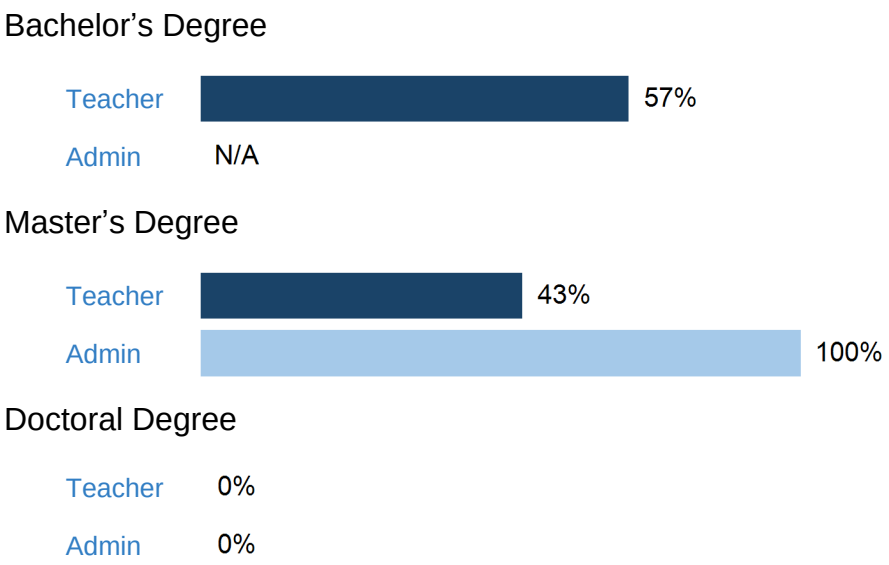
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.4%	38.5%	48.5%
Math Proficiency	14.9%	19.6%	16.3%
ELA Growth	54	62	68
Math Growth	34	51	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		54.7%	43.6%
Chronic Absenteeism	19.3%	17.1%	13.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• National Junior Honor Society • Avid School • Children's Literacy Initiative (CLI)
Mission, Vision, Theme:	At Mabel G. Holmes School Number 5, our mission is to provide excellence in education through a standards-based curriculum and ensure both the social and academic development and success of each and every child. We are concentrating on Social Emotional Learning through incentive-based systems and a strategic self-regulation curriculum. Our school is unique in the fact that we celebrate diversity and student social and educational accomplishments.
Awards, Recognition, Accomplishments:	We have celebrations that include but are not limited to: Student of the Month, and Teacher, Principal and Superintendent scholars. Students are celebrated weekly, monthly and by marking period for perfect attendance through The Husky Way. Homeroom classes are also celebrated whenever they have perfect attendance for 10 days through MGHShowUp. Students with high academic achievement are recognized with membership in the National Junior Honor Society.

NJ SCHOOL PERFORMANCE REPORT

Mabel G. Homes School No. 5
(39-1320-300)
Grades Offered: PK-08
2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	Our courses include cross-curricular instruction through LEADS, which combines Social Studies and Language Arts through project-based learning. In addition, students have access to technology, online programs and assessments that include: MyAccess, MathXL, Agile Minds and Schoolnet. Second to eighth grade have laptops. We provide a period for intervention to assist students with their academic needs. Middle school students may attend the AVID Program to prepare for college readiness.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Students in our middle school take part in baseball, basketball, wrestling, soccer and track.
Clubs and Activities:	After school enrichment programs are offered in the following areas: physical education, art, theater arts, mathematics, and language arts. Middle school students may participate in Technology club, Garden club or WE program.

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Before and After School Programs:	We have a Catapult Program offered afterschool, in addition to afterschool enrichment from grades Preschool through Eighth.
Staff and Professional Learning:	Teachers take part in professional learning and development twice a month. Both Professional Learning Communities and Grade Level Meetings focus on: data-driven and differentiation of instruction, and strategies that promote student engagement. Collaborative grade-level and cross-grade level meetings are in place to have students share-out ideas and artifacts on student learning. Teachers in Grades K-3 receive one-to-one coaching through Children's Literacy Initiative (CLI).
Postsecondary Information:	Students in grade 8 take the PSAT. It measures what they're already learning, shows them whether they're on track for college, and lets them know where they need the most improvement. Students in grades 6-8 have the opportunity to participate in Advancement Via Individual Determination (AVID), a student-centered approach to close the opportunity gap, and prepare all students for college, careers, and life.

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Student Supports and Services:	English Language Learners are provided with Bilingual In-Class Support teachers to aid them in meeting their language needs on their level of learning. English as a Second Language (ESL) teachers, also provide daily instruction to support student language acquisition. Special Education students have self-contained classroom and ICS teachers to assist in the needs of their Individualized Education Plan. Interventionists, Guidance and Social Workers are available on-site.
Student Health and Wellness:	We offer a full-service student salad bar, physical education for all students in grades preschool through eighth grades and offer free breakfast daily. Students in middle school may participate in the state trooper physical challenge or a health bee. The school has earned a bronze award with the Healthy Alliance. Union County Kids Dig In grant engages students in a gardening program which has benefits such as improved health outcoumes, increased school performance, postive outlook on the environment and social and emotional interaction benefits.
Parent and Community Involvement:	We have a PTO that assist with school events such as: Fun Day, Movie Night, and Popcorn and Paint. In addition, parents are invited to take part in all school shows and events that include: Music Concert Assemblies, Black History and Multicultural show.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School climate surveys are available through our school website, PowerSchool and survey monkey. We provide a survey at the beginning, middle and end of the year.
Facilities:	Our building is 99 years-old and houses a state-of-the art auditorium, two science labs, two gymnasiums, a computer lab, library and has six air conditioned classrooms. There are also 2 playgrounds on site.
School Safety:	School received theSafe Routes to school Gold award. There is a Safety PatrolTeam to keep students safe In the hallways, stairwells and crossing the street. School Safety is of upmost importance and taken very seriously therefore, routine drills and safety measures are taken to ensure all students, faculty and staff are safe.

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Technology and STEM:	The HUSKY technology team is made up of middle school students interested in technology who volunteer to learn and manage tech issues in the building. STEM after school program engages students in various STEM subjects and activities, through more hands-on and project-based learning. These expanded learning opportunities help to supplement what students learn in the traditional school day and allow more individualized learning time based on student interests.
Early Childhood Education:	There are 17 pre-k classes including the 11 classrooms in the Annex building. The Catapult program is a wrap around after care program for students in pre-kindergarten and kindergarten and runs from 7:30 a.m. to 5:30 p.m for students in the main and annex building.

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Other Information	School No. 5 is a Uniform school. Middle school students in grades sixth, seventh and eighth are given the opportunity to apply for AVID. Students are interviewed and chosen based on academic ability and character traits. Students in the middle school are also provided an opportunity to choose their elective in art and music. The HUSKY Way is a character program that awards students caught displaying appropriate behaviors. Studetns receive a husky tichet which gives them the chance to win prizes. HUSKY is an acronym for Helpful, Understanding, Self-Aware, Kind & Yes I Can! Our mentor program partners chronically absent students with a husky staff member to assist students in coming to school everyday. Kids Dig In grant teaches our students how sustainable food is grown and allows them to begin thinking holistically about their food, their schools, their larger communities and the health of our planet.

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mr. Antonio DiFonzo
Address	1091 NORTH AVE ELIZABETH, NJ 07201-1612
Phone Number	908-436-5770
Email Address	difonzan@epsnj.org
Website	https://www.epsnj.org/Domain/29

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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	146	146	145
KG	75	75	62
1	75	81	74
2	53	56	72
3	68	47	65
4	51	64	43
5	62	56	67
6	50	59	55
7	77	49	57
8	49	82	53
Total	706	715	693

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	46.5%	48.3%	47.3%
Male	53.5%	51.7%	52.7%
Economically Disadvantaged Students	79.5%	78.0%	71.0%
Students with Disabilities	16.0%	15.1%	15.3%
English Learners	11.9%	16.6%	19.3%
Homeless Students	1.0%	1.7%	2.0%
Students in Foster Care	0.3%	0.4%	0.0%
Military-Connected Students	0.3%	0.3%	0.3%
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	17.3%	18.0%	17.6%
Hispanic	72.9%	71.7%	70.7%
Black or African American	8.6%	9.0%	9.5%
Asian	1.0%	1.1%	1.7%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.0%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	146	146	145
KG - Half Day	0	0	0
KG - Full Day	75	75	62

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	48.8%
English	38.8%
Portuguese	7.4%
Arabic	3.6%
Other Languages	1.4%

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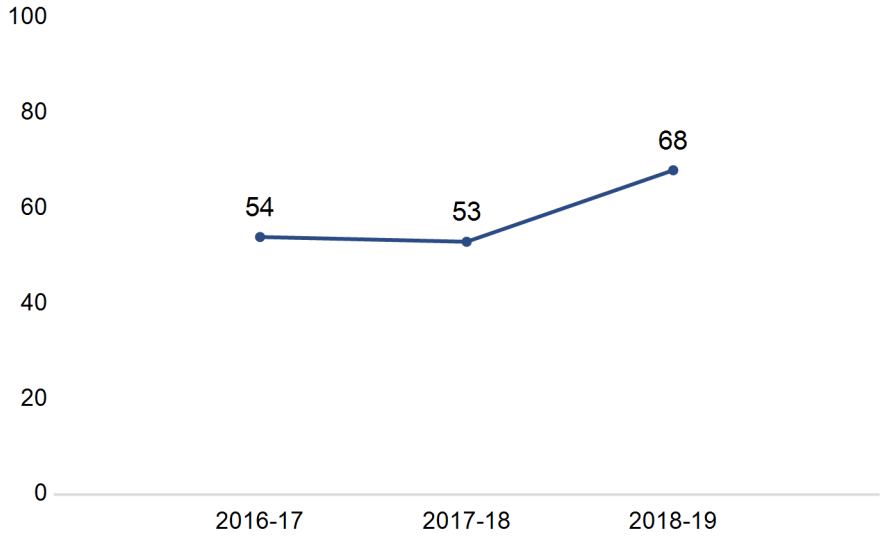
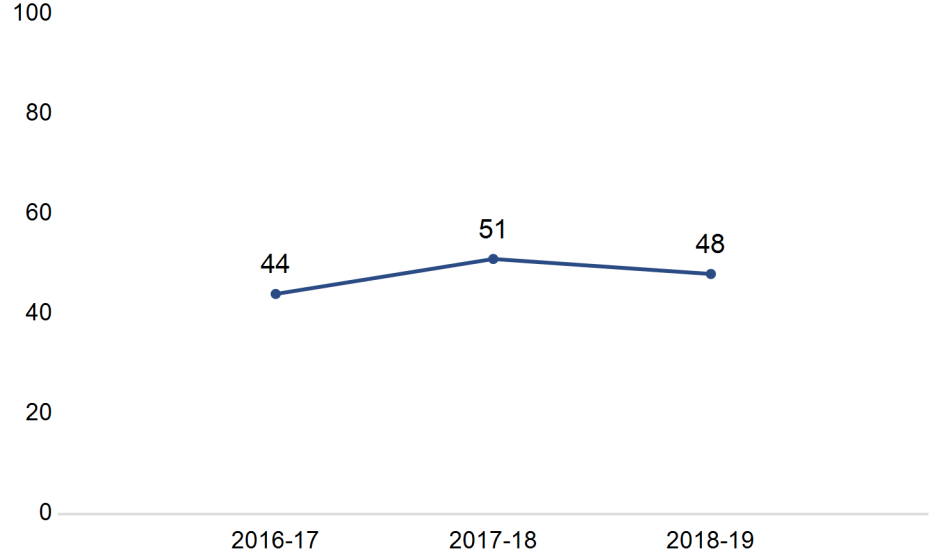
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





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	53	68	44	51	48
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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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	68	63	50	Exceeds Standard	48	44	50	Met Standard
White	67	63	50	Exceeds Standard	36.5	47.5	52	Not Met
Hispanic	70	63	49	Exceeds Standard	49	44	47	Met Standard
Black or African American	55	61	45	**	49	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	73	64	53	N	51	43	50	N
Male	62	61	47	N	47	44	51	N
Economically Disadvantaged Students	67	63	48	Exceeds Standard	47	43	46	Met Standard
Students with Disabilities	71	52	43	Exceeds Standard	51	41	45	Met Standard
English Learners	72	65	52	Exceeds Standard	53.5	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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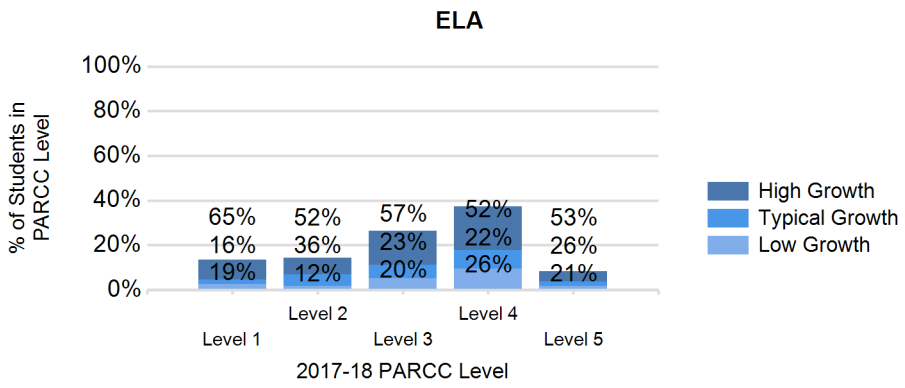
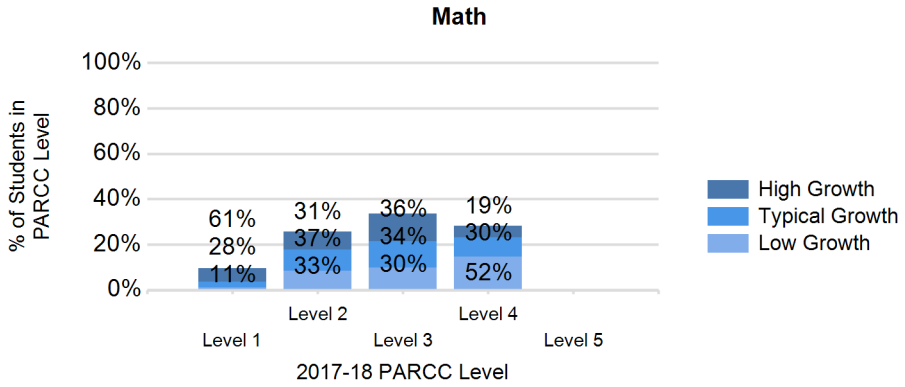
Student Growth by Performance Level

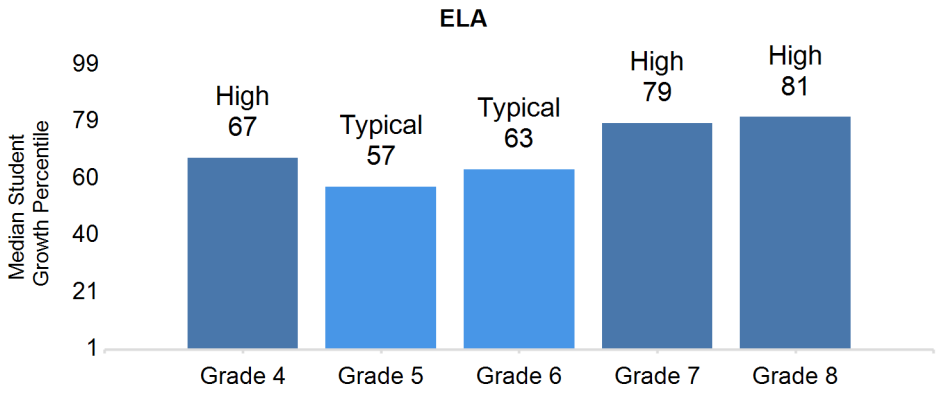
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

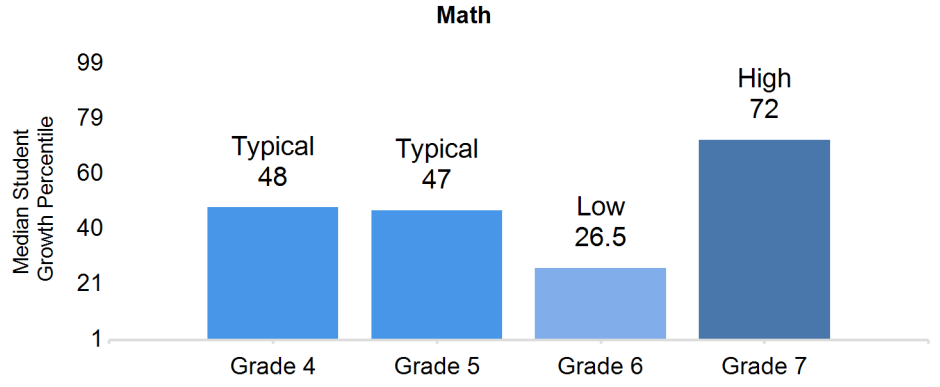




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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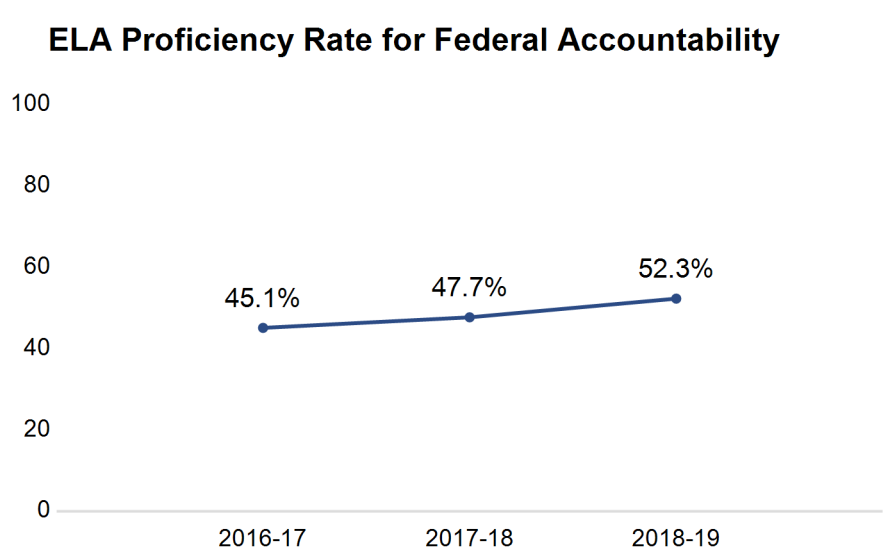
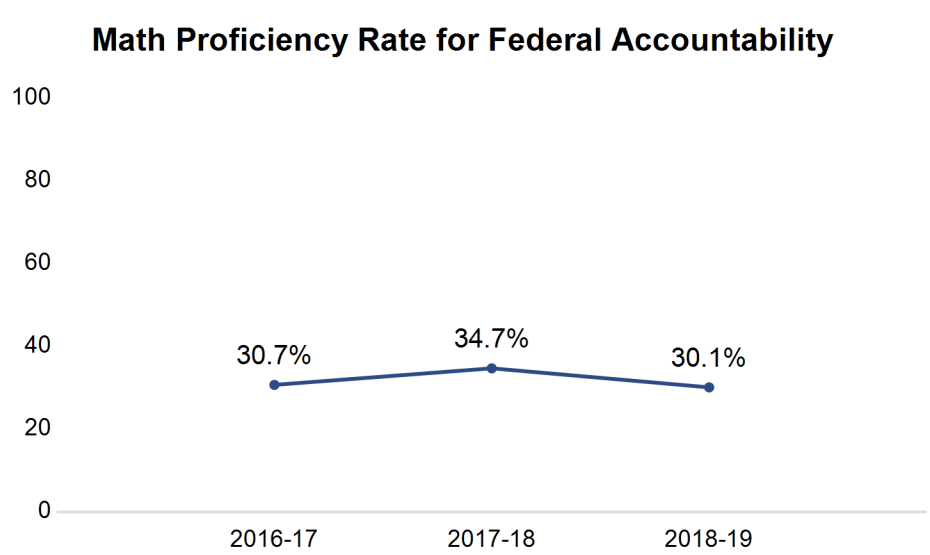
English Language Arts and Mathematics Performance Trends

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	100.0%	99.4%	99.4%	99.7%	99.4%	99.4%
Proficiency Rate for Federal Accountability	45.1%	47.7%	52.3%	30.7%	34.7%	30.1%
Annual Target	45.9%	47.7%	49.5%	36.7%	39.0%	41.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	99.4	52.3	52.8	57.9	52.3	49.5	Met Target
White	45	100.0	55.6	63.5	66.9	55.6	48.6	Met Target
Hispanic	231	99.2	51.5	53.5	43.9	51.5	50.2	Met Target
Black or African American	21	100.0	52.4	42.5	38.5	52.4	39.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	150	100.0	56.7	59.1	64.8	56.7		
Male	152	98.8	48.0	46.6	51.3	48.0		
Economically Disadvantaged Students	236	99.6	49.6	50.4	40.0	49.6	47.2	Met Target
Non-Economically Disadvantaged Students	66	98.6	62.1	62.8	67.9	62.1		
Students with Disabilities	42	100.0	23.8	18.8	22.7	23.8	23	Met Target
Students without Disabilities	260	99.3	56.9	57.8	65.1	56.9		
English Learners	79	100.0	41.8	40.3	29.3	41.8	42.3	Met Target†
Non-English Learners	223	99.1	56.1	58.3	60.6	56.1		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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****** Accountability calculations require 20 or more students
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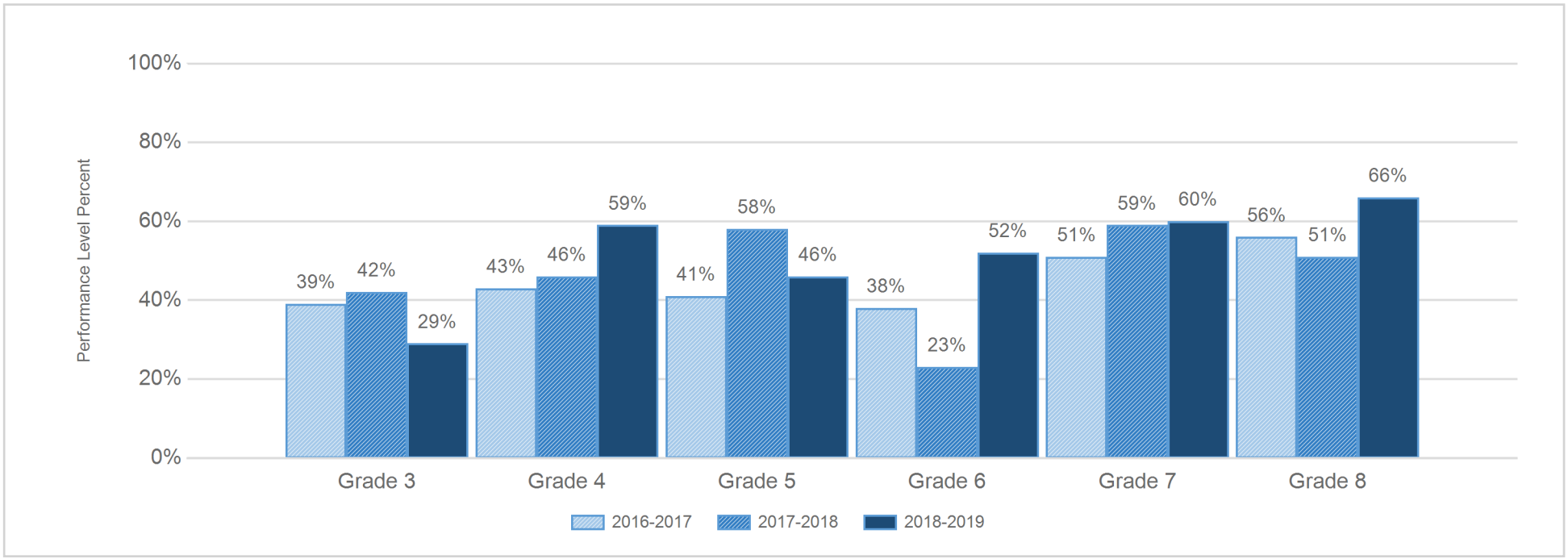
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	727	738	748	24%	21%	26%	*	*	29%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	50	728	738	734	24%	20%	26%	*	*	30%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	28	729	743	753	*	*	*	*	*	36%	55%
Male	30	725	733	743	*	*	*	*	*	23%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	17	716	719	713	*	*	*	*	*	24%	17%
Non-English Learners	41	731	746	751	*	*	*	*	*	32%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	755	748	755	*	*	*	*	*	59%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	32	752	748	743	*	*	*	*	*	56%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	20	744	753	760	*	*	*	*	*	55%	62%
Male	21	765	743	750	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	52	741	751	756	19%	*	21%	*	*	46%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	37	745	751	743	*	*	27%	*	*	49%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	746	757	761	*	*	*	*	*	52%	64%
Male	25	735	744	750	*	*	*	*	*	40%	52%
Economically Disadvantaged Students	40	738	748	740	*	*	*	*	*	40%	39%
Non-Economically Disadvantaged Students	12	750	761	766	*	*	*	*	*	67%	69%
Students with Disabilities	10	700	713	724	*	*	*	*	*	*	23%
Students without Disabilities	42	750	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	748	750	754	*	22%	21%	*	*	52%	56%
White	16	748	756	762	*	*	*	*	*	56%	65%
Hispanic	38	751	752	743	*	*	26%	*	*	55%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	28	751	757	762	*	*	*	*	*	64%	64%
Male	30	745	744	748	*	*	*	*	*	40%	48%
Economically Disadvantaged Students	45	743	748	740	*	*	*	*	*	49%	39%
Non-Economically Disadvantaged Students	13	764	758	763	*	*	*	*	*	62%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

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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	45	754	759	761	*	*	*	*	*	60%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	38	753	*	747	*	*	*	*	*	58%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	23	761	765	769	*	*	*	*	*	65%	71%
Male	22	747	753	753	*	*	*	*	*	55%	55%
Economically Disadvantaged Students	32	756	756	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	13	749	768	771	*	*	*	*	*	54%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
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2018-2019

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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	56	760	758	762	*	*	*	45%	21%	66%	63%
White	10	779	770	770	*	0%	*	*	*	80%	72%
Hispanic	43	755	758	747	*	*	*	*	*	60%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	27	760	764	771	*	*	*	*	*	63%	71%
Male	29	759	753	753	*	*	*	*	*	69%	55%
Economically Disadvantaged Students	42	757	756	743	*	*	*	*	*	62%	45%
Non-Economically Disadvantaged Students	14	768	763	772	*	*	*	*	*	79%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	12	712	713	708	*	*	*	*	*	25%	12%
Non-English Learners	44	773	764	764	*	*	*	*	*	77%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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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	312	99.4	30.1	27.2	44.5	30.1	41.2	Not Met
White	48	100.0	31.3	37.3	54.1	31.3	45.7	Not Met
Hispanic	237	99.2	30.8	27.9	28.8	30.8	41.2	Not Met
Black or African American	22	100.0	22.7	17.0	23.0	22.7	11.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	159	100.0	23.9	27.1	44.9	23.9		
Male	153	98.8	36.6	27.3	44.2	36.6		
Economically Disadvantaged Students	241	99.6	29.5	25.4	26.3	29.5	41.3	Not Met
Non-Economically Disadvantaged Students	71	98.8	32.4	34.2	54.9	32.4		
Students with Disabilities	42	100.0	*	10.7	17.4	*	20.2	Not Met
Students without Disabilities	270	99.3	*	29.5	50.0	*		
English Learners	89	100.0	30.3	25.9	25.0	30.3	46	Not Met
Non-English Learners	223	99.1	30.0	27.8	46.5	30.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
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2018-2019

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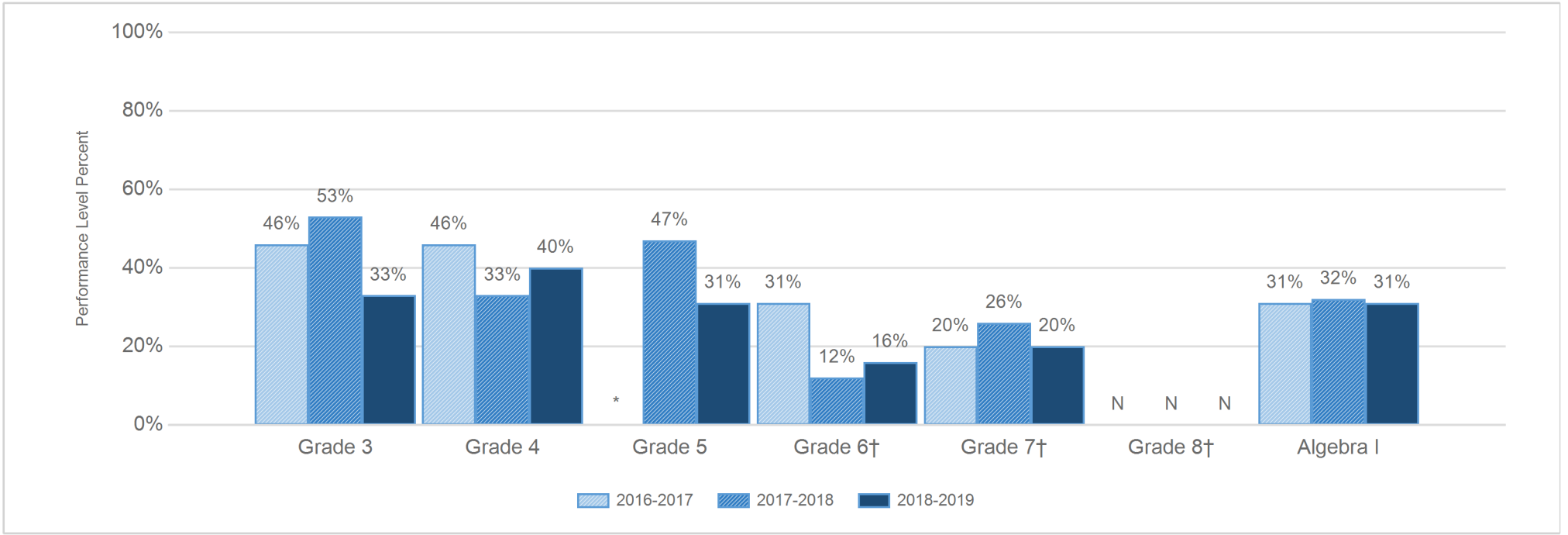
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	733	741	752	*	30%	*	33%	0%	33%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	51	734	742	739	*	27%	*	35%	0%	35%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	30	730	743	751	*	*	*	*	*	27%	54%
Male	30	736	740	752	*	*	*	*	*	40%	56%
Economically Disadvantaged Students	50	731	740	737	*	*	*	*	*	32%	37%
Non-Economically Disadvantaged Students	10	743	747	761	*	*	*	*	*	40%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	19	732	735	728	*	*	*	*	*	37%	26%
Non-English Learners	41	733	744	754	*	*	*	*	*	32%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	43	743	737	749	*	26%	33%	*	*	40%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	34	743	738	737	*	*	35%	*	*	38%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	21	728	737	749	*	*	*	*	*	14%	50%
Male	22	757	737	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
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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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	736	738	747	*	37%	26%	*	*	31%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	38	737	739	735	*	37%	29%	*	*	32%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	28	735	740	747	*	*	*	*	*	29%	47%
Male	26	736	737	747	*	*	*	*	*	35%	47%
Economically Disadvantaged Students	42	734	737	732	*	*	*	*	*	29%	27%
Non-Economically Disadvantaged Students	12	743	742	757	*	*	*	*	*	42%	59%
Students with Disabilities	10	710	717	725	*	*	*	*	*	*	19%
Students without Disabilities	44	742	741	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	726	726	741	16%	33%	34%	*	*	16%	41%
White	17	730	737	749	*	*	*	*	*	29%	51%
Hispanic	39	726	727	729	*	38%	36%	*	*	13%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	30	726	727	742	*	*	*	*	*	20%	42%
Male	31	725	725	740	*	*	*	*	*	13%	40%
Economically Disadvantaged Students	46	723	725	726	*	*	*	*	*	13%	21%
Non-Economically Disadvantaged Students	15	734	732	750	*	*	*	*	*	27%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	730	728	744	*	35%	39%	*	*	20%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	41	732	*	733	*	32%	37%	*	*	24%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	26	727	728	744	*	*	*	*	*	15%	42%
Male	23	734	727	743	*	*	*	*	*	26%	42%
Economically Disadvantaged Students	32	732	727	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	17	726	728	751	*	*	*	*	*	18%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	11	725	713	716	*	*	0%	*	*	27%	10%
Non-English Learners	38	732	730	745	*	*	50%	*	*	18%	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	732	730	744	*	28%	*	31%	0%	31%	42%
White	10	741	737	752	*	*	*	*	*	40%	53%
Hispanic	45	730	731	728	*	29%	*	31%	0%	31%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	28	730	730	745	*	*	*	*	*	29%	44%
Male	30	733	731	743	*	*	*	*	*	33%	41%
Economically Disadvantaged Students	42	733	729	727	*	*	*	*	*	31%	23%
Non-Economically Disadvantaged Students	16	728	733	752	*	*	*	*	*	31%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	14	698	712	710	*	*	*	*	*	*	*
Non-English Learners	44	742	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.3%	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	68	*	*
3-4	42	*	*
5 or more	33	*	*

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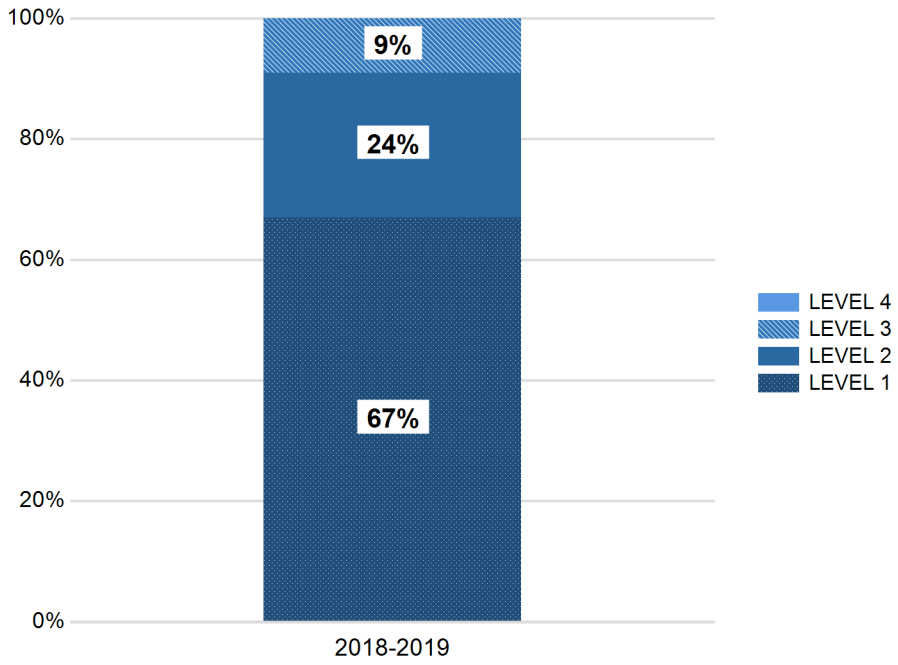
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	67	24	9	0
White	*	*	*	*
Hispanic	61	32	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	32	11	0
Male	77	15	8	0
Economically Disadvantaged Students	72	19	9	0
Non-Economically Disadvantaged Students	45	45	9	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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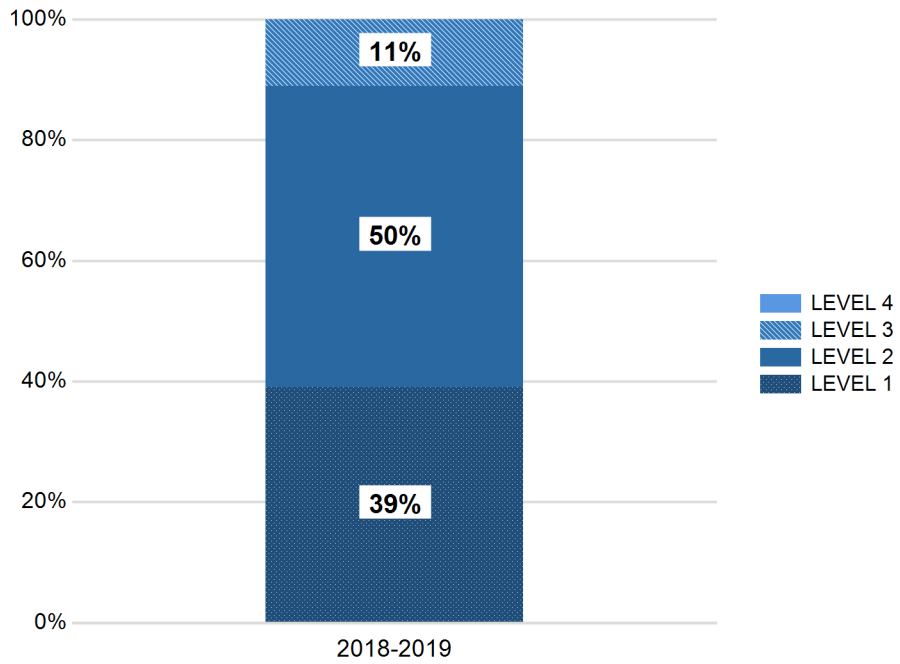
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	50	11	0
White	30	50	20	0
Hispanic	42	49	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	50	4	0
Male	32	50	18	0
Economically Disadvantaged Students	46	44	10	0
Non-Economically Disadvantaged Students	20	67	13	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	75	25	0	0
Non-English Learners	30	57	14	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	55
7	0	0	57
8	53	0	0
Total	53	0	112

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	55	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	1	0	0	0	0	0	0
Total	113	0	0	0	0	0	0

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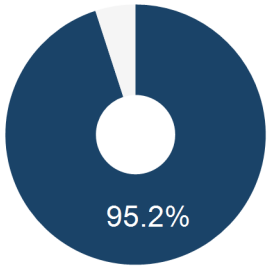
Visual and Performing Arts – Course Participation

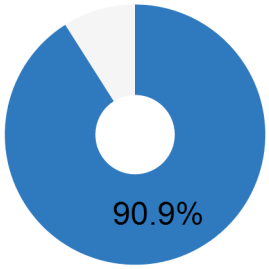
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

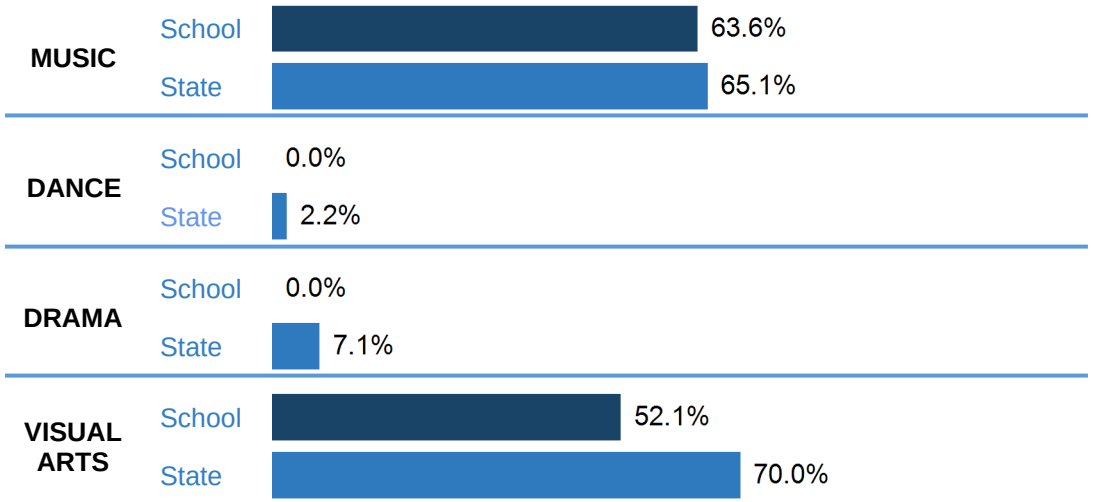


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

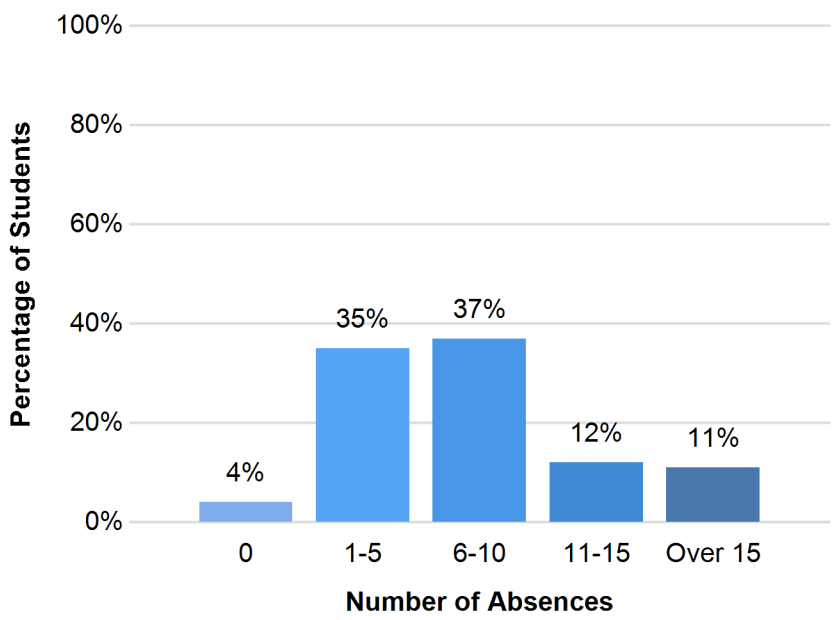
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	49	9.0	9.0	Met
White	6	6.3	9.0	Met
Hispanic	36	9.0	9.0	Met
Black or African American	5	12.8	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	28	10.4		
Male	21	7.6		
Economically Disadvantaged Students	37	9.1	9.0	Not Met
Students with Disabilities	8	10.7	9.0	Not Met
English Learners	9	6.5	9.0	Met
Homeless Students	2	14.3		
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.



NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

Report Key:
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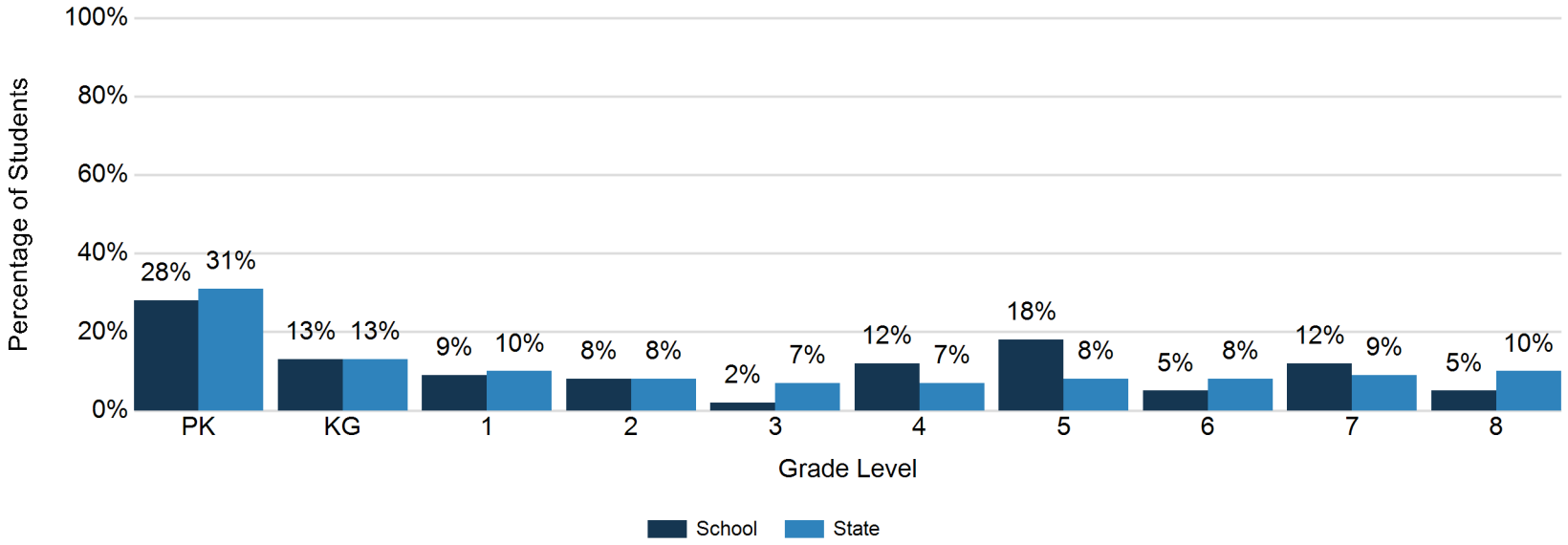
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism 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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	7
Weapons	2
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	14
Incidents Per 100 Students Enrolled	2.02

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	3	5
No Identified Nature	9		9

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	12	1.7%
Any Suspension	12	1.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
18

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	55	118,214
Average years experience in public schools	13.8	12.1
Average years experience in district	13.8	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	347:1	297:1
Teachers to Administrators	28:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.3%	87.3%	50.0%	48.4%	77.1%	54.9%
Male	52.7%	12.7%	50.0%	51.6%	22.9%	45.1%
White	17.6%	63.6%	50.0%	42.4%	83.6%	77.4%
Hispanic	70.7%	29.1%	50.0%	29.9%	7.3%	7.2%
Black or African American	9.5%	7.3%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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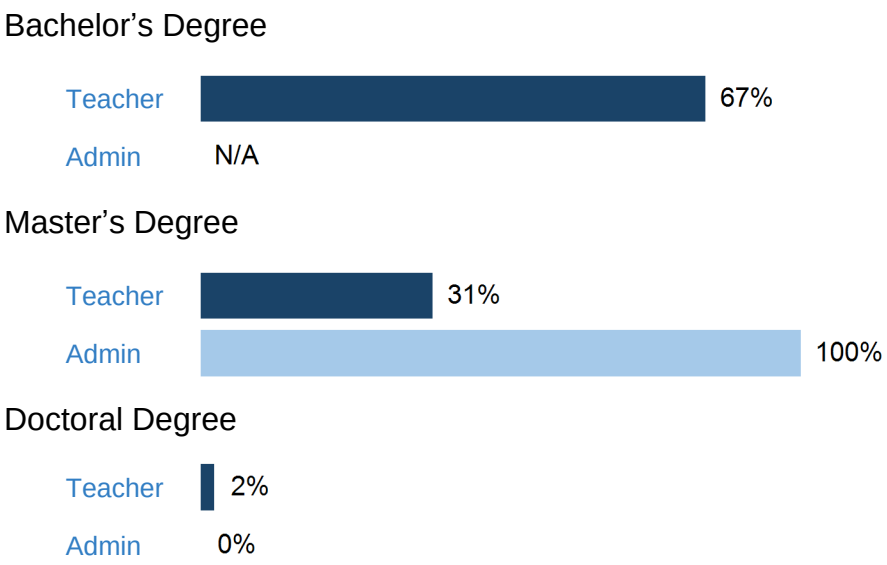
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	45.1%	47.7%	52.3%
Math Proficiency	30.7%	34.7%	30.1%
ELA Growth	54	53	68
Math Growth	44	51	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.7%	41.3%
Chronic Absenteeism	10.2%	9.4%	9.0%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target	Met	No
White	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target†	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Technology Infusion: 1to1 laptop initiative extended to second grade making the school one to one from Grades 2-8. • Madison Monroe is proud to participate in the WE Schools program. • Advancement Via Individual Determination, AVID program is offered to middle school students at Madison Monroe.
Mission, Vision, Theme:	"School 16 will provide passionate and rigorous educational experiences to inspire every student to think, to learn, to achieve, and to care. Madison Monroe School 16 will operate with a focus on analyzing student achievement providing a framework for the continuous improvement of the quality of class work assignments, and displaying student work as concrete evidence of academic achievement. Madison Monroe's mascot is the Skyhawk and
Awards, Recognition, Accomplishments:	The 2015, 2016, 2017, 2018, 2019 Comparative Summary Report shows Students at Madison Monroe School No. 16 have shown progress in English Language Arts over the the five year span; a 107.7% increase. The 2018-2019 Schoolwide Total NJSLA ELA Proficiency is 51.3% Total Math Proficiency for the 2018-2019 school year is 28.4%.

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Courses, Curriculum, Instruction:	Our course curriculum offerss blocked scheduling for both English Language Arts and Mathematics for all grade levels. Our curriculum is aligned with the Common Core Standars and Technology is infused in classrooms daily. Some online programs included in the school day are Schoolnet/Powerschool, MathXL, MyAccess, and Agile Minds. At School 16, students in grades 4 -8 have the opportunity to join several after and before school clubs such as the Yearbook Club, Dance, L.O.T. (Leaders of Technique), Honors, band/chorus, and technology. School 16 is looking to expand their after school clubs for the upcoming school year. AVID program, Student Council, Junior Honor Society, After School Arts and Academics and Team Members involved in various committees to give our students a well rounded education full of academics and activities.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Students are enrolled in sports teams provided by the district. Students are encouraged to join among some of the sports offered are: Soccer, Basketball, Baseball, Softball, and Track and Field.
Clubs and Activities:	Leaders of Tequnique, Junior Honor Society, Student Council, After School Dance club, Green Team , Safety Patrol Technology and Coding Club, Mediation Team, Healthy Alliance Team, and Teen Arts Exhibit events are available at School 16.

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Before and After School Programs:	"After School Academic Enrichment programs for students in grades Kindergarten through Eighth Grade. Students are offered an Academic Enrichment program three days a week after school Tuesday, Wednesday, and Thursday. This After School Program offers students a unique opportunity to advance skills in Coding, Arts, Theater, Musical Instruments, Filmmaking, News Reporting, Health Practices, LOT, Creative Writing. Also offered are the Catapult program and YMCA program.
Staff and Professional Learning:	Professional Learning is developed and ongoing for staff members occurs through the district in the many forms. PLCs, Grade Level Meetings, SCiP Meetings and Faculty Meetings are all driven by data and curriculum alignment strategies to improve instruction.
Postsecondary Information:	"At Madison Monroe School 16 our 7th and 8th grade students participate in the AVID Program. They are also experiencing College Tours and Information Sessions along with the College Fairs that are offered within our district and community college. Our students and school are a part of WE Day and drives the philosophies that the future starts with our students and creating a culture of learning and engagement.

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Student Supports and Services:	ESL, Bilingual and In-class support services are offered to all grade levels. Full Time Bilingual classes are offered in grades Kindergarten, First, Second, and a 50/50 Third grade class. Self-Contained Special Education classes are offered in grades Pre-Kindergarten 4th, 6th and 8th grade. I&RS services are offered to all grade levels. Early Intervention services are offered to students throughout the school year.
Student Health and Wellness:	Madison Monroe School Madison Monroe School has a breakfast program and offers recess daily to all students. All students within our school have physical education and health classes. Our 5th Grade students participate in the LEADS program a curriculum taught by the Elizabeth Police Department. We have been awarded the Union County Kids Dig In grand which involves our students in building and caring for boxed gardens. Madison Monroe School #16 is also a Healthy Alliance School.
Parent and Community Involvement:	"Madison Monroe School offers a Parent Committee to involve all parents and they are also asked to participate at our School Safety meetings. PowerSchool Access for Parents via website. Stakeholder involvement has been essential in creating a rich school culture for all we pride ourselves in creating events where both students and families can enjoy throughout the school year: some include Movie, Nights, Gala Dance, Fun Day, Fitness Events, Pi Day, Mother's Day and Father's Day events The Parent Survey revealed that School No. 16's Parents and Guardians felt that their children were safe while at school, relationships between student and teachers have positively flourished, and social/emotional expectations are attainable.

NJ SCHOOL PERFORMANCE REPORT

Madison Monroe School No. 16
(39-1320-190)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students are enrolled in sports teams provided by the district. Students are encouraged to join among some of the sports offered are: Soccer, Basketball, Baseball, Softball, and Track and Field.
Facilities:	The school building still maintains 10 Pre-Kindergarten TCU Units, an Annex Building housing Grades Kindergarten, First, Second, and Third Grade, and the Main Building with Grades 4-8. Noticeable improvements to the building were the construction of new planter boxes outside the entrance of the main building. The school has been slated to have air conditioning within the near future.
School Safety:	School Safey Meeting are held throughout the year ensuring the safety and weel-being of our students and staff. Monthly drills and routine safety protocols are discussed and planned throughout the school year to enhance safety measures. School Safety Surveys are sent to staff, students, and parents to gather input throughout the shool year.

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Madison Monroe School No. 16
(39-1320-190)
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Technology and STEM:	Technology infusion 1 to 1 laptop initiative extended to grades second through eighth grade. Computers are in every classroom and technology is utilized each day. Madison Monroe School #16 provided students with an afterschool STEM curriculum program provided by Title I.
Early Childhood Education:	Madison Monroe has a total of 10 Pre-Kindergarten classrooms. These 10 classrooms are seperate TCU units housed behind the Main Building. In a dessignated TCU we offer The Catapult before and after care school program. This program is offered to students in both Pre-Kindergarten and Kindergarten.

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School Narrative

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Other Information	"Madison Monroe School No. 16 populates over 700 students in Grades PreK-8; inclusive of Bilingual and Special Education students. These students were assigned to one of the 39 available classrooms; 10 of which are portables TCU units. As defined by the U.S. Department of Education's Elementary and Secondary Act, at this time 100% of all classes are taught by Highly Qualified Teachers. Attached is additional information we would like to highlight from the 2018-2019 school year: The number of AVID enrollment increased by 9% from 24 students to 33 students; 17 AVID students are 7th graders and 16 are 8th graders. Last year, School 16 had 24 enrollees; 12/24 were 8th graders and 12/24 were 7th graders. Our School Mascot is the Skyhawk along with our three guided words chosen by our students: Honorable, Respectful, and Responsible reflects the aspirations of each child that attends Madison Monroe School 16! "

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Berthenia Harmon Carolina
Address	631-657 Westminstrer Avenue ELIZABETH, NJ 07208-2126
Phone Number	908-436-5900
Email Address	harmonbe@epsnj.org
Website	https://www.epsnj.org/Domain/34

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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	71	80	79
KG	106	105	90
1	96	118	109
2	85	82	104
3	86	78	86
4	85	73	77
5	65	85	73
6	65	67	87
7	52	70	70
8	58	52	71
Total	769	810	846

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.7%	51.7%	53.2%
Male	47.3%	48.3%	46.8%
Economically Disadvantaged Students	82.1%	85.4%	83.6%
Students with Disabilities	13.8%	10.2%	10.5%
English Learners	20.9%	22.1%	27.0%
Homeless Students	1.0%	1.5%	1.3%
Students in Foster Care	0.7%	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	9.0%	9.9%	9.6%
Hispanic	48.2%	44.9%	46.5%
Black or African American	38.1%	40.2%	38.2%
Asian	4.3%	4.3%	5.2%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.0%	0.1%	0.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	71	80	79
KG - Half Day	0	0	0
KG - Full Day	106	105	90

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	47.0%
Spanish	33.9%
Haitian	6.1%
Arabic	4.5%
Bengali	2.6%
Other Languages	5.8%

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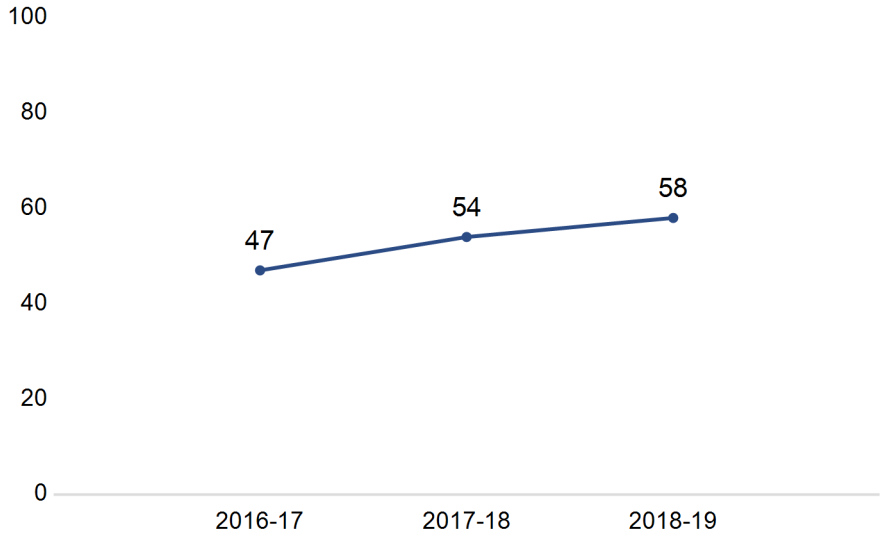
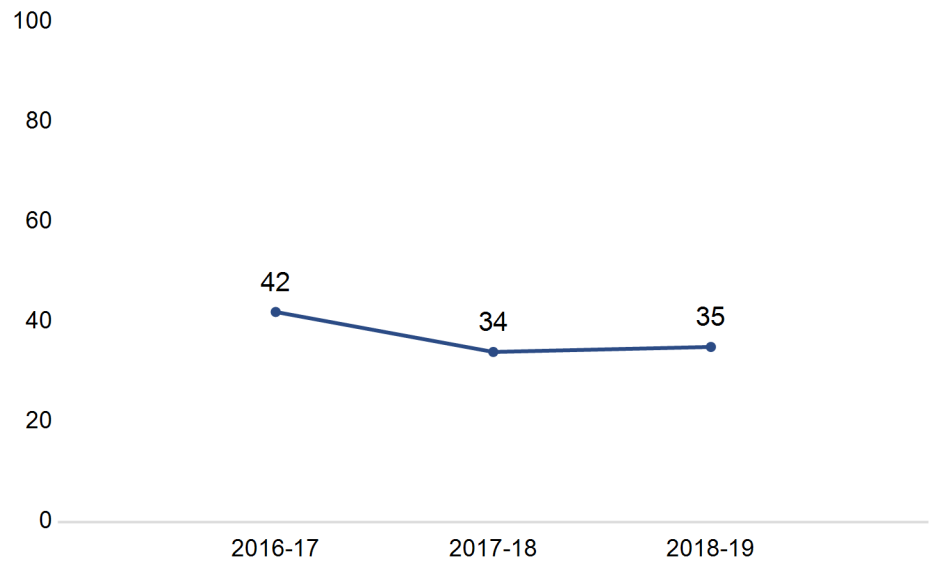
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	54	58	42	34	35
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	58	63	50	Met Standard	35	44	50	Not Met
White	64	63	50	Exceeds Standard	31	47.5	52	Not Met
Hispanic	58	63	49	Met Standard	40.5	44	47	Met Standard
Black or African American	54	61	45	Met Standard	33	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	72	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	61	64	53	N	37	43	50	N
Male	55.5	61	47	N	33	44	51	N
Economically Disadvantaged Students	58	63	48	Met Standard	35	43	46	Not Met
Students with Disabilities	56	52	43	Met Standard	31	41	45	Not Met
English Learners	68	65	52	Exceeds Standard	41	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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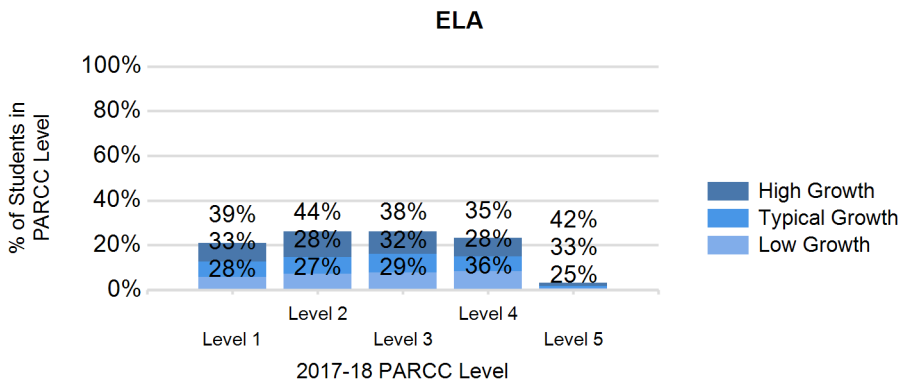
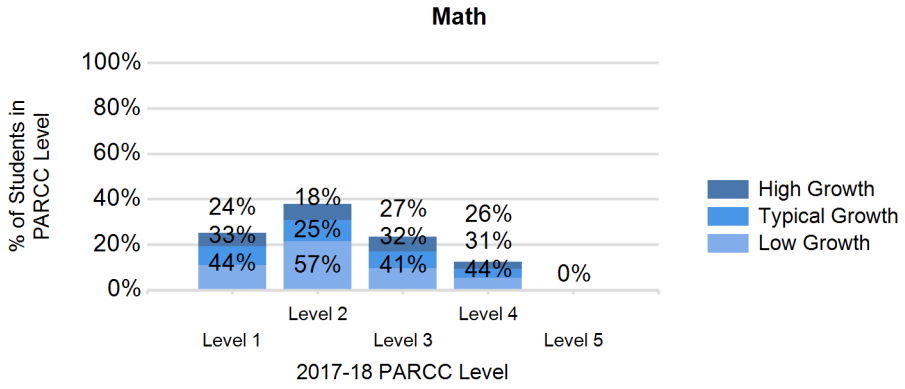
Student Growth by Performance Level

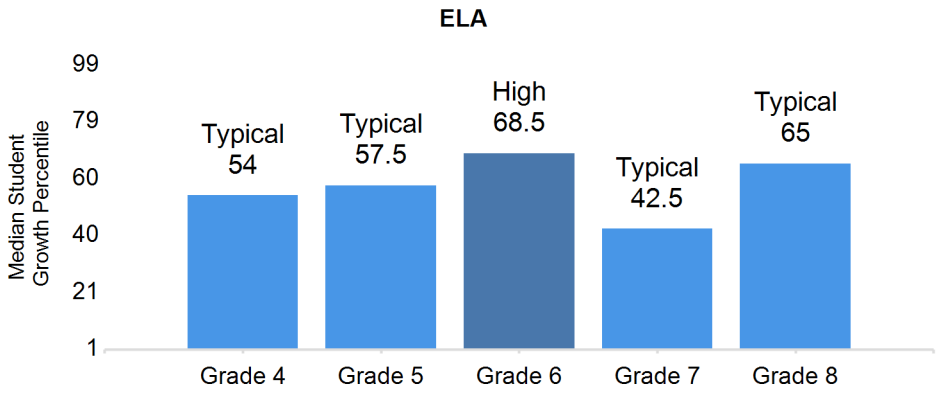
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

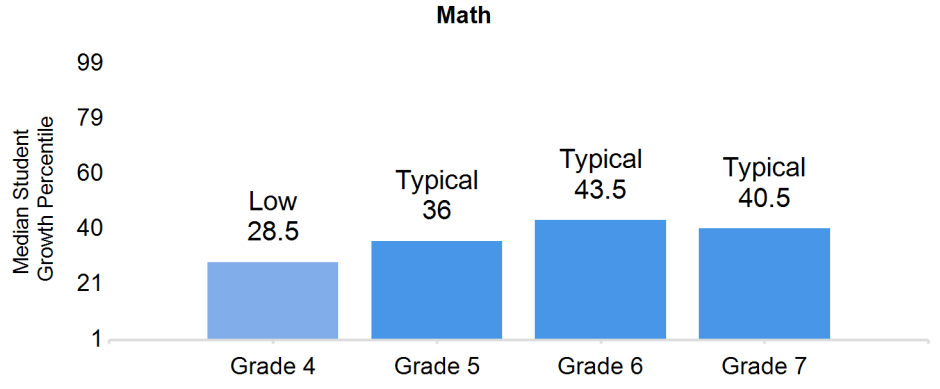




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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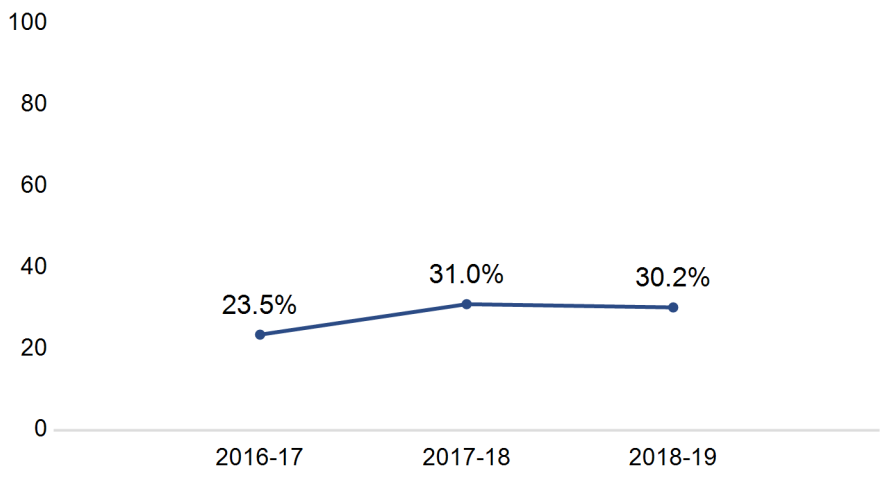
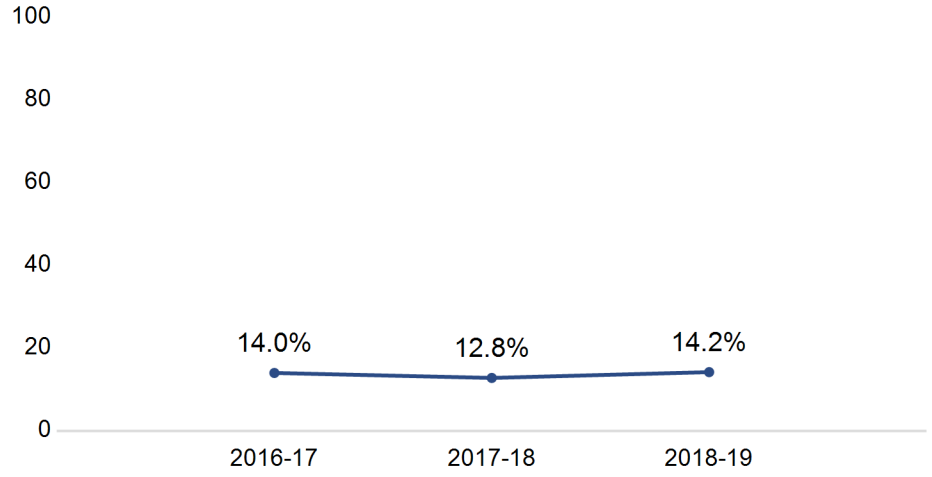
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	98.3%	99.8%	99.1%	98.6%	99.8%
Proficiency Rate for Federal Accountability	23.5%	31.0%	30.2%	14.0%	12.8%	14.2%
Annual Target	22.8%	25.8%	28.8%	16.1%	19.4%	22.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	477	99.8	30.2	52.8	57.9	30.2	28.8	Met Target
White	39	100.0	17.9	63.5	66.9	17.9	35	Not Met
Hispanic	210	99.6	36.2	53.5	43.9	36.2	31.4	Met Target
Black or African American	209	100.0	25.4	42.5	38.5	25.4	24.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	19	100.0	42.1	79.5	82.9	42.1	N	N
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	240	100.0	34.6	59.1	64.8	34.6		
Male	237	99.6	25.7	46.6	51.3	25.7		
Economically Disadvantaged Students	415	100.0	28.9	50.4	40.0	28.9	27.5	Met Target
Non-Economically Disadvantaged Students	62	98.6	38.7	62.8	67.9	38.7		
Students with Disabilities	89	98.9	14.6	18.8	22.7	14.6	17.3	Met Target†
Students without Disabilities	388	100.0	33.8	57.8	65.1	33.8		
English Learners	157	100.0	24.2	40.3	29.3	24.2	23.1	Met Target
Non-English Learners	320	99.7	33.1	58.3	60.6	33.1		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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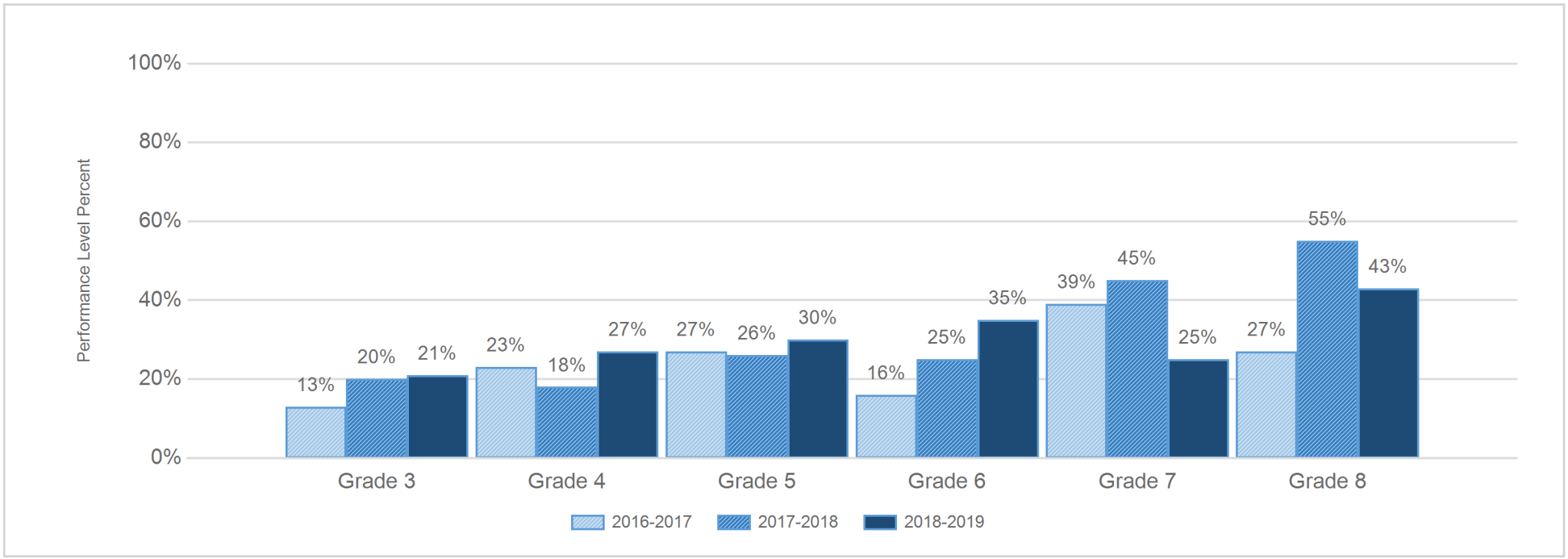
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	719	738	748	32%	24%	23%	21%	0%	21%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	33	715	738	734	39%	*	*	*	*	24%	36%
Black or African American	38	716	729	731	32%	26%	29%	*	*	13%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	44	723	743	753	30%	*	*	*	*	23%	55%
Male	38	714	733	743	34%	*	*	*	*	18%	46%
Economically Disadvantaged Students	71	717	735	731	*	*	*	*	*	20%	33%
Non-Economically Disadvantaged Students	11	730	753	759	*	*	*	*	*	27%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	23	706	719	713	*	*	*	*	*	*	17%
Non-English Learners	59	724	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	731	748	755	16%	27%	30%	*	*	27%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	33	734	748	743	*	*	*	*	*	36%	44%
Black or African American	36	730	742	739	*	33%	33%	*	*	22%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	46	737	753	760	*	*	24%	*	*	37%	62%
Male	35	723	743	750	*	*	37%	*	*	14%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	13	701	713	725	*	*	*	*	*	*	25%
Students without Disabilities	68	737	752	761	*	*	*	*	*	*	64%
English Learners	21	721	729	720	*	*	*	*	*	14%	17%
Non-English Learners	60	735	754	758	*	*	*	*	*	32%	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	732	751	756	17%	25%	28%	*	*	30%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	35	738	751	743	*	*	31%	*	*	34%	44%
Black or African American	36	723	741	739	*	*	31%	*	*	19%	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	*	762	N	N	N	N	N	N	65%
Female	40	741	757	761	*	*	*	*	*	35%	64%
Male	41	723	744	750	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	15	710	713	724	*	*	0%	*	*	13%	23%
Students without Disabilities	66	737	756	762	*	*	35%	*	*	33%	65%
English Learners	15	726	722	713	*	*	*	*	*	20%	11%
Non-English Learners	66	733	756	758	*	*	*	*	*	32%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	737	750	754	*	26%	30%	*	*	35%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	47	743	752	743	*	21%	30%	*	*	43%	43%
Black or African American	32	734	741	738	*	*	34%	*	*	34%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	51	742	757	762	*	*	*	*	*	37%	64%
Male	37	729	744	748	*	*	*	*	*	32%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	11	731	717	722	*	*	*	*	*	18%	19%
Students without Disabilities	77	737	755	761	*	*	*	*	*	38%	64%
English Learners	17	714	717	710	*	*	*	*	*	*	*
Non-English Learners	71	742	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

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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	79	724	759	761	20%	34%	20%	*	*	25%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	31	729	*	747	*	*	32%	*	*	26%	50%
Black or African American	41	721	746	741	*	44%	*	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	32	732	765	769	*	38%	*	*	*	34%	71%
Male	47	719	753	753	*	32%	*	*	*	19%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	16	709	720	720	*	*	*	*	*	13%	22%
Students without Disabilities	63	728	764	769	*	*	*	*	*	29%	71%
English Learners	19	699	713	706	*	*	*	*	*	*	12%
Non-English Learners	60	733	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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	82	740	758	762	20%	13%	24%	*	*	43%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	39	745	758	747	*	*	*	*	*	51%	49%
Black or African American	30	735	750	741	*	*	*	*	*	40%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	38	744	764	771	*	*	*	*	*	47%	71%
Male	44	736	753	753	*	*	*	*	*	39%	55%
Economically Disadvantaged Students	63	741	756	743	*	17%	*	*	*	41%	45%
Non-Economically Disadvantaged Students	19	735	763	772	*	0%	*	*	*	47%	72%
Students with Disabilities	16	710	720	721	*	*	*	*	*	25%	22%
Students without Disabilities	66	747	763	770	*	*	*	*	*	47%	71%
English Learners	19	724	713	708	*	*	*	*	*	21%	12%
Non-English Learners	63	744	764	764	*	*	*	*	*	49%	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	*	*	*	718	*	*	*	*	*	*	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	492	99.8	14.2	27.2	44.5	14.2	22.8	Not Met
White	40	100.0	10.0	37.3	54.1	10.0	21.5	Not Met
Hispanic	221	99.6	16.7	27.9	28.8	16.7	22.1	Not Met
Black or African American	212	100.0	*	17.0	23.0	*	21.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	19	100.0	*	55.9	76.5	*	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	248	100.0	13.7	27.1	44.9	13.7		
Male	244	99.6	14.8	27.3	44.2	14.8		
Economically Disadvantaged Students	423	100.0	14.4	25.4	26.3	14.4	22.7	Not Met
Non-Economically Disadvantaged Students	69	98.8	13.0	34.2	54.9	13.0		
Students with Disabilities	89	98.9	10.1	10.7	17.4	10.1	18.5	Not Met
Students without Disabilities	403	100.0	15.1	29.5	50.0	15.1		
English Learners	171	100.0	14.0	25.9	25.0	14.0	20.8	Not Met
Non-English Learners	321	99.7	14.3	27.8	46.5	14.3		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

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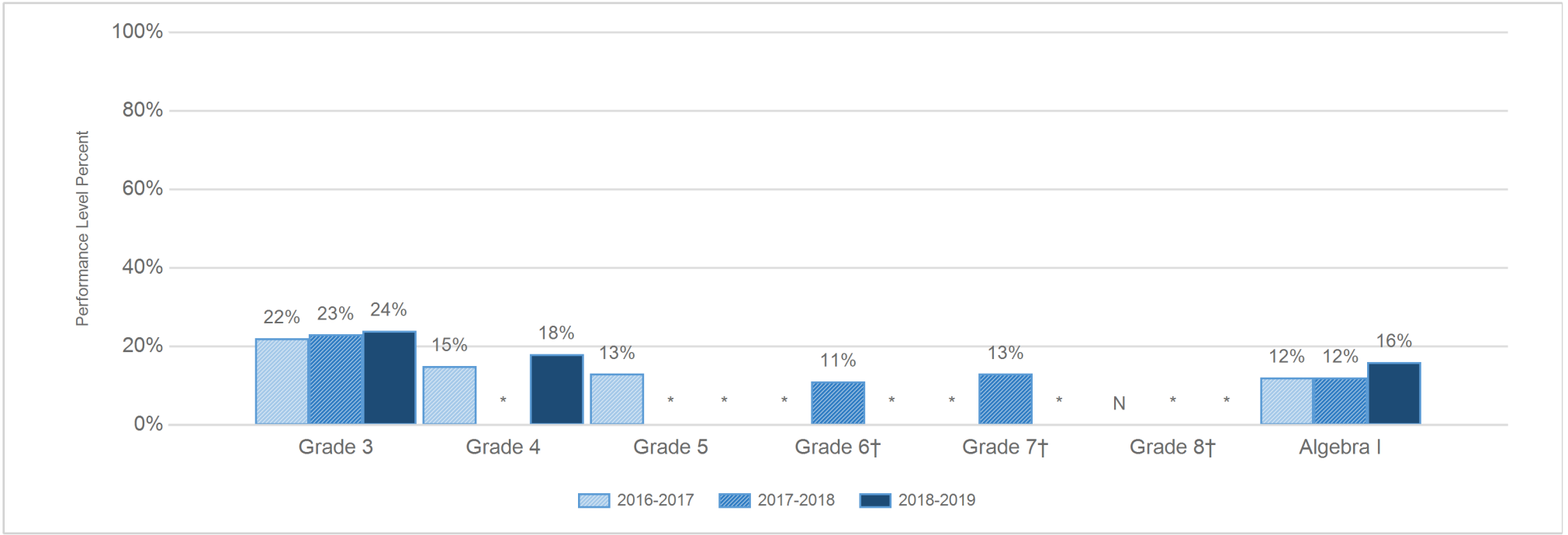
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	727	741	752	18%	31%	26%	24%	0%	24%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	36	728	742	739	*	39%	*	28%	0%	28%	40%
Black or African American	39	722	730	735	*	26%	41%	*	*	13%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	46	730	743	751	*	30%	*	*	*	28%	54%
Male	41	724	740	752	*	32%	*	*	*	20%	56%
Economically Disadvantaged Students	74	728	740	737	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	13	723	747	761	*	*	*	*	*	23%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	28	729	735	728	*	*	*	*	*	29%	26%
Non-English Learners	59	727	744	754	*	*	*	*	*	22%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	717	737	749	34%	25%	24%	*	*	18%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	36	722	738	737	28%	*	28%	*	*	19%	36%
Black or African American	37	713	728	731	38%	*	*	*	*	16%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	50	716	737	749	36%	*	20%	*	*	18%	50%
Male	35	718	737	749	31%	*	29%	*	*	17%	52%
Economically Disadvantaged Students	73	717	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	12	715	741	759	*	*	*	*	*	*	63%
Students with Disabilities	13	702	713	726	*	*	*	*	*	*	25%
Students without Disabilities	72	720	740	754	*	*	*	*	*	*	56%
English Learners	25	706	726	722	48%	*	*	*	*	12%	18%
Non-English Learners	60	721	741	751	28%	*	*	*	*	20%	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	715	738	747	*	*	*	*	*	*	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	42	713	739	735	*	*	*	*	*	*	30%
Black or African American	37	715	728	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	*	753	N	N	N	N	N	N	55%
Female	43	717	740	747	*	*	*	*	*	*	47%
Male	46	713	737	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	73	716	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	16	711	742	757	*	*	*	*	*	*	59%
Students with Disabilities	15	711	717	725	*	*	*	*	*	*	19%
Students without Disabilities	74	715	741	752	*	*	*	*	*	*	52%
English Learners	23	700	724	718	*	*	*	*	*	*	12%
Non-English Learners	66	720	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
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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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	714	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	48	719	727	729	21%	38%	29%	*	*	13%	24%
Black or African American	32	711	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	51	715	727	742	*	*	*	*	*	*	42%
Male	38	712	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	11	713	709	716	*	*	*	*	*	*	12%
Students without Disabilities	78	714	728	746	*	*	*	*	*	*	46%
English Learners	18	705	709	709	*	*	*	*	*	*	*
Non-English Learners	71	716	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	713	728	744	*	*	*	*	*	*	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	32	721	*	733	*	41%	*	*	*	13%	26%
Black or African American	41	707	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	33	717	728	744	*	*	*	*	*	*	42%
Male	48	711	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	70	712	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	724	728	751	*	*	*	*	*	*	53%
Students with Disabilities	16	696	709	718	*	*	*	*	*	*	13%
Students without Disabilities	65	717	730	749	*	*	*	*	*	*	48%
English Learners	21	707	713	716	*	*	*	*	*	*	10%
Non-English Learners	60	715	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	*	*	*	734	*	*	*	*	*	*	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	720	730	744	22%	41%	22%	16%	0%	16%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	43	723	731	728	*	40%	26%	*	*	19%	24%
Black or African American	28	719	722	725	*	50%	*	*	*	11%	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	*	752	N	N	N	N	N	N	51%
Female	41	711	730	745	*	51%	*	*	*	10%	44%
Male	42	728	731	743	*	31%	*	*	*	21%	41%
Economically Disadvantaged Students	65	719	729	727	*	*	*	*	*	15%	23%
Non-Economically Disadvantaged Students	18	722	733	752	*	*	*	*	*	17%	52%
Students with Disabilities	13	717	708	717	*	*	*	*	*	*	12%
Students without Disabilities	70	720	733	748	*	*	*	*	*	*	47%
English Learners	23	711	712	710	*	*	*	*	*	*	*
Non-English Learners	60	723	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	12%

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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	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.4%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	92	*	*
3-4	99	88.9%	11.1%
5 or more	36	88.9%	11.1%

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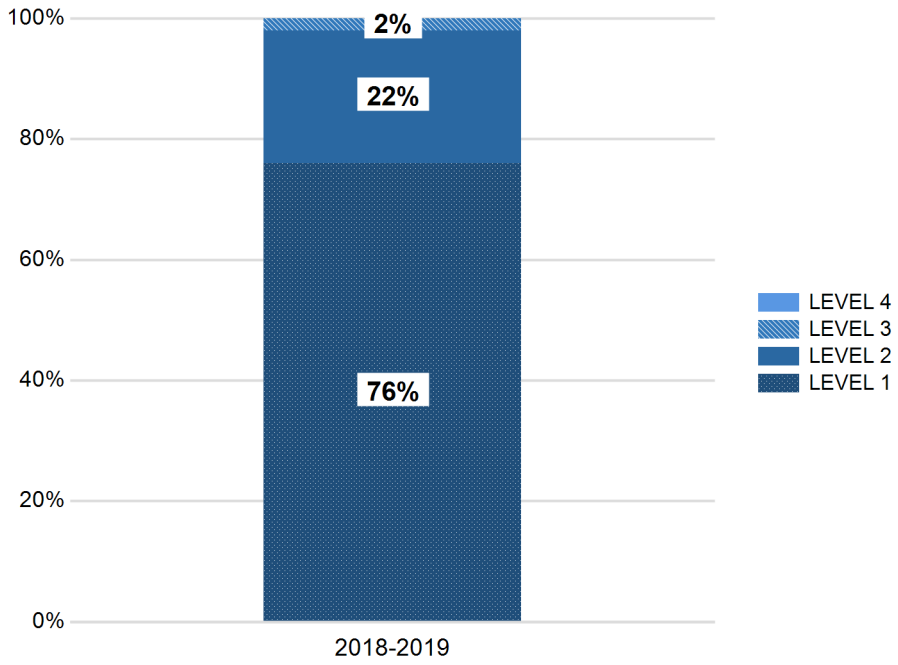
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	76	22	2	0
White	*	*	*	*
Hispanic	74	23	2	0
Black or African American	81	19	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	80	16	5	0
Male	72	28	0	0
Economically Disadvantaged Students	78	21	1	0
Non-Economically Disadvantaged Students	65	29	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	87	13	0	0
Non-English Learners	72	25	3	0
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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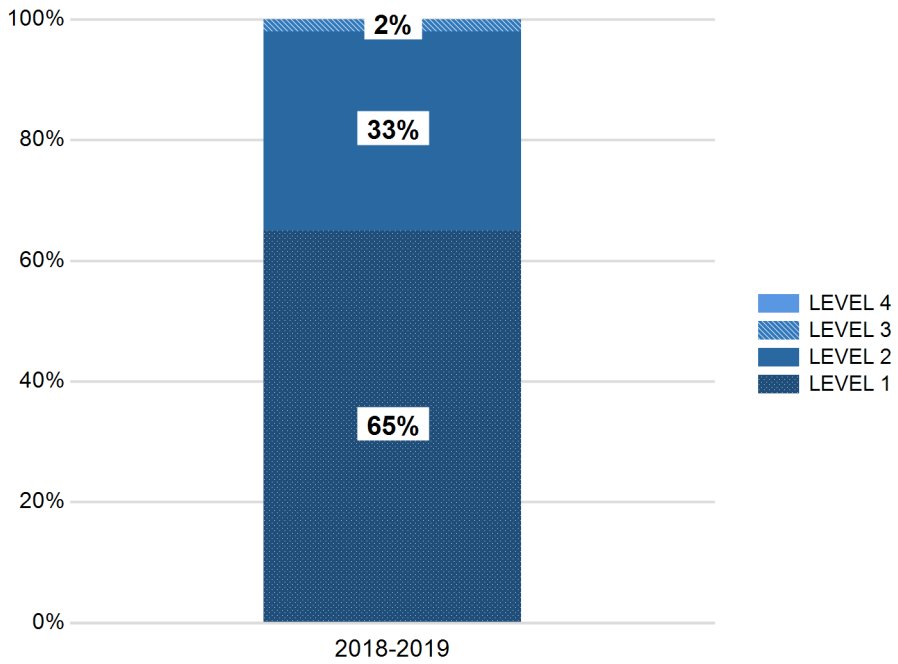
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	33	2	0
White	*	*	*	*
Hispanic	59	41	0	0
Black or African American	74	22	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	73	27	0	0
Male	57	39	5	0
Economically Disadvantaged Students	68	29	3	0
Non-Economically Disadvantaged Students	53	47	0	0
Students with Disabilities	80	13	7	0
Students without Disabilities	61	37	1	0
English Learners	78	22	0	0
Non-English Learners	60	37	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	87
7	0	0	70
8	71	0	0
Total	71	0	157

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	84	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	141	0	0	0	0	0	0

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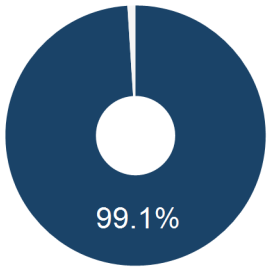
Visual and Performing Arts – Course Participation

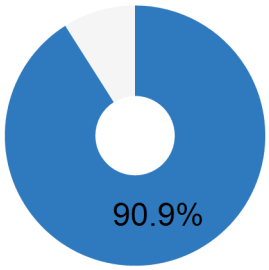
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

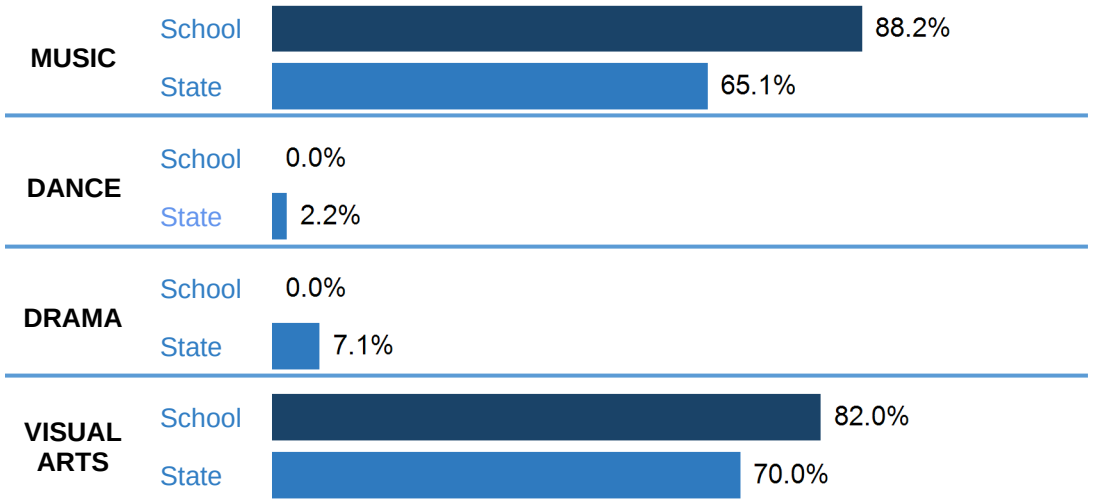


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

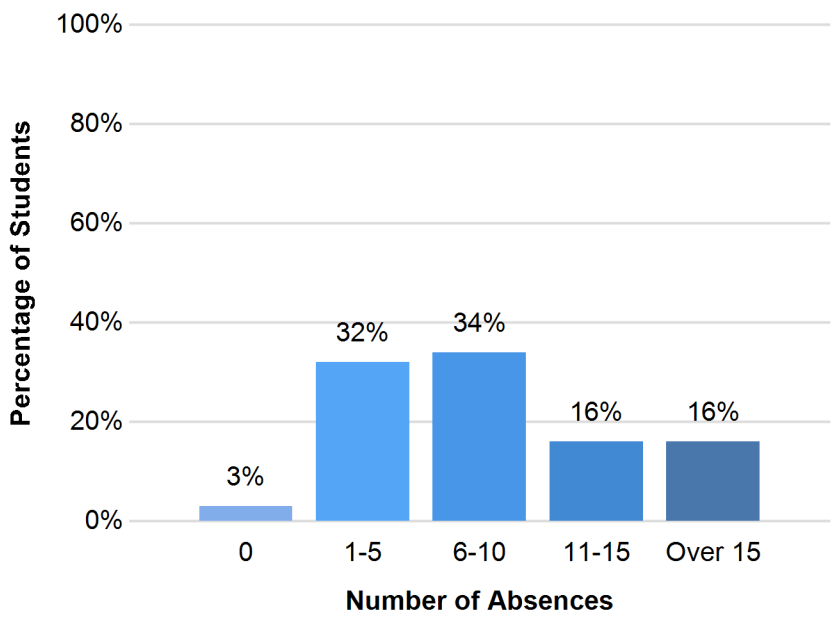
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	99	11.8	9.0	Not Met
White	4	5.3	9.0	Met
Hispanic	40	10.4	9.0	Not Met
Black or African American	51	14.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	4	11.1	9.0	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	9.6		
Male	57	14.3		
Economically Disadvantaged Students	83	11.6	9.0	Not Met
Students with Disabilities	33	28.4	9.0	Not Met
English Learners	18	7.5	9.0	Met
Homeless Students	2	16.7		
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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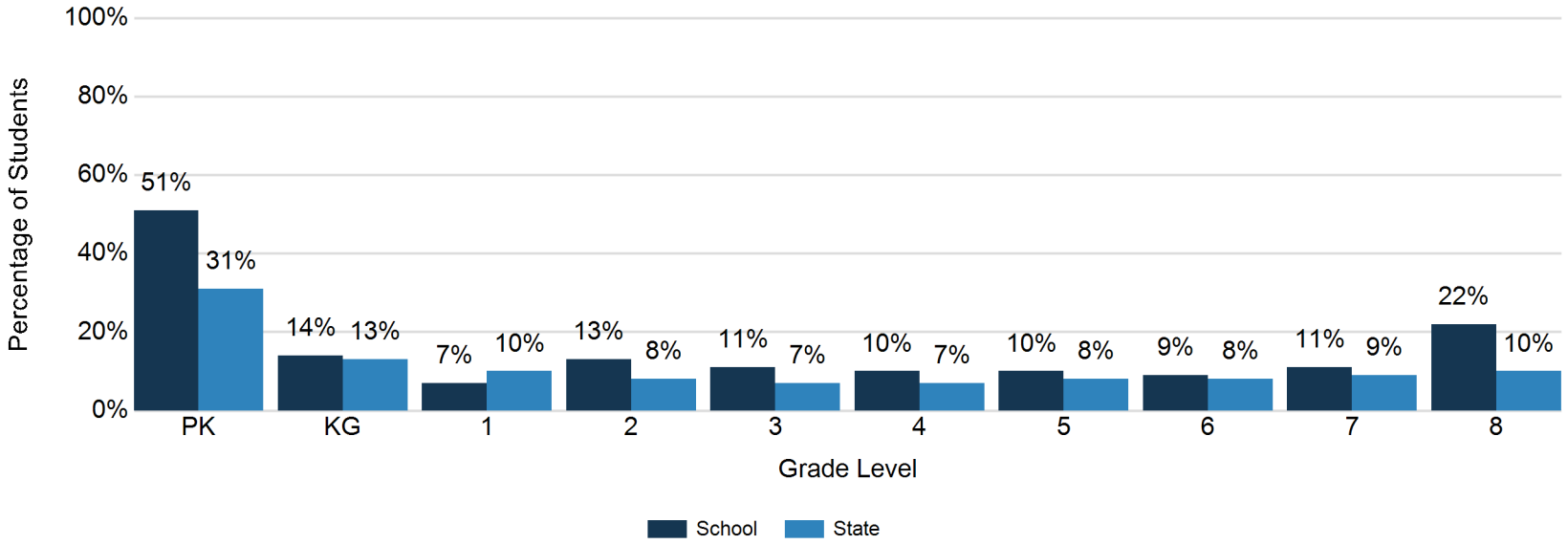
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	28
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	35
Incidents Per 100 Students Enrolled	4.14

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	2	2
Other	3	3	6
No Identified Nature	21		21

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	12	1.4%
Out-of-School Suspensions	25	3.0%
Any Suspension	32	3.8%
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
89

NJ SCHOOL PERFORMANCE REPORT

Nicholas Murray Butler Academy School No. 23
(39-1320-260)
Grades Offered: PK-08
2018-2019

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School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	69	118,214
Average years experience in public schools	14.2	12.1
Average years experience in district	14.2	10.8
Percentage of Teachers with 4 or more years experience in the district	79.7%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	282:1	297:1
Teachers to Administrators	23:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.2%	82.6%	66.7%	48.4%	77.1%	54.9%
Male	46.8%	17.4%	33.3%	51.6%	22.9%	45.1%
White	9.6%	58.0%	33.3%	42.4%	83.6%	77.4%
Hispanic	46.5%	23.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	38.2%	18.8%	66.7%	15.0%	6.6%	13.9%
Asian	5.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	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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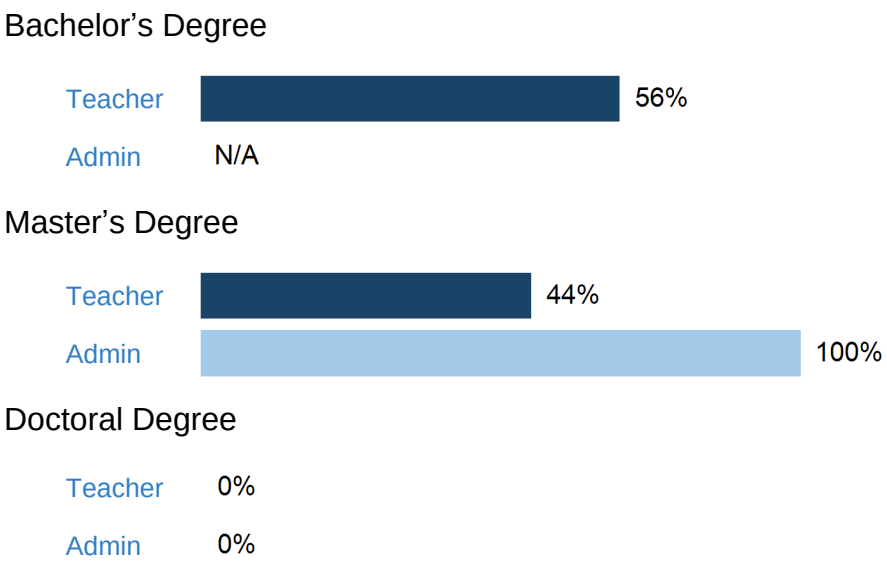
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.6%

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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.5%	31.0%	30.2%
Math Proficiency	14.0%	12.8%	14.2%
ELA Growth	47	54	58
Math Growth	42	34	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.4%	44.4%
Chronic Absenteeism	10.8%	13.7%	11.8%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Not Met	Met Target	Not Met	No
White	Not Met	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	N	N	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Personalized Math Instruction is provided via Teach to One Initiative for Grs. 6-8 • AVID is offered in Grs. 6-8 • Maintain a positive school culture via PBSIS (positive behavior supports in school) which places an emphasis on setting clear expectations for student behaviors and acknowledges their efforts in this
Mission, Vision, Theme:	Our mission reflects our commitment to providing students with excellent educational experiences as captured in our vision to be one of the best performing schools in the Elizabeth Public Schools. We are committed to achieving both by fostering personal development and a lifelong love for learning. Our Butler B's encapsulate our belief that all students must exhibit certain dispositions. These are Be Kind, Be Safe, Be Respectful, Be Responsible, Be A Leader.
Awards, Recognition, Accomplishments:	We were awarded the Fresh Fruits and Vegetables Program by the New Jersey Department of Agriculture. The program provides students with the opportunity to experience new food items and encourages healthy food choices. In addition, in the spring School 23 was awarded a Union County Kids Dig-in Grant aimed at promoting grade-based education.

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Courses, Curriculum, Instruction:	Our school adheres to the District curriculum for all grades and subjects. This is aligned to the NJ Student Learning Standards and support best practices for teaching and learning. Through our progressive district initiatives for technology, all students have access to technology within the classroom to support their learning. Students in Gr 3-8 are a part of the 1:1 imitative. Career readiness and College preparation is promoted for all students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All students in Gr 6-8 have access and are encouraged to participate in the sports offered through the District Athletics Department.
Clubs and Activities:	The school counselors facilitated several student groups that promote self-esteem: Girls with Pearls and Young Boys 2 Men. In addition, the counselors coordinated an annual event titled, ' School 23's Got Talents' which showcases students' efforts. Students also have the opportunity to participate in the annual Teen Arts Festival held at Union County College.

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Before and After School Programs:	Our after school program provided opportunities for students in grades 1 through 8 to engage in activities that promoted both literacy and numeracy through STEM. A morning tutorial program was also provided through Title I Funds for students K-8.
Staff and Professional Learning:	Staff have the opportunity to participate in a variety of professional development opportunities through district initiatives throughout the school year. At the school level, ongoing PD is supported via PLCs which cover specific topics in response to school needs.

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Student Supports and Services:	In class support services are provided to School 23 students classified as ELLs and SPED. Such services are provided by certified ESL, Bilingual and SPED teachers for prescribed time frames to support either ELA and / or Math. Student progress is monitored via District benchmarks as well as standardized assessments.
Student Health and Wellness:	All students receive physical activity and health instruction as part of their PE / Health requirement Moreover, health and wellness is promoted via the school's participation in the Fresh Fruits and Vegetables Program. Students have access to nutritious meals each day via the breakfast / lunch program as well as the after school program.
Parent and Community Involvement:	Parental involvement is promoted through PTO participation as well as via school events such as Grandparent's Day, Mother's and Father's Day. Additionally, student scholars and their family members were invited to a year-end Scholars Bowling event. Parent volunteers also support our annual book fairs as well as field trips throughout the year.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers All school stakeholders are surveyed yearly using the tool provided by the New Jersey Department of Education. All surveys are analyzed for trends and the results shared.
Facilities:	The main campus of Nicholas Murray Butler School 23 is a beautiful sun-filled building for teaching and learning as well as enjoying the outdoors. We are one school in two locations: Main (Gr K-2; 5-8) - 631-57 Westminister Ave and Annex (Gr 3 & 4) - 500 N. Broad Street

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School Narrative

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Other Information	Our STEM initiative promotes our students' love for inquiry, foster creativity and further promote critical thinking. Through this effort a team of teachers led the effort via regular planning meetings, chew and chats for professional development and planned activities to promote collaboration for both the faculty as well as the students. As a PBSIS school, we continued to promote positive interactions with students by setting explicit expectations and holding students accountable by consistently acknowledging their efforts during the day.

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Jennifer Campel
Address	700 SECOND AVE ELIZABETH, NJ 07202-3823
Phone Number	908-436-6230
Email Address	campelje@epsnj.org
Website	https://www.epsnj.org/Domain/20

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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	68	91	83
1	91	75	103
2	84	91	73
3	82	82	84
4	85	94	96
5	85	79	93
6	73	78	79
7	95	77	66
8	76	89	72
Total	739	756	749

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	48.8%	46.8%	47.3%
Male	51.2%	53.2%	52.7%
Economically Disadvantaged Students	83.9%	83.6%	80.8%
Students with Disabilities	16.0%	14.7%	15.1%
English Learners	27.1%	26.2%	29.4%
Homeless Students	1.4%	1.9%	1.2%
Students in Foster Care	0.4%	0.9%	0.3%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	5.0%	4.6%	4.4%
Hispanic	78.2%	83.5%	83.6%
Black or African American	16.6%	11.8%	11.9%
Asian	0.1%	0.1%	0.1%
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%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	68	91	83

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	65.2%
English	32.6%
Portuguese	1.6%
Other Languages	0.7%

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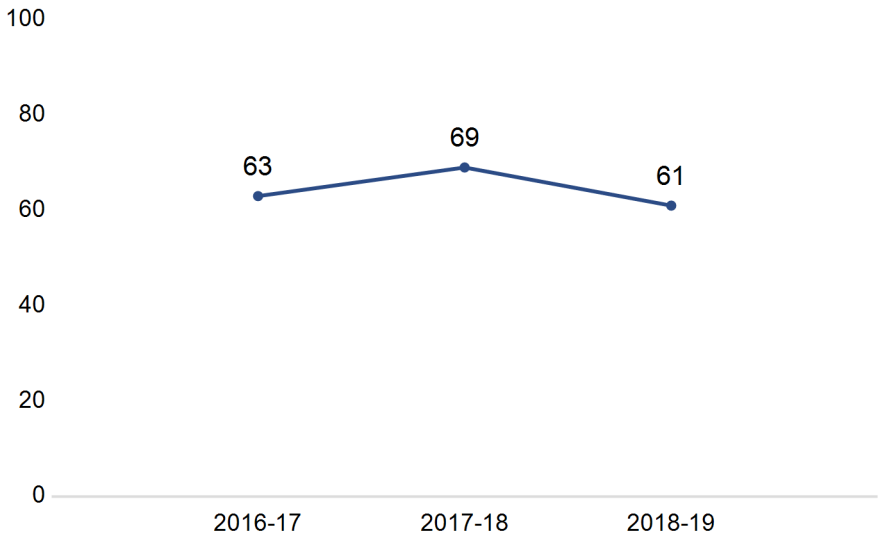
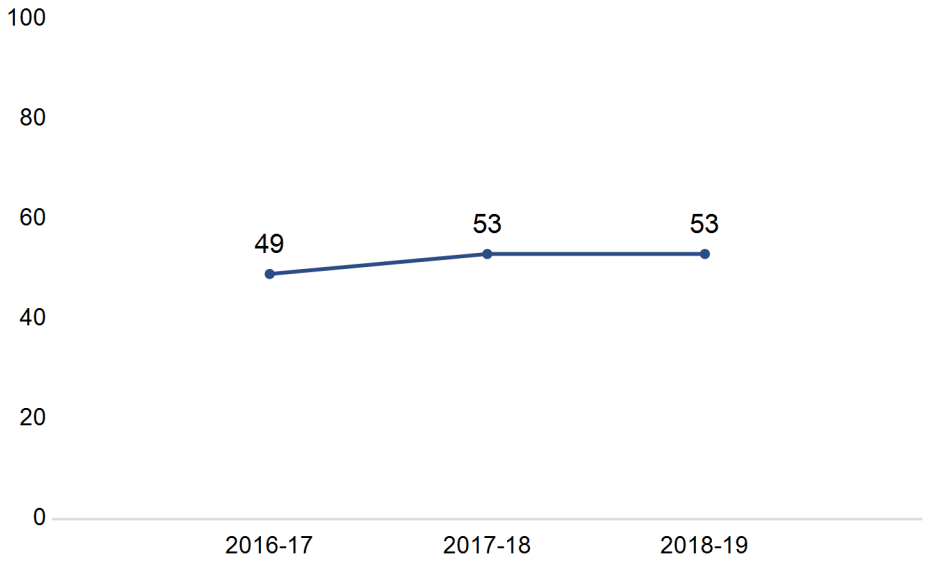
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	69	61	49	53	53
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	61	63	50	Exceeds Standard	53	44	50	Met Standard
White	55.5	63	50	**	40	47.5	52	**
Hispanic	61	63	49	Exceeds Standard	54.5	44	47	Met Standard
Black or African American	61	61	45	Exceeds Standard	46	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	64	64	53	N	52	43	50	N
Male	59.5	61	47	N	53.5	44	51	N
Economically Disadvantaged Students	60	63	48	Exceeds Standard	51	43	46	Met Standard
Students with Disabilities	47	52	43	Met Standard	41	41	45	Met Standard
English Learners	64	65	52	Exceeds Standard	53	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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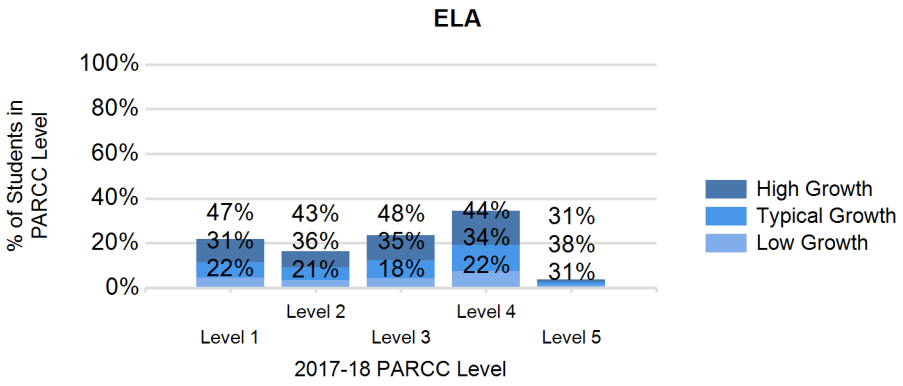
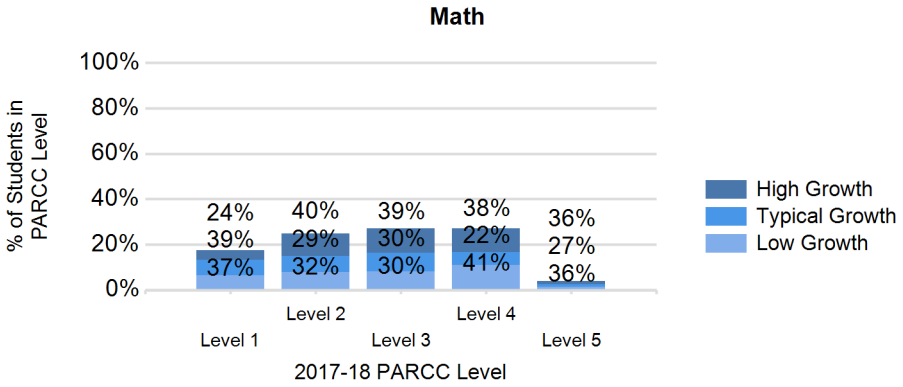
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

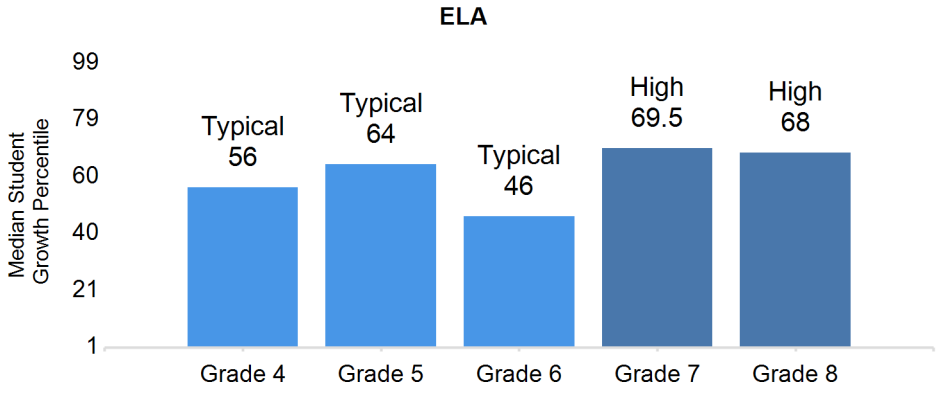
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

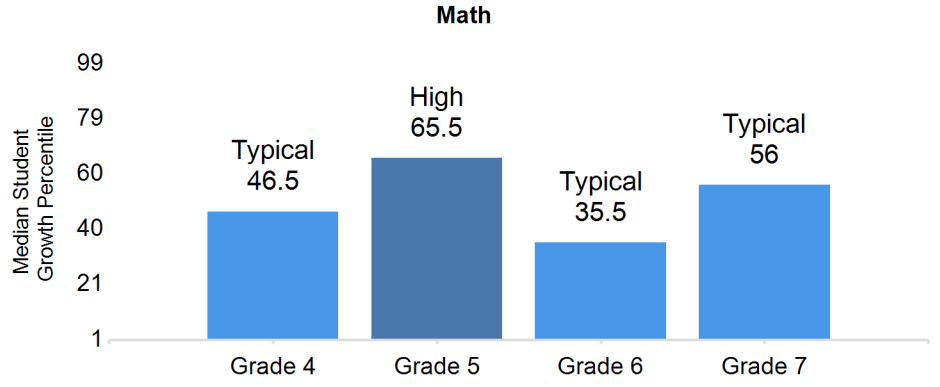




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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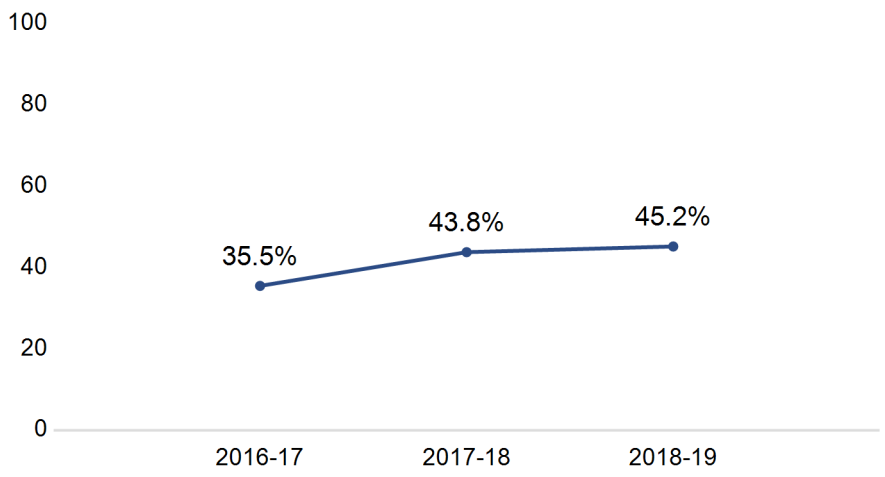
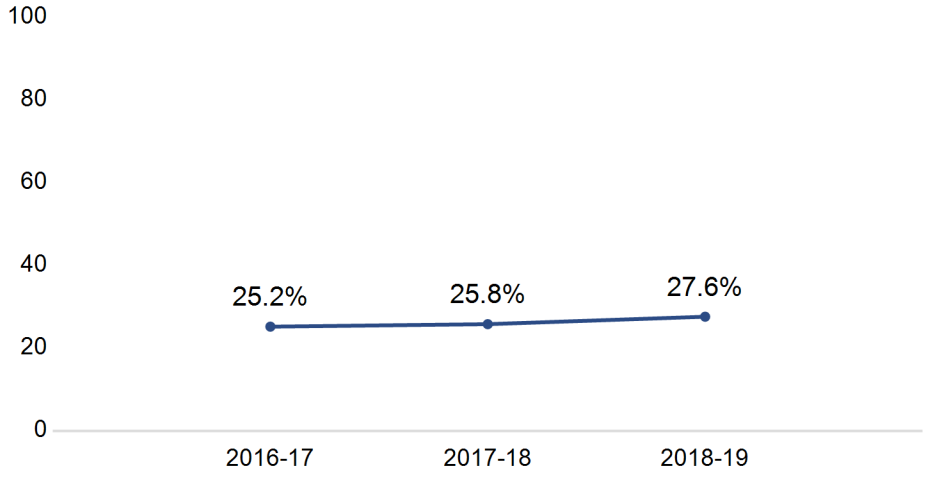
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	99.8%	99.6%	99.8%	99.8%	99.4%
Proficiency Rate for Federal Accountability	35.5%	43.8%	45.2%	25.2%	25.8%	27.6%
Annual Target	36.6%	38.9%	41.2%	32.2%	34.7%	37.2%
Met Annual Target?	Met Target†	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	447	99.6	45.2	52.8	57.9	45.2	41.2	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	376	99.5	44.4	53.5	43.9	44.4	42.5	Met Target
Black or African American	51	100.0	43.1	42.5	38.5	43.1	25.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	212	99.5	50.5	59.1	64.8	50.5		
Male	235	99.6	40.4	46.6	51.3	40.4		
Economically Disadvantaged Students	378	99.7	43.7	50.4	40.0	43.7	40.9	Met Target
Non-Economically Disadvantaged Students	69	98.7	53.6	62.8	67.9	53.6		
Students with Disabilities	70	100.0	11.4	18.8	22.7	11.4	13.8	Met Target†
Students without Disabilities	377	99.5	51.5	57.8	65.1	51.5		
English Learners	181	100.0	33.7	40.3	29.3	33.7	28.1	Met Target
Non-English Learners	266	99.3	53.0	58.3	60.6	53.0		
Homeless Students	11	100.0	27.3	34.3	29.1	27.3		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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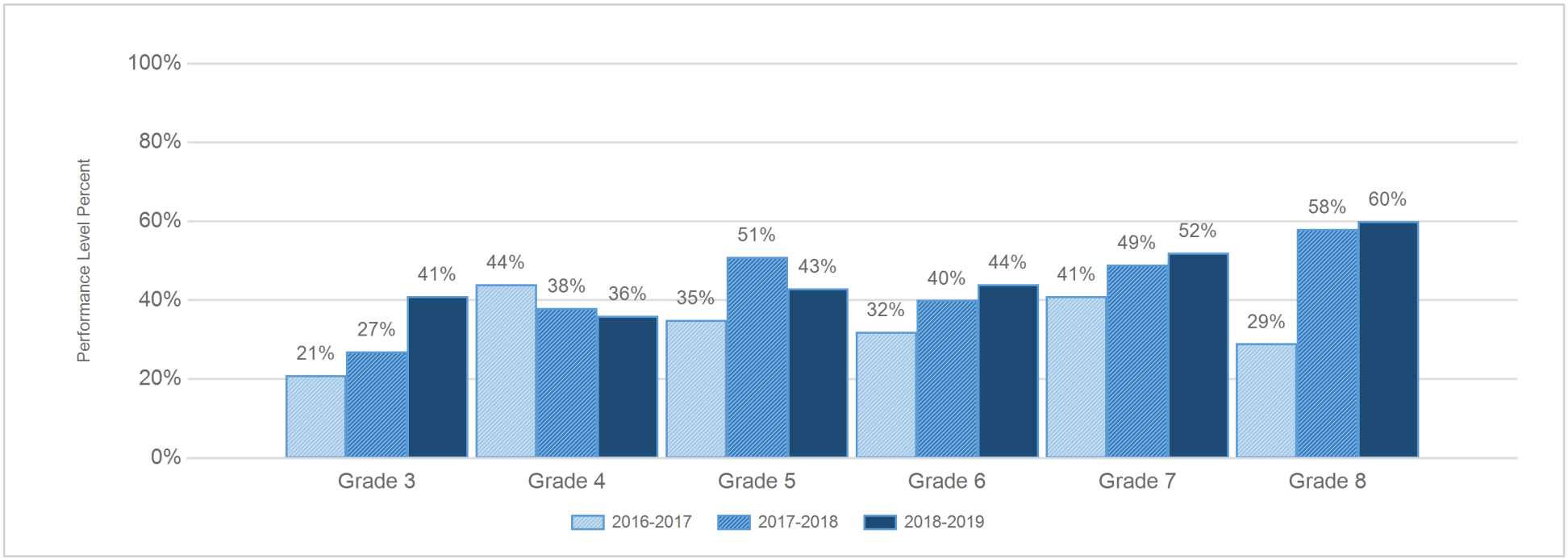
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	736	738	748	25%	14%	21%	*	*	41%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	73	737	738	734	23%	15%	21%	*	*	41%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	41	740	743	753	*	*	*	*	*	46%	55%
Male	40	733	733	743	*	*	*	*	*	35%	46%
Economically Disadvantaged Students	67	733	735	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	14	750	753	759	*	*	*	*	*	50%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	39	729	719	713	26%	*	*	*	*	33%	17%
Non-English Learners	42	744	746	751	24%	*	*	*	*	48%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	741	748	755	13%	19%	32%	*	*	36%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	65	741	748	743	*	20%	35%	*	*	32%	44%
Black or African American	17	740	742	739	*	*	*	*	*	47%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	39	740	753	760	*	*	33%	*	*	38%	62%
Male	46	741	743	750	*	*	30%	*	*	35%	53%
Economically Disadvantaged Students	71	739	745	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	14	750	759	765	*	*	*	*	*	36%	69%
Students with Disabilities	14	716	713	725	*	*	*	*	*	21%	25%
Students without Disabilities	71	746	752	761	*	*	*	*	*	39%	64%
English Learners	26	724	729	720	*	*	*	*	*	12%	17%
Non-English Learners	59	748	754	758	*	*	*	*	*	47%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	741	751	756	18%	12%	27%	*	*	43%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	78	740	751	743	19%	14%	22%	*	*	45%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	39	746	757	761	*	*	28%	*	*	46%	64%
Male	51	736	744	750	*	*	25%	*	*	41%	52%
Economically Disadvantaged Students	79	736	748	740	20%	14%	*	*	*	37%	39%
Non-Economically Disadvantaged Students	11	771	761	766	0%	0%	*	*	*	91%	69%
Students with Disabilities	16	696	713	724	*	*	*	*	*	*	23%
Students without Disabilities	74	750	756	762	*	*	*	*	*	*	65%
English Learners	15	719	722	713	*	*	*	*	*	20%	11%
Non-English Learners	75	745	756	758	*	*	*	*	*	48%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	741	750	754	*	16%	28%	*	*	44%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	52	743	752	743	*	*	33%	*	*	42%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	32	747	757	762	*	*	*	*	*	50%	64%
Male	32	735	744	748	*	*	*	*	*	38%	48%
Economically Disadvantaged Students	49	740	748	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	15	745	758	763	*	*	*	*	*	47%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	67	750	759	761	*	*	19%	27%	25%	52%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	59	754	*	747	*	*	20%	29%	27%	56%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	31	761	765	769	*	*	*	*	*	61%	71%
Male	36	741	753	753	*	*	*	*	*	44%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	10	721	720	720	*	*	*	*	*	20%	22%
Students without Disabilities	57	755	764	769	*	*	*	*	*	58%	71%
English Learners	11	695	713	706	*	*	*	*	*	*	12%
Non-English Learners	56	761	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

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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	65	752	758	762	*	*	18%	*	*	60%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	51	750	758	747	*	*	22%	*	*	57%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	34	749	764	771	*	*	*	*	*	65%	71%
Male	31	756	753	753	*	*	*	*	*	55%	55%
Economically Disadvantaged Students	54	748	756	743	*	*	*	*	*	57%	45%
Non-Economically Disadvantaged Students	11	771	763	772	*	*	*	*	*	73%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	13	714	713	708	*	*	*	*	*	*	12%
Non-English Learners	52	762	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-110)
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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	457	99.4	27.6	27.2	44.5	27.6	37.2	Not Met
White	*	*	*	37.3	54.1	*	**	**
Hispanic	387	99.5	28.7	27.9	28.8	28.7	38.1	Not Met
Black or African American	50	98.1	14.0	17.0	23.0	14.0	23.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	221	99.6	24.9	27.1	44.9	24.9		
Male	236	99.2	30.1	27.3	44.2	30.1		
Economically Disadvantaged Students	382	99.7	26.4	25.4	26.3	26.4	37.3	Not Met
Non-Economically Disadvantaged Students	75	97.9	33.3	34.2	54.9	33.3		
Students with Disabilities	69	98.7	*	10.7	17.4	*	15.6	Not Met
Students without Disabilities	388	99.5	*	29.5	50.0	*		
English Learners	192	100.0	27.6	25.9	25.0	27.6	35.4	Not Met
Non-English Learners	265	98.9	27.5	27.8	46.5	27.5		
Homeless Students	11	100.0	18.2	20.0	17.1	18.2		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-110)
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2018-2019

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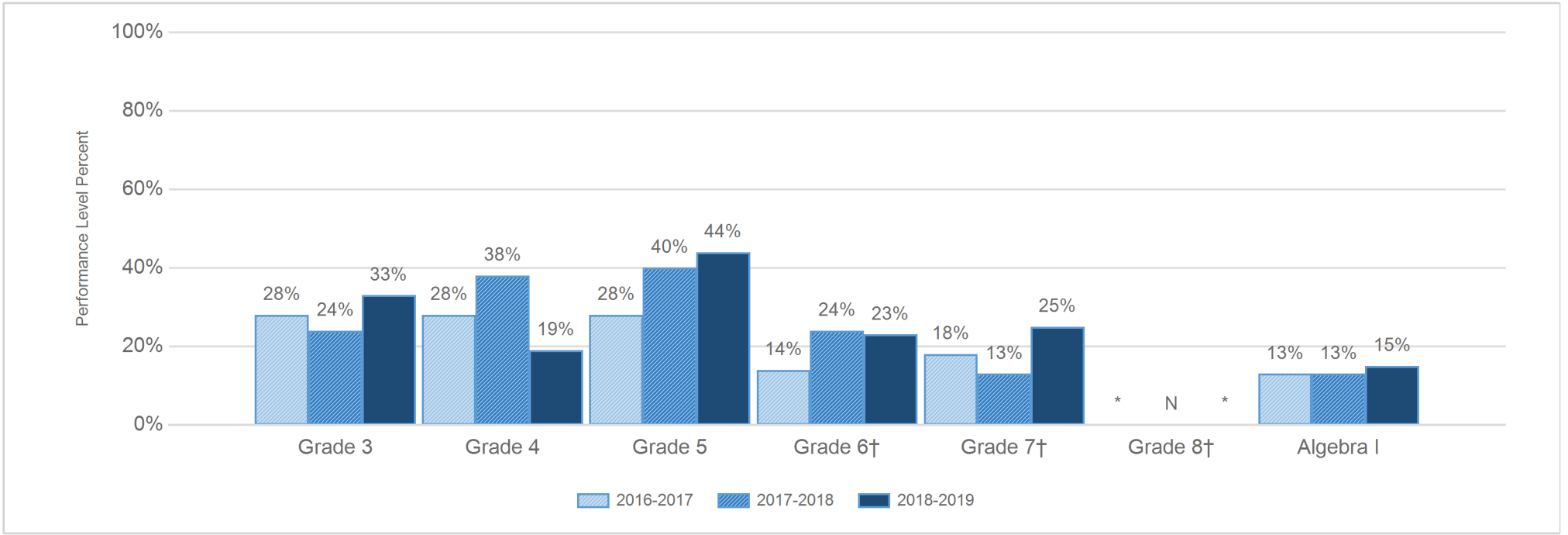
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-110)
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	736	741	752	16%	16%	34%	*	*	33%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	77	737	742	739	18%	13%	34%	*	*	35%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	44	735	743	751	*	*	39%	*	*	30%	54%
Male	41	737	740	752	*	*	29%	*	*	37%	56%
Economically Disadvantaged Students	68	736	740	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	17	735	747	761	*	*	*	*	*	41%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	43	736	735	728	*	*	40%	*	*	33%	26%
Non-English Learners	42	736	744	754	*	*	29%	*	*	33%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	726	737	749	17%	26%	38%	19%	0%	19%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	68	726	738	737	15%	31%	37%	18%	0%	18%	36%
Black or African American	17	723	728	731	*	*	*	*	*	12%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	42	724	737	749	*	26%	40%	*	*	14%	50%
Male	46	728	737	749	*	26%	35%	*	*	24%	52%
Economically Disadvantaged Students	73	727	736	734	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	15	720	741	759	*	*	*	*	*	20%	63%
Students with Disabilities	14	716	713	726	*	*	*	*	*	14%	25%
Students without Disabilities	74	728	740	754	*	*	*	*	*	20%	56%
English Learners	28	722	726	722	*	*	*	*	*	18%	18%
Non-English Learners	60	728	741	751	*	*	*	*	*	20%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	739	738	747	16%	17%	23%	*	*	44%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	82	739	739	735	17%	15%	23%	*	*	45%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	41	746	740	747	*	*	27%	*	*	49%	47%
Male	53	733	737	747	*	*	21%	*	*	40%	47%
Economically Disadvantaged Students	80	735	737	732	19%	20%	*	*	*	39%	27%
Non-Economically Disadvantaged Students	14	761	742	757	0%	0%	*	*	*	71%	59%
Students with Disabilities	16	696	717	725	*	*	*	*	*	*	19%
Students without Disabilities	78	748	741	752	*	*	*	*	*	*	52%
English Learners	19	729	724	718	*	*	*	*	*	47%	12%
Non-English Learners	75	741	741	749	*	*	*	*	*	43%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	724	726	741	20%	35%	23%	23%	0%	23%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	59	726	727	729	19%	36%	20%	25%	0%	25%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	36	726	727	742	*	*	*	*	*	19%	42%
Male	35	723	725	740	*	*	*	*	*	26%	40%
Economically Disadvantaged Students	50	723	725	726	*	*	*	*	*	22%	21%
Non-Economically Disadvantaged Students	21	728	732	750	*	*	*	*	*	24%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	11	707	709	709	*	*	*	*	*	*	*
Non-English Learners	60	728	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	731	728	744	*	33%	29%	*	*	25%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	62	735	*	733	*	32%	31%	*	*	27%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	32	735	728	744	*	34%	*	*	*	22%	42%
Male	37	729	727	743	*	32%	*	*	*	27%	42%
Economically Disadvantaged Students	*	*	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	728	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	14	708	713	716	*	*	*	*	*	*	10%
Non-English Learners	55	737	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	*	*	*	731	*	*	*	*	*	*	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	720	730	744	15%	51%	19%	15%	0%	15%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	54	720	731	728	*	54%	24%	*	*	11%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	35	719	730	745	*	*	*	*	*	*	44%
Male	33	721	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	55	720	729	727	*	*	*	*	*	15%	23%
Non-Economically Disadvantaged Students	13	717	733	752	*	*	*	*	*	15%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	17	709	712	710	*	*	*	*	*	*	*
Non-English Learners	51	723	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	37.5%	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	72	*	*
3-4	89	*	*
5 or more	57	87.7%	12.3%

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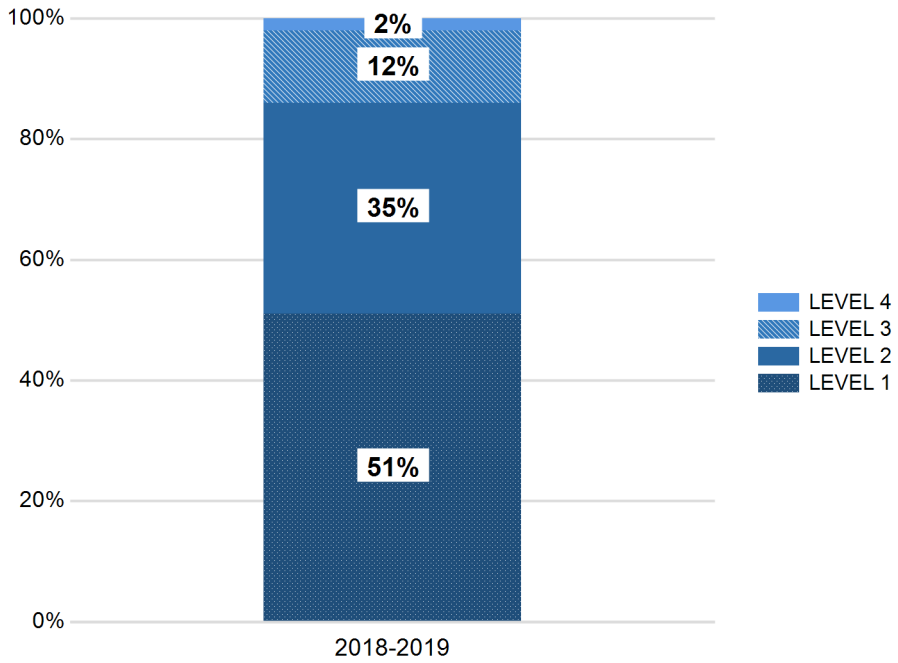
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	35	12	2
White	*	*	*	*
Hispanic	48	37	12	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	39	10	5
Male	55	32	13	0
Economically Disadvantaged Students	58	29	11	3
Non-Economically Disadvantaged Students	14	71	14	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	67	28	6	0
Non-English Learners	47	37	13	3
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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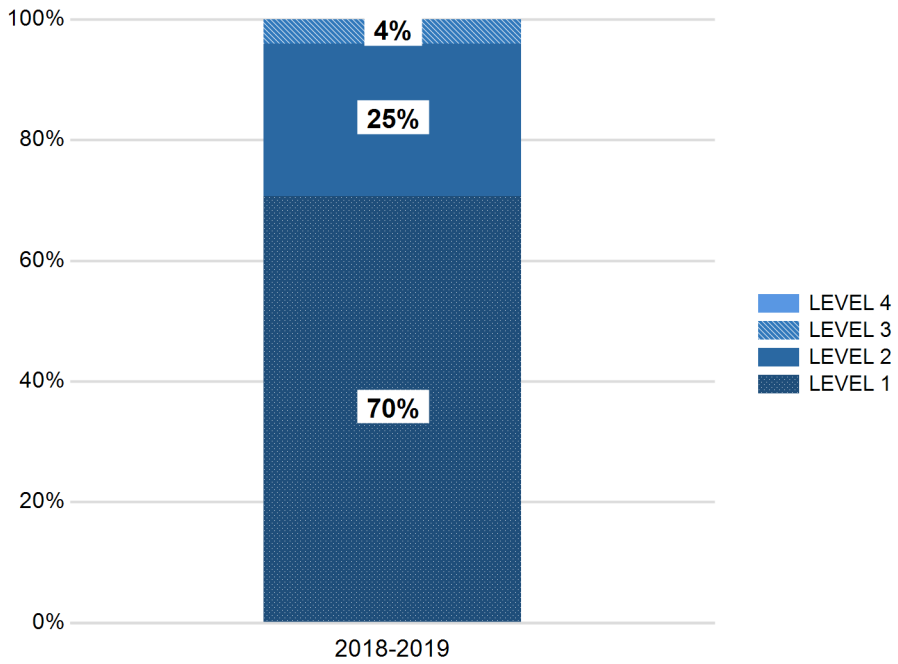
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	25	4	0
White	*	*	*	*
Hispanic	72	26	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	26	3	0
Male	69	25	6	0
Economically Disadvantaged Students	69	28	4	0
Non-Economically Disadvantaged Students	77	15	8	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	81	19	0	0
Non-English Learners	67	27	6	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	79
7	0	0	66
8	72	0	0
Total	72	0	145

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	78	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	144	0	0	0	0	0	0

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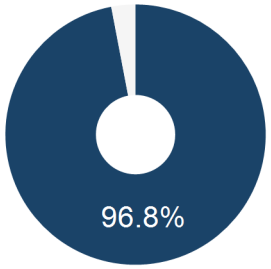
Visual and Performing Arts – Course Participation

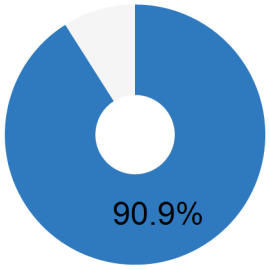
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

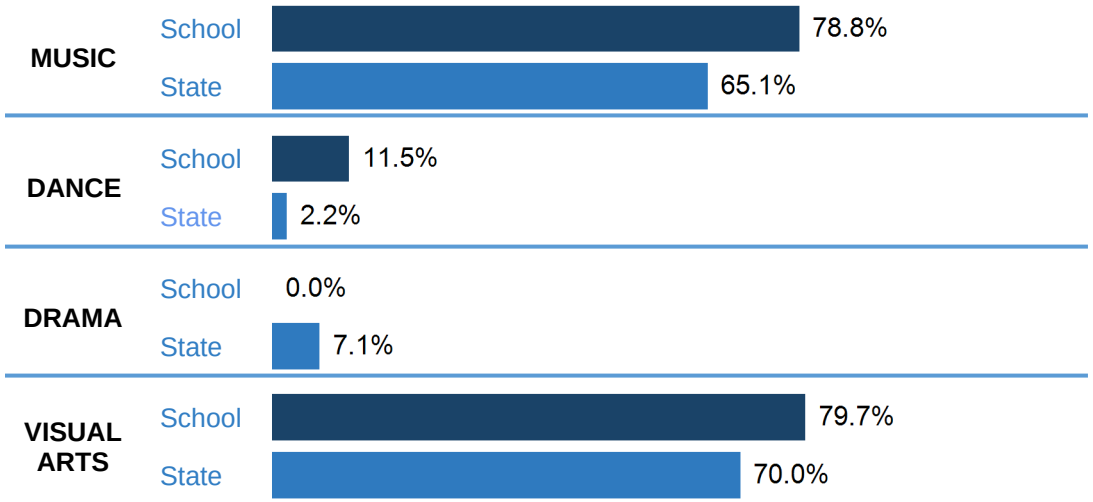


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

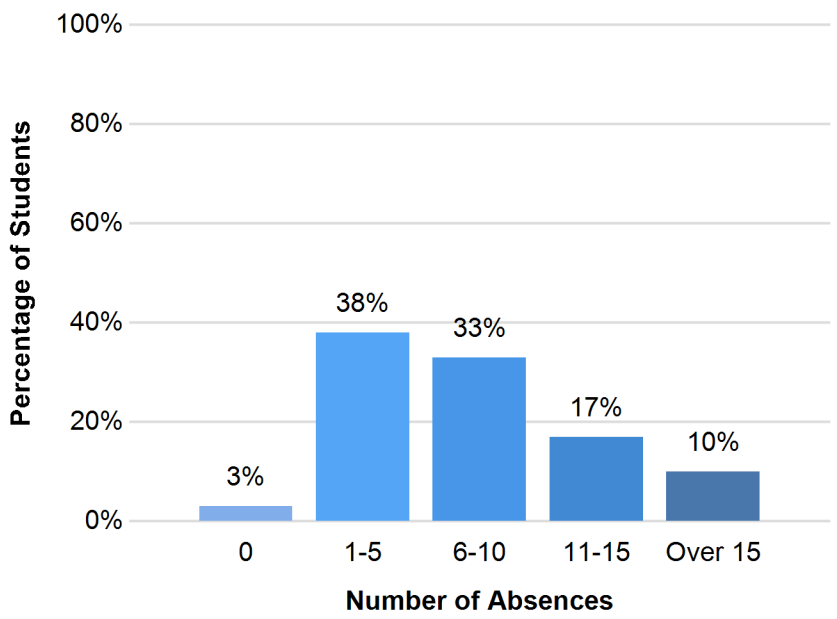
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	9.1	9.0	Not Met
White	*	*	9.0	Met
Hispanic	49	7.6	9.0	Met
Black or African American	18	20.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	31	8.6		
Male	38	9.5		
Economically Disadvantaged Students	52	8.5	9.0	Met
Students with Disabilities	21	18.6	9.0	Not Met
English Learners	15	6.5	9.0	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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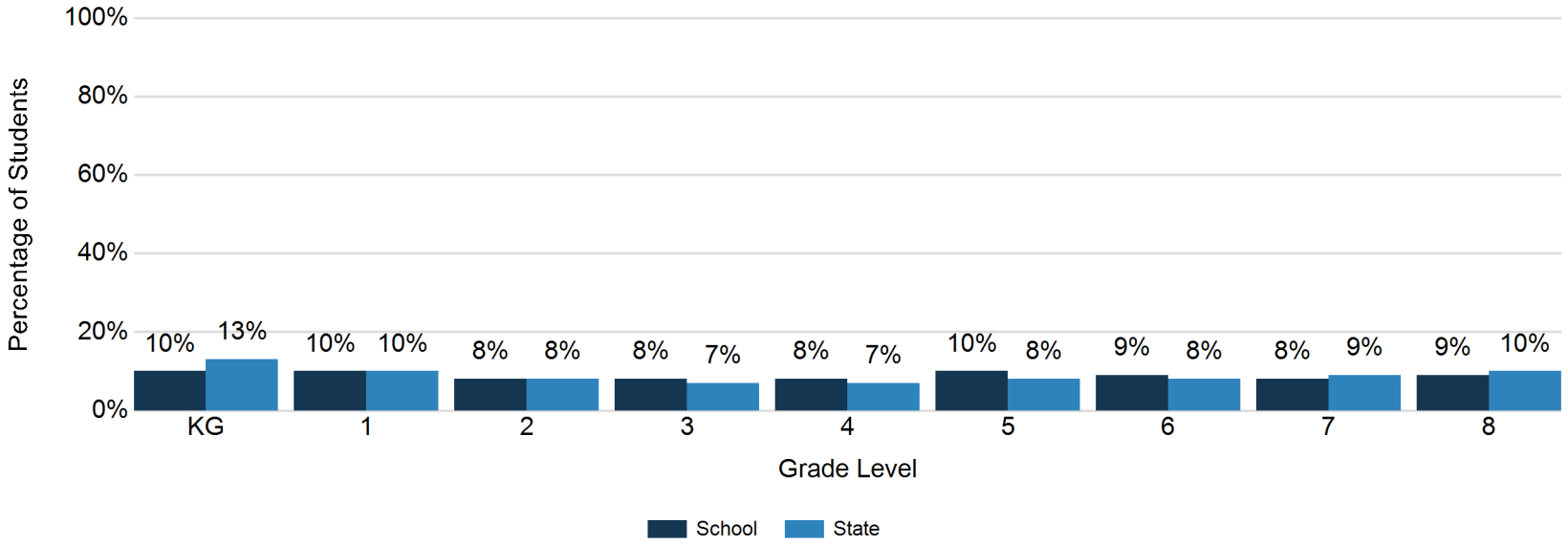
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	6
Weapons	4
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	2.14

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	4
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	2	3
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	5	4	9
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	10	1.3%
Any Suspension	10	1.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
35

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	75.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	375:1	297:1
Teachers to Administrators	27:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.3%	88.7%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	11.3%	0.0%	51.6%	22.9%	45.1%
White	4.4%	58.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	83.6%	30.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.9%	11.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Nicholas S. Lacorte-Peterstown School No. 3
(39-1320-110)
Grades Offered: KG-08
2018-2019

Report Key:
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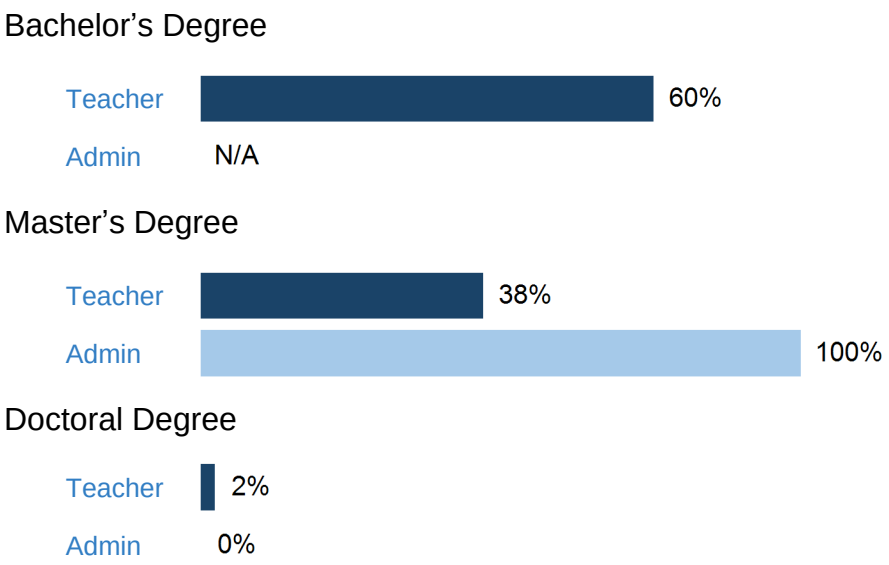
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.5%	43.8%	45.2%
Math Proficiency	25.2%	25.8%	27.6%
ELA Growth	63	69	61
Math Growth	49	53	53
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		40.6%	37.5%
Chronic Absenteeism	12.7%	10.1%	9.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• 2016 State School of Character and 2019 National School of Character • Advancement Via Individual Determination (AVID) • New Classrooms Teach To One Math
Mission, Vision, Theme:	We are committed to promoting a love of school and lifelong learning by developing self-discipline, working cooperatively, decision-making and problem-solving skills, appreciation of individual differences, and respect for the environment. We are dedicated to developing the child by providing authentic experiences that encourage risk-taking, utilizing technology, adapting to different learning styles, and reinforcing democratic values to foster responsible citizens for the ever-changing world.
Awards, Recognition, Accomplishments:	Nicholas S. Lacorte is recognized as a 2016 State School of Character. This school will hold the award for three years. We have also been awarded by the New Jersey Department of Agriculture the Fresh Fruits and Vegetable Program. This program affords our students the opportunity to try fruits and vegetables fostering an understanding about healthy eating.

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Courses, Curriculum, Instruction:	Our school follows the district's curriculum and pacing guide for all subject areas. Students in grades K-3 utilize Reading Street and grades 4-8 follow the LEADS Model. Students in grades K-5 utilize Everyday Mathematics while students in grades 6-8 are participating in a 1:1 personalized learning program, Teach to One. Our science curriculum is a hands-on approach that integrates the Next Generation Science Standards at all grade levels through the Foss Program.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Students are provided with a variety of clubs and activities during the school day. Clubs and activities include: National Junior Honor Society, student council, chorus, instrumental band, Little Kids Rock, annual science fair, fine and performing arts electives, WE Schools, service learning projects, Play 60, AVID (Advancement Via Individual Determination), HISPA (Hispanics Inspiring Students' Performance and Achievement), and JA Biz Town (Junior Achievement of New Jersey).

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Before and After School Programs:	Nicholas S. LaCorte offers an After School Enrichment program that include activities in literacy, mathematics, art, music, drama, physical education and technology. The after school program is open to all students in grades 1 through 8. Morning tutoring is also offered through Title I Funds .
Staff and Professional Learning:	"To establish a solid professional learning community, staff development remains a strong focus in our school. Team members constantly enhance their understanding of successful teaching practices by actively participating in professional development that target research based instructional methods and strategies. Our Instructional Leadership Team/ScIP solicits input from team members, parents and community members which together help to facilitate the school's operational plan. "

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Student Supports and Services:	Students and parents have access to a guidance counselor and a social worker, both of whom serve on the school's Crisis Intervention Team as well as the Response to Intervention Team. Each provides services and incentives inside and outside of the classroom to the school community and our parents. Students are provided with academic support through reading interventionists, ESL and bilingual support staff, special education resource teachers, and a full time child study team on site.
Student Health and Wellness:	All students are offered breakfast and lunch daily. Through the USDA Fresh Fruits and Vegetables Grant, students are given fresh fruits and vegetables three times a week. Students are provided with healthy eating tips and an agricultural lesson associated with the fruit or vegetable of the day. Students participate in outside recess on a daily basis weather permitting.
Parent and Community Involvement:	We acknowledge the important connection between the school and the home. Parents are encouraged and welcome to take an active role in their children's education. It is our school's goal to have more parental involvement within our school and PTO. Parent workshops are created based on the needs of our students and their families' academic, health, and family resource needs. Parents have 24/7 access to PowerSchool's Parent Portal to monitor and access student academic progress.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Team members, parents and students are all provided with a school climate survey on a yearly basis. The survey is modeled from the survey found on the New Jersey Department of Education. All surveys are analyzed and results are shared with all stakeholders.
Facilities:	Nicholas S. LaCorte Peterstown School No. 3 opened in 1983. Our building is a beautifully constructed, handicap accessible, air conditioned facility that is an active and vibrant place where children are challenged to learn and grow.

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Other Information	"We recognize the importance of Character Education and have established four core values: Teamwork, Trustworthiness, Acceptance, and Effort. We have implemented a “Social Skills” program that recognizes students who are demonstrating positive behaviors both in school and the community. Students receive certificates explaining their positive action. At the end of the month students are given an incentive to reward their positive efforts. All students complete the Stand Up and Say No/Bully-Buster Curriculum: Six Essential Lessons for grades K through 12 in September as well as Conflict Resolution and Peer Mediation. Students also have the opportunity to participate in service learning projects at every grade level. School No. 3 is also a one-to-one school. All Students in grades 2 through 8 have an HP 11G2 touch laptop. All students have access to Microsoft Office 365 Production Suite which includes professional applications such as Word, PowerPoint, Excel, Publisher, One Drive, Sway. Team members have the flexibility to go paperless with two learning management systems Blackboard Learn and Microsoft Teams. In closing, we value the educational process, partnering with parents, and believe in its ability to empower and prepare our children to assume their roles as contributing members of society. Moreover, we hold with great resolve the district's promise …to provide an innovative and personalized learning environment that ensures that every child achieves excellence. "

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Oscar Crespo
Address	860 CROSS AVE ELIZABETH, NJ 07208-3547
Phone Number	908-436-6000
Email Address	crespoos@epsnj.org
Website	https://www.epsnj.org/Domain/30
Facebook	https://www.facebook.com/RobertMorrisSchool

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
KG	71	70	72
1	81	76	68
2	66	74	74
3	69	69	61
4	54	74	71
5	59	56	75
6	48	60	55
7	54	50	60
8	58	57	53
Total	560	586	589

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	52.7%	50.3%	50.3%
Male	47.3%	49.7%	49.7%
Economically Disadvantaged Students	77.0%	78.5%	75.0%
Students with Disabilities	8.4%	7.5%	8.5%
English Learners	20.7%	23.7%	23.8%
Homeless Students	0.9%	1.2%	1.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.8%	14.0%	12.6%
Hispanic	69.5%	70.6%	71.5%
Black or African American	15.2%	14.8%	15.1%
Asian	0.5%	0.5%	0.8%
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%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	71	70	72

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	48.9%
English	36.7%
Portuguese	9.2%
Haitian	1.7%
Arabic	1.4%
Other Languages	2.2%

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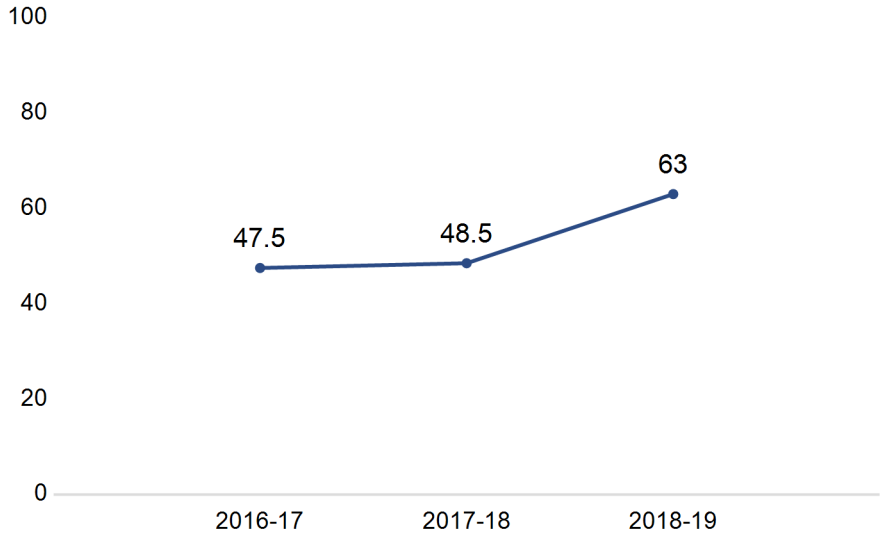
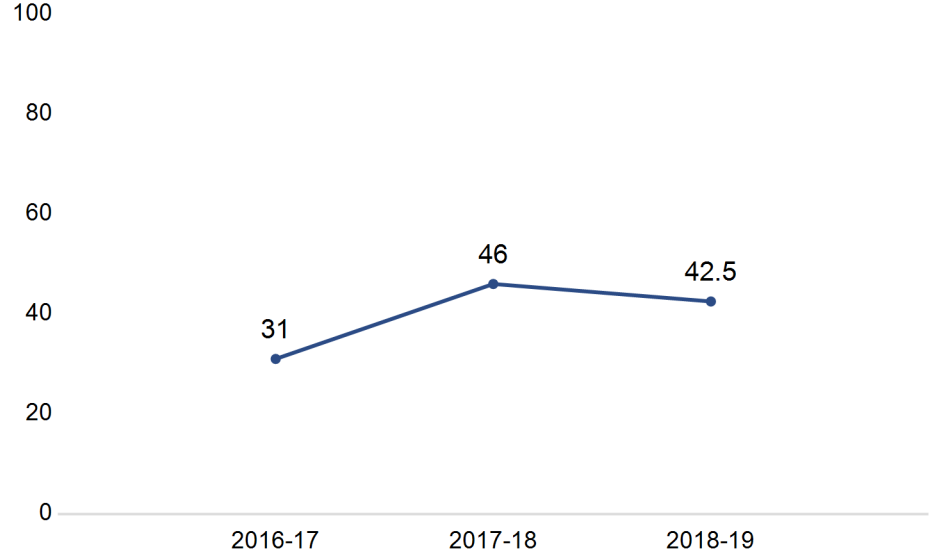
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	48.5	63	31	46	42.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
Grades Offered: KG-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	63	63	50	Exceeds Standard	42.5	44	50	Met Standard
White	63	63	50	Exceeds Standard	46	47.5	52	Met Standard
Hispanic	65	63	49	Exceeds Standard	37	44	47	Not Met
Black or African American	56	61	45	Met Standard	49	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	63	64	53	N	46.5	43	50	N
Male	65	61	47	N	36.5	44	51	N
Economically Disadvantaged Students	63	63	48	Exceeds Standard	42	43	46	Met Standard
Students with Disabilities	49	52	43	Met Standard	48	41	45	Met Standard
English Learners	67	65	52	Exceeds Standard	37	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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2018-2019

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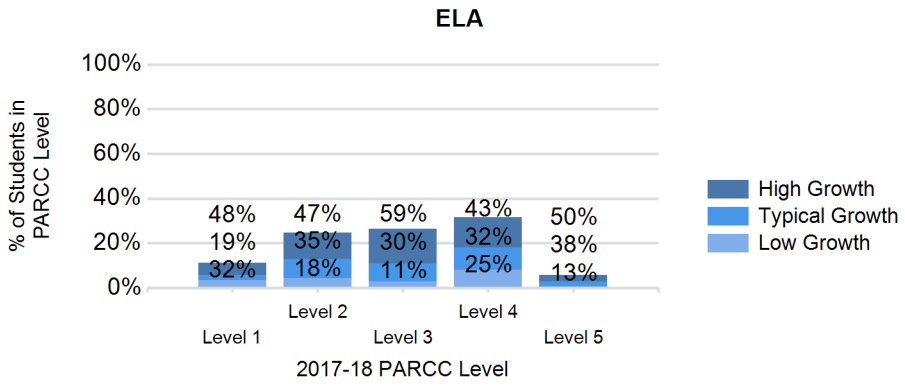
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

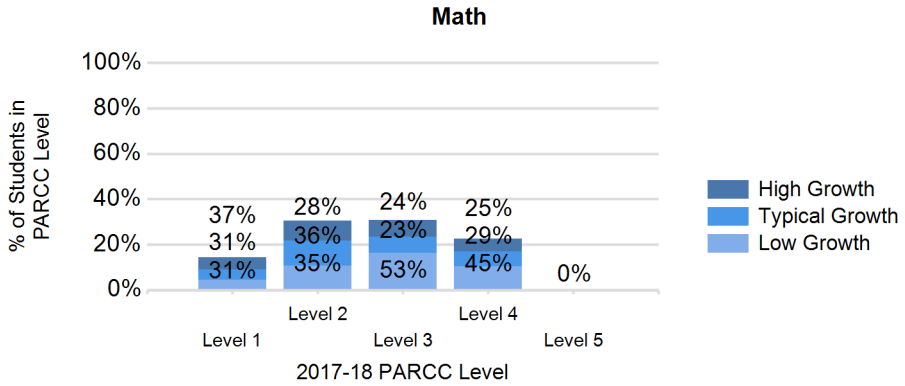
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

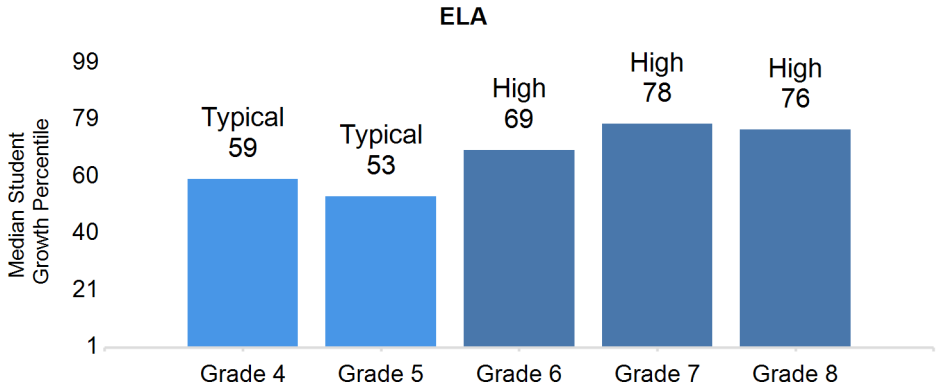
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

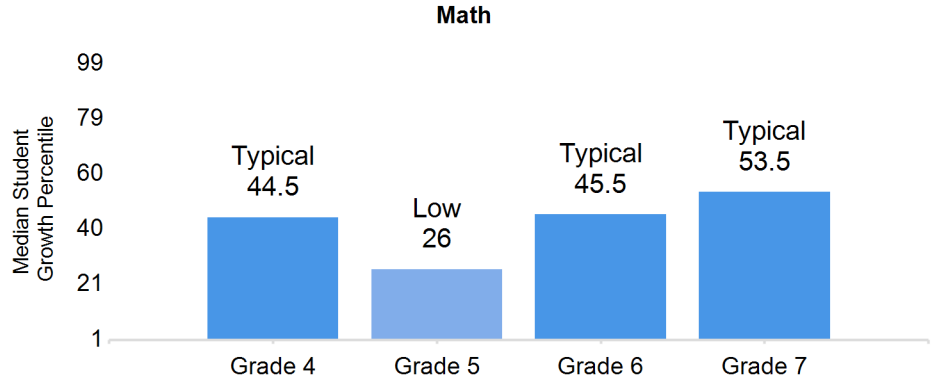




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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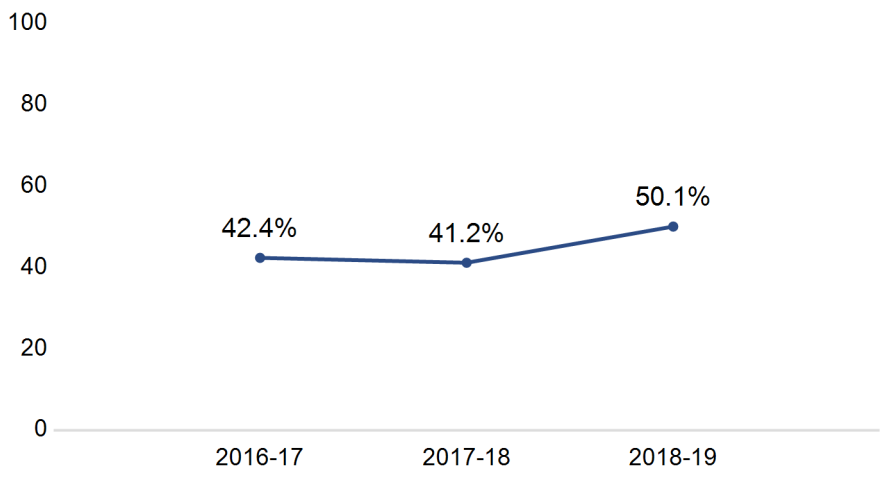
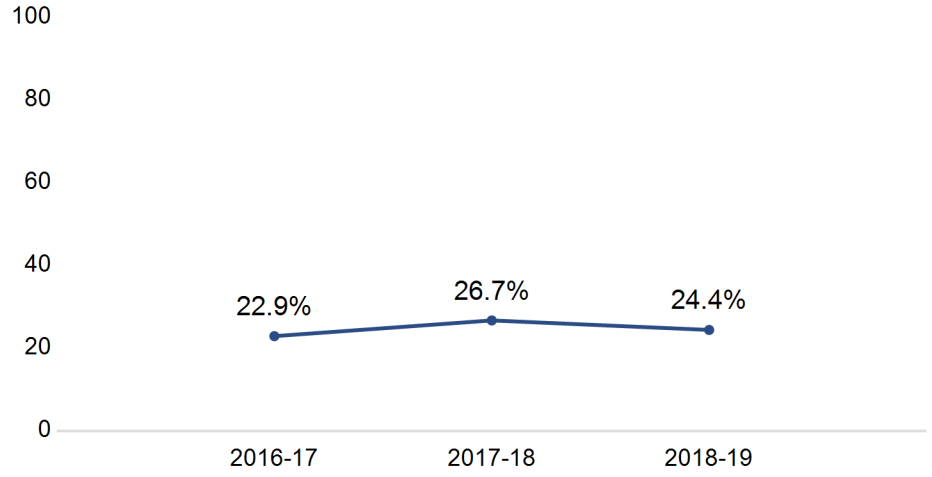
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.1%	99.5%	99.2%	96.1%	99.5%	99.0%
Proficiency Rate for Federal Accountability	42.4%	41.2%	50.1%	22.9%	26.7%	24.4%
Annual Target	47.4%	49.1%	50.8%	29.1%	31.8%	34.4%
Met Annual Target?	Not Met	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	361	99.2	50.1	52.8	57.9	50.1	50.8	Met Target†
White	*	*	*	63.5	66.9	*	59.3	Not Met
Hispanic	255	98.9	49.8	53.5	43.9	49.8	51.4	Met Target†
Black or African American	58	100.0	53.4	42.5	38.5	53.4	41.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	188	99.5	55.9	59.1	64.8	55.9		
Male	173	98.9	43.9	46.6	51.3	43.9		
Economically Disadvantaged Students	278	99.3	49.6	50.4	40.0	49.6	49.6	Met Target
Non-Economically Disadvantaged Students	83	98.9	51.8	62.8	67.9	51.8		
Students with Disabilities	47	100.0	19.1	18.8	22.7	19.1	22.2	Met Target†
Students without Disabilities	314	99.1	54.8	57.8	65.1	54.8		
English Learners	131	100.0	40.5	40.3	29.3	40.5	39.9	Met Target
Non-English Learners	230	98.8	55.7	58.3	60.6	55.7		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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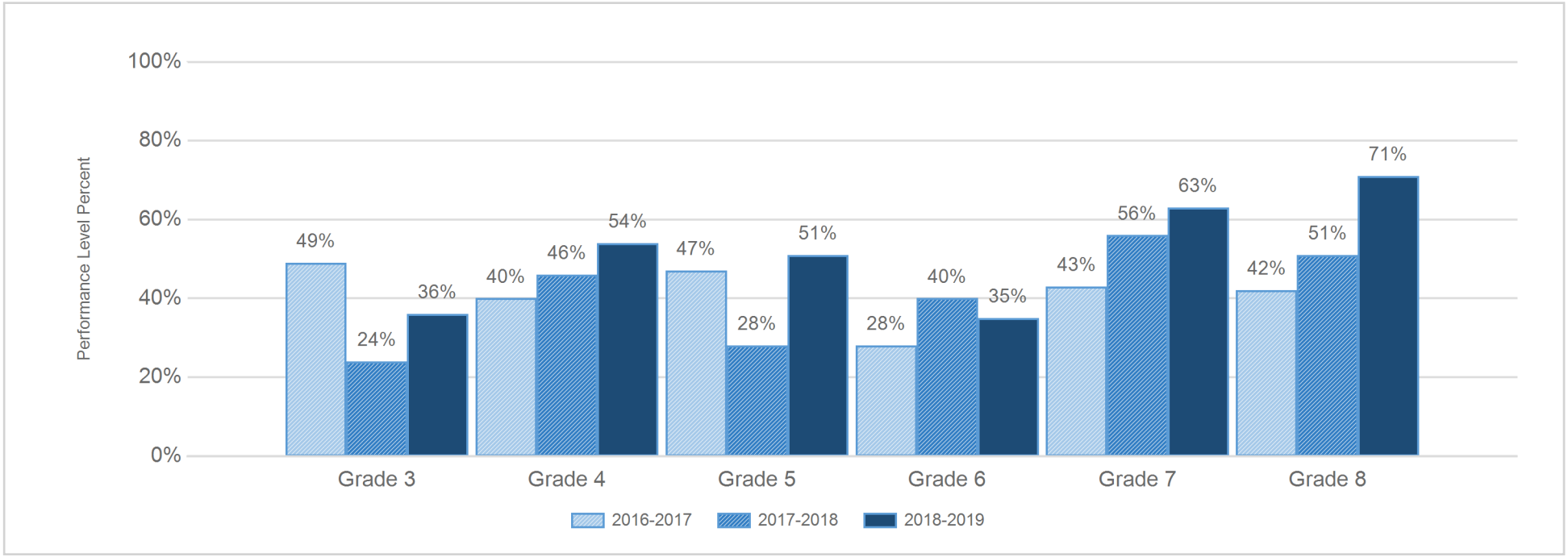
English Language Arts Assessment - Performance Trends

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
Schoolwide	59	733	738	748	27%	*	22%	*	*	36%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	43	734	738	734	23%	*	23%	*	*	35%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	26	740	743	753	*	*	*	*	*	42%	55%
Male	33	728	733	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	15	701	719	713	*	*	*	*	*	*	17%
Non-English Learners	44	744	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	744	748	755	*	*	23%	*	*	54%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	47	744	748	743	*	*	21%	*	*	53%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	34	750	753	760	*	*	*	*	*	65%	62%
Male	37	739	743	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	54	740	745	740	*	*	*	*	*	48%	40%
Non-Economically Disadvantaged Students	17	756	759	765	*	*	*	*	*	71%	69%
Students with Disabilities	12	718	713	725	*	*	*	*	*	17%	25%
Students without Disabilities	59	749	752	761	*	*	*	*	*	61%	64%
English Learners	13	736	729	720	*	*	*	*	*	46%	17%
Non-English Learners	58	746	754	758	*	*	*	*	*	55%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	742	751	756	*	16%	23%	*	*	51%	58%
White	13	727	757	764	*	*	*	*	*	31%	68%
Hispanic	55	747	751	743	*	*	25%	*	*	55%	44%
Black or African American	*	*	741	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	*	762	N	N	N	N	N	N	65%
Female	40	750	757	761	*	*	*	*	*	58%	64%
Male	35	733	744	750	*	*	*	*	*	43%	52%
Economically Disadvantaged Students	61	740	748	740	*	*	*	*	*	51%	39%
Non-Economically Disadvantaged Students	14	751	761	766	*	*	*	*	*	50%	69%
Students with Disabilities	12	709	713	724	*	*	*	*	*	17%	23%
Students without Disabilities	63	749	756	762	*	*	*	*	*	57%	65%
English Learners	18	713	722	713	*	*	*	*	*	11%	11%
Non-English Learners	57	752	756	758	*	*	*	*	*	63%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	736	750	754	*	20%	31%	*	*	35%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	37	738	752	743	*	*	27%	*	*	38%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	31	743	757	762	*	*	*	*	*	48%	64%
Male	24	726	744	748	*	*	*	*	*	17%	48%
Economically Disadvantaged Students	37	739	748	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	18	729	758	763	*	*	*	*	*	28%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	10	715	717	710	*	*	*	*	*	10%	*
Non-English Learners	45	740	755	756	*	*	*	*	*	40%	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	757	759	761	*	*	20%	38%	25%	63%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	41	752	*	747	*	*	27%	*	*	54%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	32	758	765	769	*	*	*	*	*	59%	71%
Male	28	757	753	753	*	*	*	*	*	68%	55%
Economically Disadvantaged Students	41	762	756	743	*	*	*	*	*	63%	45%
Non-Economically Disadvantaged Students	19	748	768	771	*	*	*	*	*	63%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	10	715	713	706	*	*	*	*	*	10%	12%
Non-English Learners	50	766	765	763	*	*	*	*	*	74%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
Grades Offered: KG-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	51	766	758	762	*	*	20%	51%	20%	71%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	41	764	758	747	*	*	*	*	*	68%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	28	769	764	771	*	*	*	*	*	68%	71%
Male	23	762	753	753	*	*	*	*	*	74%	55%
Economically Disadvantaged Students	41	767	756	743	*	*	*	*	*	73%	45%
Non-Economically Disadvantaged Students	10	761	763	772	*	*	*	*	*	60%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
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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	365	99.0	24.4	27.2	44.5	24.4	34.4	Not Met
White	*	*	*	37.3	54.1	*	42.7	Met Target†
Hispanic	257	98.6	24.9	27.9	28.8	24.9	34	Not Met
Black or African American	59	100.0	13.6	17.0	23.0	13.6	28.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	191	99.5	27.2	27.1	44.9	27.2		
Male	174	98.4	21.3	27.3	44.2	21.3		
Economically Disadvantaged Students	279	99.0	25.4	25.4	26.3	25.4	33.9	Not Met
Non-Economically Disadvantaged Students	86	99.0	20.9	34.2	54.9	20.9		
Students with Disabilities	47	100.0	*	10.7	17.4	*	18.9	Not Met
Students without Disabilities	318	98.8	*	29.5	50.0	*		
English Learners	135	100.0	23.7	25.9	25.0	23.7	29.5	Met Target†
Non-English Learners	230	98.4	24.8	27.8	46.5	24.8		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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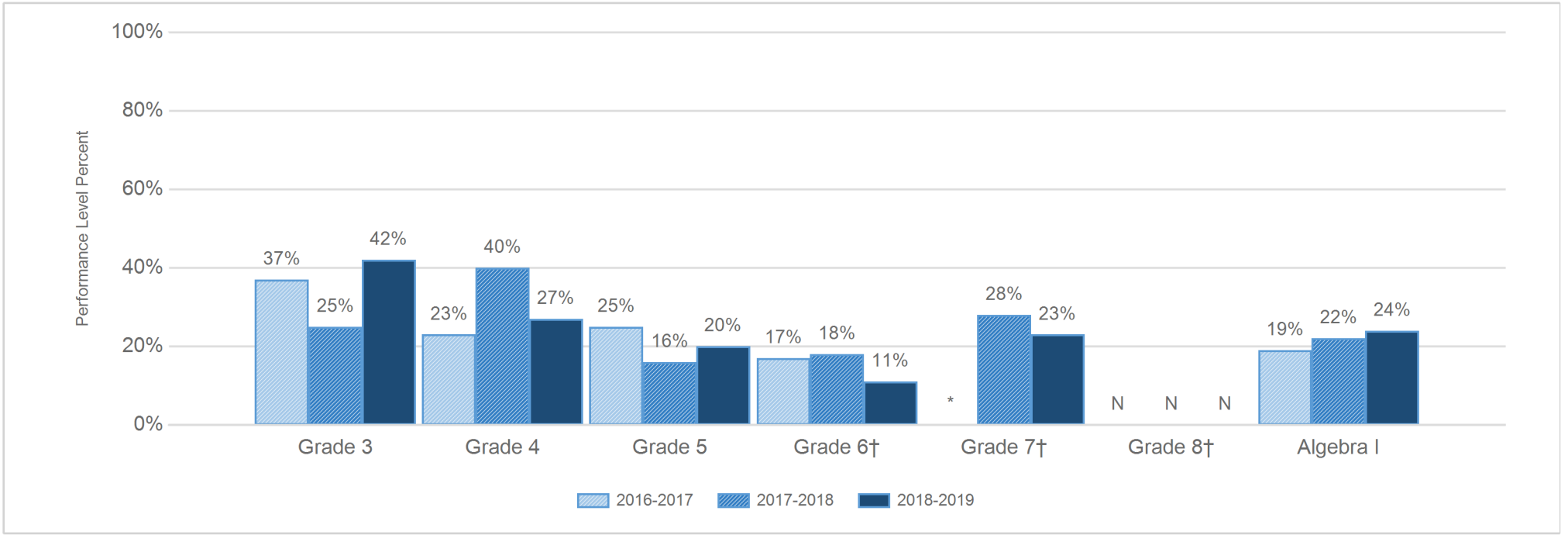
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	742	741	752	*	22%	28%	*	*	42%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	44	741	742	739	*	25%	32%	*	*	39%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	26	744	743	751	*	*	*	*	*	42%	54%
Male	34	741	740	752	*	*	*	*	*	41%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	16	732	735	728	*	*	*	*	*	25%	26%
Non-English Learners	44	746	744	754	*	*	*	*	*	48%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	728	737	749	14%	29%	30%	27%	0%	27%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	48	729	738	737	*	29%	*	29%	0%	29%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	733	737	749	*	*	*	*	*	31%	50%
Male	37	723	737	749	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	53	727	736	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	20	731	741	759	*	*	*	*	*	25%	63%
Students with Disabilities	12	715	713	726	*	*	*	*	*	*	25%
Students without Disabilities	61	731	740	754	*	*	*	*	*	*	56%
English Learners	16	724	726	722	*	*	*	*	*	25%	18%
Non-English Learners	57	729	741	751	*	*	*	*	*	28%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-210)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	730	738	747	*	46%	28%	*	*	20%	47%
White	13	724	744	755	*	*	*	*	*	15%	58%
Hispanic	56	732	739	735	*	43%	29%	*	*	23%	30%
Black or African American	*	*	728	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	*	753	N	N	N	N	N	N	55%
Female	40	734	740	747	*	35%	*	*	*	25%	47%
Male	36	725	737	747	*	58%	*	*	*	14%	47%
Economically Disadvantaged Students	62	730	737	732	*	*	*	*	*	21%	27%
Non-Economically Disadvantaged Students	14	729	742	757	*	*	*	*	*	14%	59%
Students with Disabilities	12	717	717	725	*	*	*	*	*	*	19%
Students without Disabilities	64	732	741	752	*	*	*	*	*	*	52%
English Learners	19	726	724	718	*	*	*	*	*	16%	12%
Non-English Learners	57	731	741	749	*	*	*	*	*	21%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	714	726	741	22%	55%	*	*	*	11%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	37	715	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	31	722	727	742	*	*	*	*	*	*	42%
Male	24	703	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	37	714	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	18	713	732	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	10	701	709	709	*	*	*	*	*	*	*
Non-English Learners	45	717	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	728	728	744	*	45%	*	*	*	23%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	41	729	*	733	*	39%	*	27%	0%	27%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	32	727	728	744	*	44%	*	*	*	22%	42%
Male	28	730	727	743	*	46%	*	*	*	25%	42%
Economically Disadvantaged Students	41	730	727	731	*	*	*	*	*	27%	24%
Non-Economically Disadvantaged Students	19	724	728	751	*	*	*	*	*	16%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	10	715	713	716	*	*	*	*	*	10%	10%
Non-English Learners	50	731	730	745	*	*	*	*	*	26%	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	730	730	744	*	33%	28%	*	*	24%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	43	728	731	728	*	35%	*	26%	0%	26%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	29	733	730	745	*	*	*	*	*	31%	44%
Male	25	726	731	743	*	*	*	*	*	16%	41%
Economically Disadvantaged Students	41	731	729	727	*	*	*	*	*	27%	23%
Non-Economically Disadvantaged Students	13	725	733	752	*	*	*	*	*	15%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	10	709	712	710	*	*	*	*	*	10%	*
Non-English Learners	44	734	733	745	*	*	*	*	*	27%	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
Grades Offered: KG-08
2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.3%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	56	*	*
3-4	65	86.2%	13.8%
5 or more	23	73.9%	26.1%

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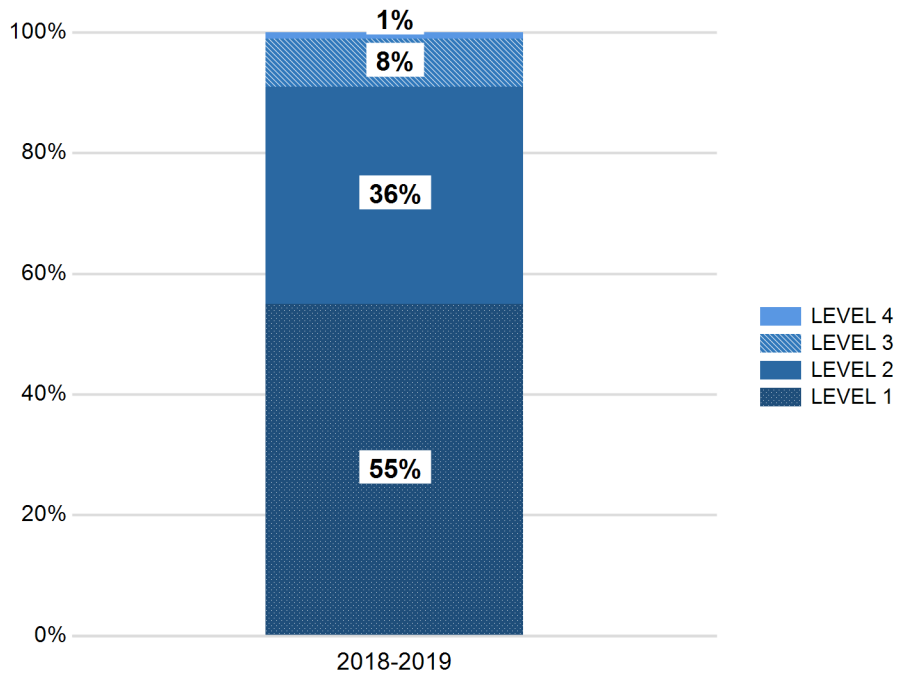
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	55	36	8	1
White	77	15	8	0
Hispanic	49	40	9	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	50	38	10	3
Male	59	35	5	0
Economically Disadvantaged Students	56	35	6	2
Non-Economically Disadvantaged Students	47	40	13	0
Students with Disabilities	77	15	8	0
Students without Disabilities	50	41	8	2
English Learners	74	26	0	0
Non-English Learners	48	40	10	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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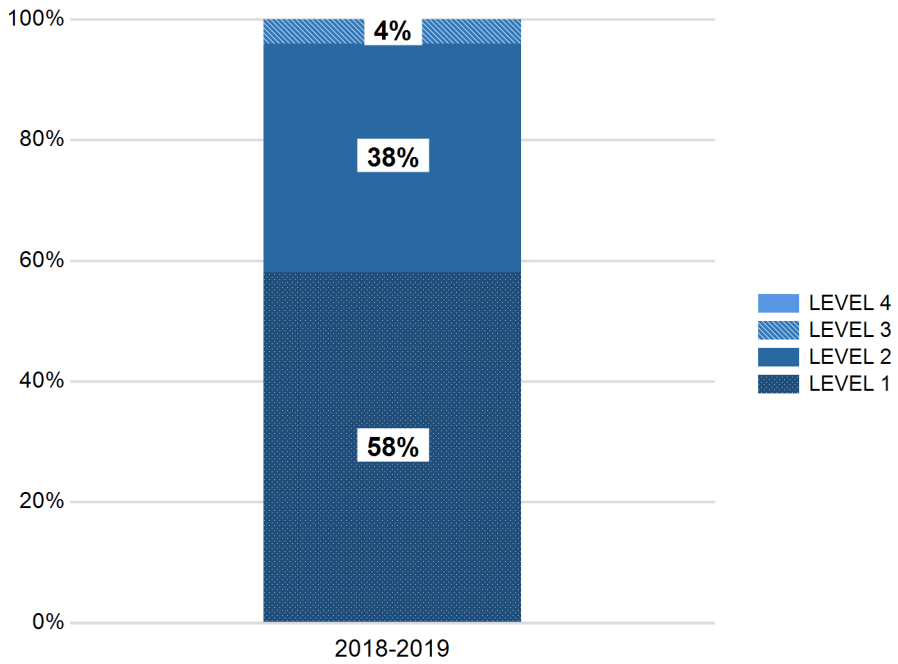
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	38	4	0
White	*	*	*	*
Hispanic	62	33	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	62	34	3	0
Male	54	42	4	0
Economically Disadvantaged Students	54	41	5	0
Non-Economically Disadvantaged Students	75	25	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	55
7	0	0	60
8	53	0	0
Total	53	0	115

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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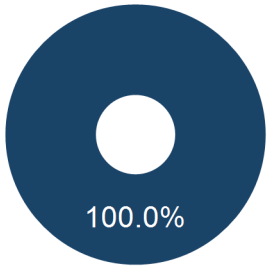
Visual and Performing Arts – Course Participation

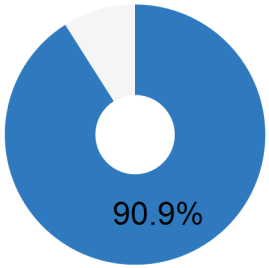
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

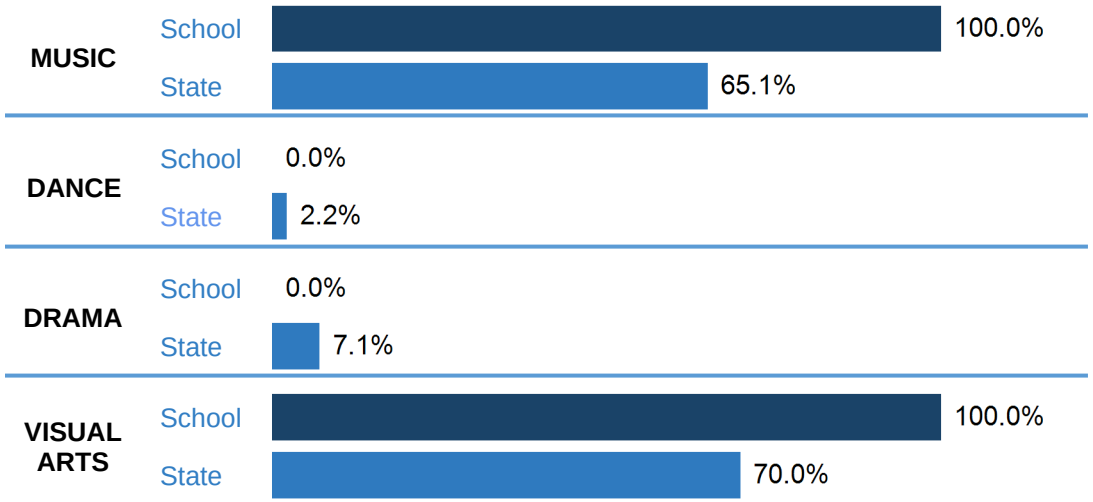


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

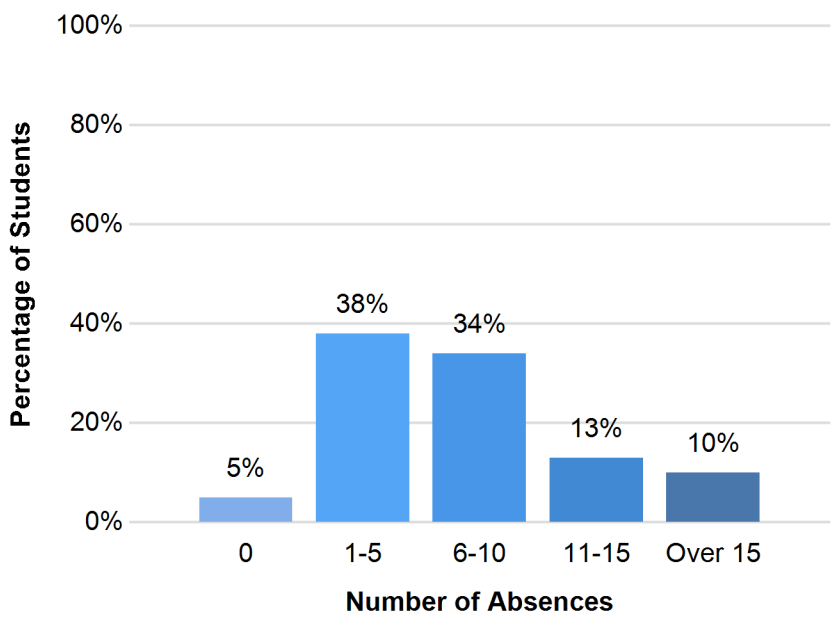
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	47	7.7	9.0	Met
White	*	*	9.0	Met
Hispanic	42	9.5	9.0	Not Met
Black or African American	1	1.1	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	6.6		
Male	27	8.8		
Economically Disadvantaged Students	42	9.0	9.0	Met
Students with Disabilities	10	13.2	9.0	Not Met
English Learners	11	7.7	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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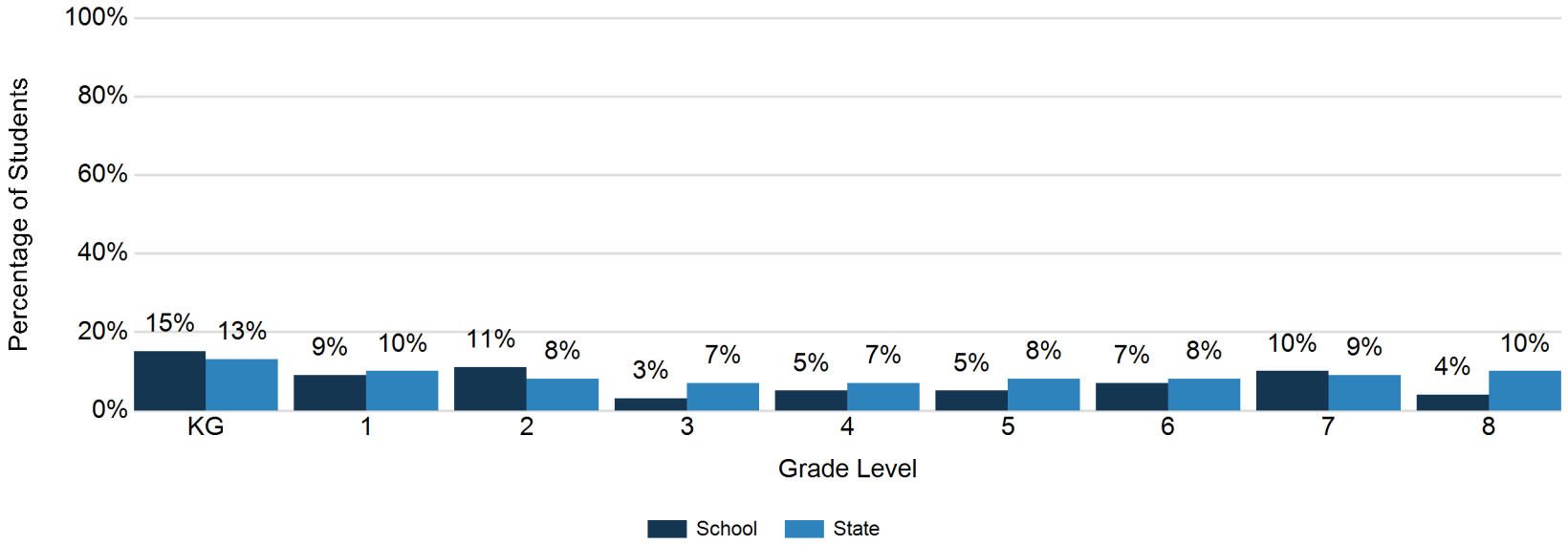
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	7
Weapons	0
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	11
Incidents Per 100 Students Enrolled	1.87

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	2		2

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	17	2.9%
Any Suspension	17	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
39

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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	4.2:1

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	73.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	589:1	297:1
Teachers to Administrators	46:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	50.3%	80.4%	0.0%	48.4%	77.1%	54.9%
Male	49.7%	19.6%	100.0%	51.6%	22.9%	45.1%
White	12.6%	73.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	71.5%	19.6%	100.0%	29.9%	7.3%	7.2%
Black or African American	15.1%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	2.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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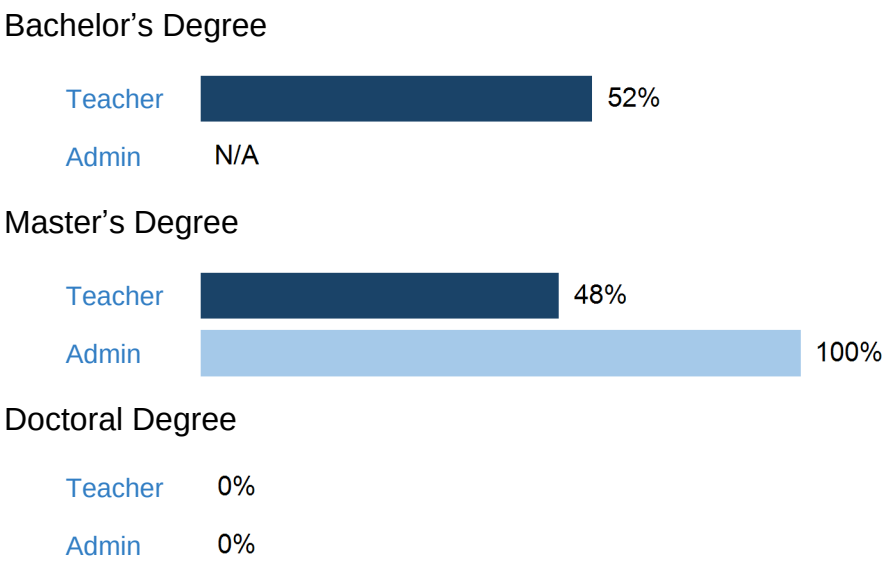
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

Robert Morris School No. 18
(39-1320-210)
Grades Offered: KG-08
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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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:
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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.4%	41.2%	50.1%
Math Proficiency	22.9%	26.7%	24.4%
ELA Growth	48	48	63
Math Growth	31	46	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	63.3%
Chronic Absenteeism	8.6%	5.8%	7.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	Not Met	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	Not Met	Not Met	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:	• CLi3 (Children's Literacy Initiative) and coaching in grades K-3 • AVID College Preparedness program in Grades 7-8 • WE Schools- Leadership program for students. Encourages leadership through positive actions and taking a stand against negative actions.
Mission, Vision, Theme:	Robert Morris School No. 18 is one of Elizabeth's K-8 Public Schools serving approximately 600 students. Our mission is to provide excellent educational experiences and services to inspire every student to think, to learn, to achieve and to care. Our school focus states that our team members provide rigorous academic assignments that engage students, display student work as concrete evidence of academic achievement and analyze student data to drive instruction.
Awards, Recognition, Accomplishments:	Our band and enrichment students have performed at Board of Education meetings and Union County Teen Arts Festival. Various students have been selected to have artwork showcased at the same event. Art students have won district art contests in the recent years. Each year our school puts on a performing arts play which is highly regarded by many students and parents within our school community.

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Courses, Curriculum, Instruction:	Our curriculum is aligned with the Common Core Standards, in all subjects, as prescribed by the district's policy for instruction. Teachers incorporate differentiated instructional techniques into daily lessons in order to meet the needs of all students. Technology is integrated into all areas of the curriculum, and is embedded into all classroom experiences. Children's Literacy Initiative (CLi3) provides support to improve best practices and close achievement gaps through data analysis and action planning.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Many students tryout and some make middle school athletic teams, such as baseball, softball, basketball, volleyball, football, and track. Additionally, many students take advantage of our intermural sports such as students versus faculty sports events throughout the year. We have had Basketball games as well as Softball games where parents are invited to play against and alongside the staff and students.
Clubs and Activities:	Afterschool Music/Guitar/Little Kids Rock Modern Band class. Arts and Music Clubs. Drama and Performing Arts Club. Newspaper and Literacy Based afterschool program. Play and Set Design. Dance Clubs

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Before and After School Programs:	Afterschool enrichment programs Grade 5-8. Grade K-8 receive Academic afterschool programs in literacy and mathematics. Sports Clubs such as basketball for Middle School Students. Zumba and various physical fitness activities. K-3 morning tutoring.
Staff and Professional Learning:	Children's Literacy Initiative, Cli provides ongoing professional developments for our K-3 teachers. The topics include many LAL based teaching and learning strategies such as Intentional Read Aloud, Readers Workshop 1 and 2. Teachers meet with CLi coaches on a weekly basis to plan lessons, have professional conversations about instruction as well as reflect on lessons and best practices in the classroom.

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Student Supports and Services:	Interventions are provided by Intervention and Referral Services (IRS), a support team faculty member who provides Tier 3 interventions with Leveled Literacy Intervention (LLI) materials. The evidence-based Tier 2 interventions are distinguished through daily instruction. They are meant to provide a limited, but targeted, support system for students who struggle to meet grade-level performance standards. Within RTi, the interventionst uses Sonday as well as LLi supplements.
Student Health and Wellness:	Our guidance counselor and social worker work with students to ensure a safe and nurturing learning environment. Our district's guidance curriculum provides for monthly mini lessons intended to help students make good choices and improve their social skills. Our daily mini lessons on social skills expose students to skills such as kindness, respect, and encouragement. Physical Education and Health classes provided to students throughout the curriculum.
Parent and Community Involvement:	"Many of our parents volunteer their time and skills on committees and at events, and are committed to helping students with their learning experiences. Parents are kept abreast of all school activities through monthly meetings, school calendars, alert now calls, and parent newsletters, which are written/ spoken in both Spanish, Portuguese and English.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers "Parents, Students, and Staff were surveyed using a simple survey with questions about their perspective about safety, support, and overall school climate. The finding were presented to the ScIP and then to whole the whole school and community. Staff made recommendations mostly about working within the confines of the school day. Parents discussed having more extracurricular activities with family input."

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Other Information	Student achievement is measured through a variety of methods including, but not limited to, quarterly grades, benchmark assessments, and NJSLA. We provide our teachers with numerous opportunities for growth in their own academic development. Staff Development in areas such as writing and the rubric, mathematical processes, math talk, open ended questions, effective and interactive read alouds, preparing students for standardized tests, and effective literacy centers assist us in maintaining excellent educational experiences. Robert Morris School No. 18 is a wonderful place for our children to learn. We are proud of our students, faculty, staff and school. We welcome parents and community volunteers to continue their efforts in conjunction with our teacher's efforts to help our children develop a love of learning that will result in a productive future. We encourage our students to be hard working, bright, and kind individuals. Our Intervention and Referral Services committee ensures that any students struggling socially or academically are provided with early interventions throughout the year. Robert Morris School Number 18 has many active parents. Through contact with our administration, PowerSchool, and the staff, two –way communication is evident. We pride ourselves in the seamless transition between home and school.

NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Arlene Frances Campbell
Address	730 PENNSYLVANIA AVE ELIZABETH, NJ 07208
Phone Number	908-436-6950
Email Address	CampbeAr@epsnj.org
Website	https://www.epsnj.org/Domain/43

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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	113	110	113
KG	71	79	65
1	81	71	79
2	78	73	75
3	79	75	87
4	83	74	81
5	75	85	76
6	70	74	83
7	74	71	70
8	83	71	68
Total	807	783	797

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.2%	49.4%	47.8%
Male	50.8%	50.6%	52.2%
Economically Disadvantaged Students	82.7%	81.7%	83.7%
Students with Disabilities	16.2%	15.2%	16.8%
English Learners	15.5%	18.6%	20.1%
Homeless Students	0.2%	0.5%	0.8%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	7.8%	7.5%	7.4%
Hispanic	80.5%	81.0%	80.6%
Black or African American	10.9%	10.7%	11.2%
Asian	0.6%	0.6%	0.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.3%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	113	110	113
KG - Half Day	0	0	0
KG - Full Day	71	79	65

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	63.5%
English	29.2%
Portuguese	3.6%
Haitian	2.0%
Other Languages	1.6%

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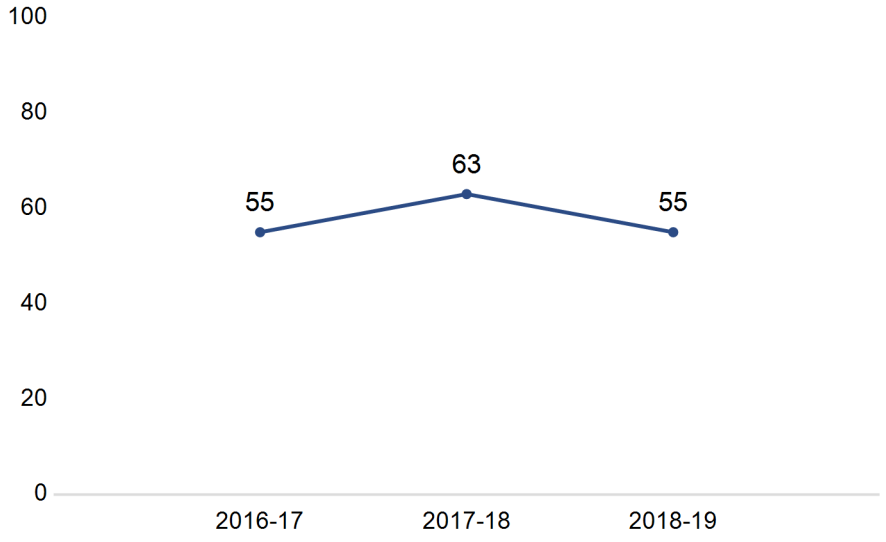
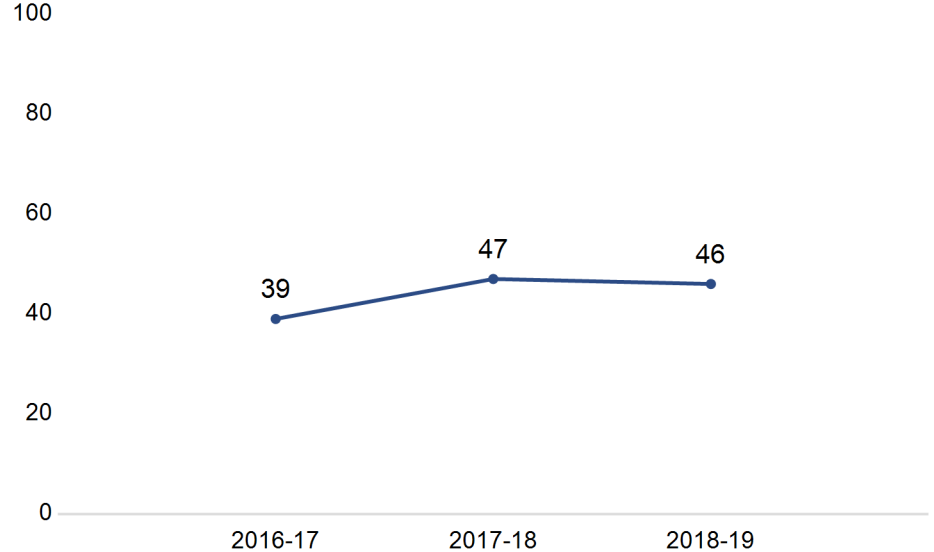
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	55	63	55	39	47	46
Met Standard (40-59.5)?	Met Standard	Exceeds 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	55	63	50	Met Standard	46	44	50	Met Standard
White	84	63	50	Exceeds Standard	63	47.5	52	**
Hispanic	55	63	49	Met Standard	43	44	47	Met Standard
Black or African American	50	61	45	Met Standard	43	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	68.5	59	**	N	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	52	64	53	N	47	43	50	N
Male	57	61	47	N	44	44	51	N
Economically Disadvantaged Students	55	63	48	Met Standard	47	43	46	Met Standard
Students with Disabilities	57.5	52	43	**	47	41	45	**
English Learners	56	65	52	Met Standard	35	45	50	Not Met
Homeless Students	N	64	43	N	N	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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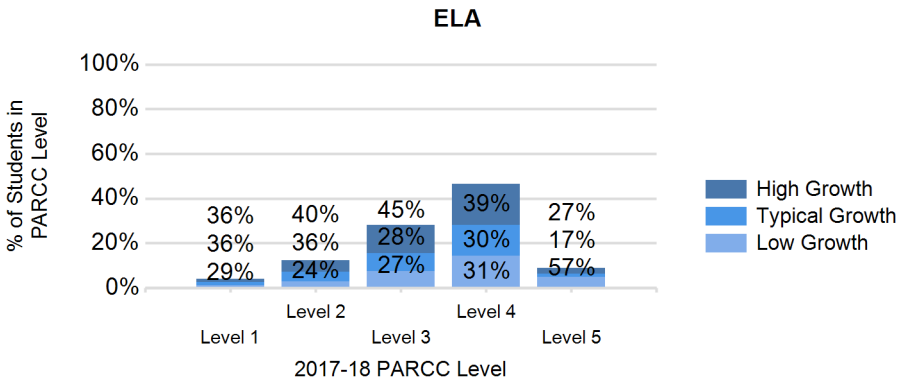
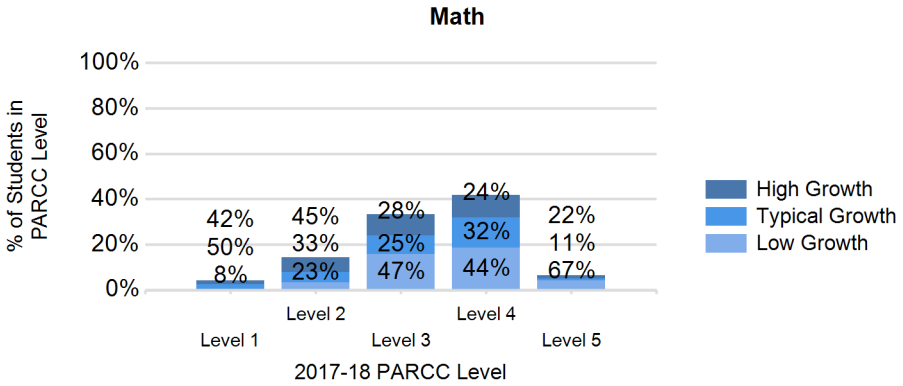
Student Growth by Performance Level

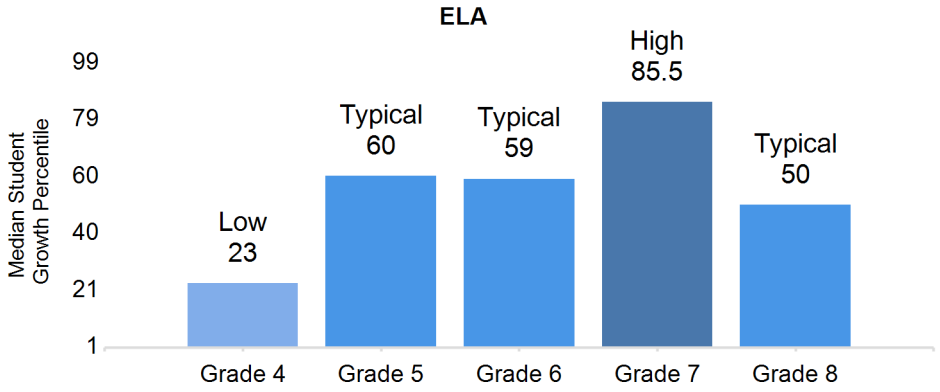
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

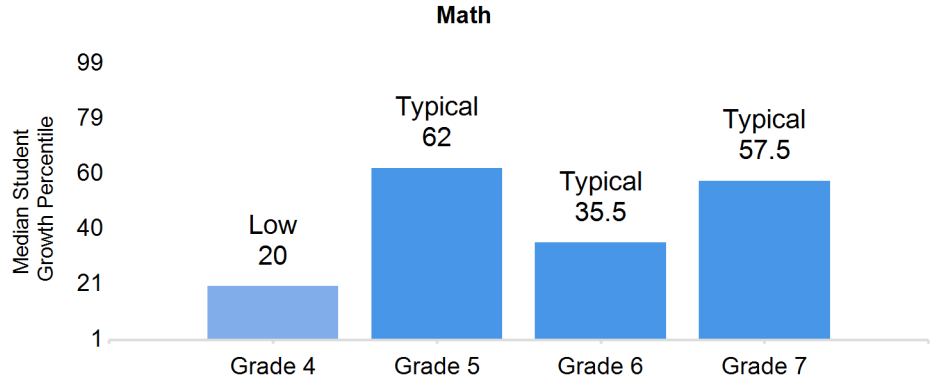




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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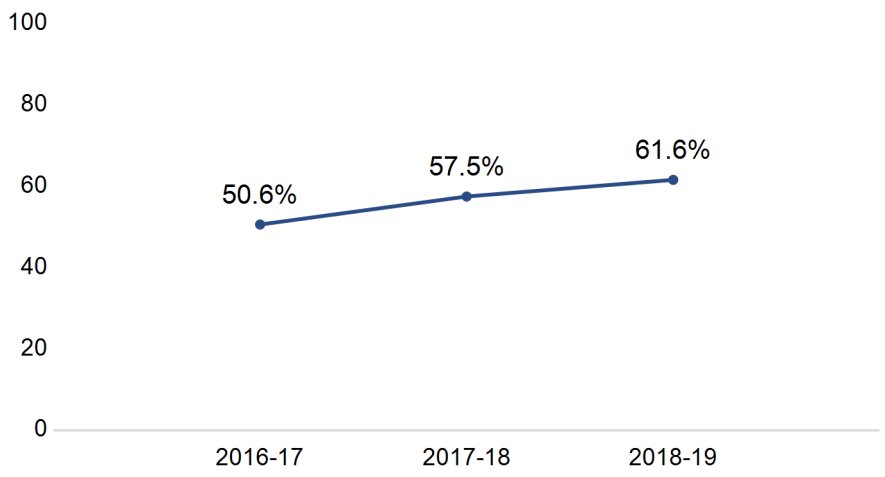
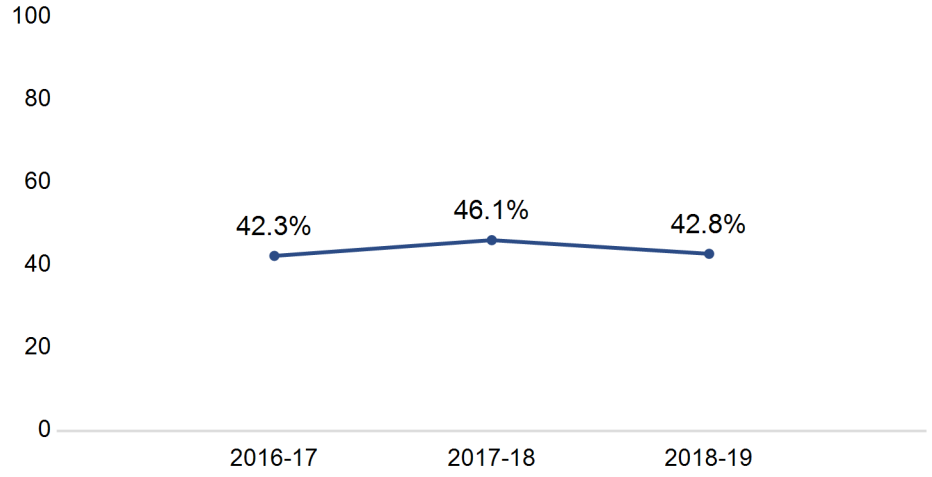
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.8%	100.0%	99.8%	99.8%	100.0%
Proficiency Rate for Federal Accountability	50.6%	57.5%	61.6%	42.3%	46.1%	42.8%
Annual Target	44.0%	45.9%	47.8%	41.6%	43.6%	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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(39-1320-305)
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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	414	100.0	61.6	52.8	57.9	61.6	47.8	Met Target
White	25	100.0	96.0	63.5	66.9	96.0	53.2	Met Goal
Hispanic	348	100.0	60.6	53.5	43.9	60.6	47.4	Met Target
Black or African American	41	100.0	48.8	42.5	38.5	48.8	44.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	N	N	N	79.5	82.9	N	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	204	100.0	63.7	59.1	64.8	63.7		
Male	210	100.0	59.5	46.6	51.3	59.5		
Economically Disadvantaged Students	348	100.0	60.1	50.4	40.0	60.1	47.8	Met Target
Non-Economically Disadvantaged Students	66	100.0	69.7	62.8	67.9	69.7		
Students with Disabilities	29	100.0	41.4	18.8	22.7	41.4	23.5	Met Target
Students without Disabilities	385	100.0	63.1	57.8	65.1	63.1		
English Learners	156	100.0	54.5	40.3	29.3	54.5	37	Met Target
Non-English Learners	258	100.0	65.9	58.3	60.6	65.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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2018-2019

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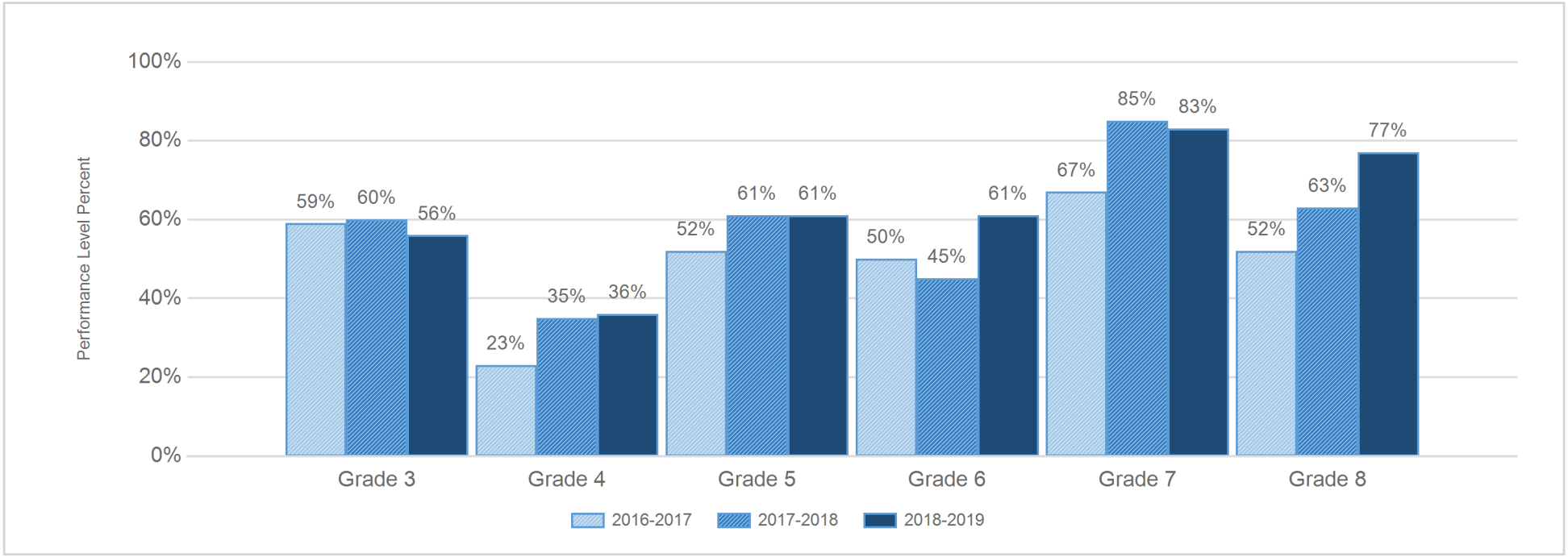
English Language Arts Assessment - Performance Trends

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
Schoolwide	70	756	738	748	*	*	30%	*	*	56%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	61	754	738	734	*	*	33%	*	*	52%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	29	756	743	753	*	*	38%	*	*	55%	55%
Male	41	755	733	743	*	*	24%	*	*	56%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	20	744	719	713	*	*	50%	*	*	35%	17%
Non-English Learners	50	760	746	751	*	*	22%	*	*	64%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	739	748	755	*	26%	32%	*	*	36%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	69	739	748	743	*	26%	30%	*	*	36%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	37	742	753	760	*	*	32%	*	*	38%	62%
Male	36	737	743	750	*	*	31%	*	*	33%	53%
Economically Disadvantaged Students	62	739	745	740	*	*	*	*	*	35%	40%
Non-Economically Disadvantaged Students	11	740	759	765	*	*	*	*	*	36%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	23	729	729	720	*	*	*	*	*	17%	17%
Non-English Learners	50	744	754	758	*	*	*	*	*	44%	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	758	751	756	0%	14%	25%	*	*	61%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	60	761	751	743	0%	*	20%	*	*	67%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	37	759	757	761	0%	*	*	*	*	59%	64%
Male	34	757	744	750	0%	*	*	*	*	62%	52%
Economically Disadvantaged Students	61	756	748	740	0%	16%	*	*	*	59%	39%
Non-Economically Disadvantaged Students	10	771	761	766	0%	0%	*	*	*	70%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	15	748	722	713	0%	*	*	*	*	40%	11%
Non-English Learners	56	761	756	758	0%	*	*	*	*	66%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	755	750	754	*	*	25%	*	*	61%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	58	755	752	743	*	*	28%	*	*	59%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	41	762	757	762	*	*	*	*	*	73%	64%
Male	30	745	744	748	*	*	*	*	*	43%	48%
Economically Disadvantaged Students	60	754	748	740	*	*	*	*	*	58%	39%
Non-Economically Disadvantaged Students	11	759	758	763	*	*	*	*	*	73%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	781	759	761	0%	*	*	39%	44%	83%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	50	780	*	747	0%	*	*	40%	46%	86%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	27	782	765	769	0%	*	*	41%	44%	85%	71%
Male	39	780	753	753	0%	*	*	38%	44%	82%	55%
Economically Disadvantaged Students	53	782	756	743	0%	*	*	*	*	85%	45%
Non-Economically Disadvantaged Students	13	776	768	771	0%	*	*	*	*	77%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	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	61	772	758	762	0%	*	*	54%	23%	77%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	49	770	758	747	0%	*	*	*	*	73%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	33	772	764	771	0%	*	*	*	*	76%	71%
Male	28	771	753	753	0%	*	*	*	*	79%	55%
Economically Disadvantaged Students	50	770	756	743	0%	*	*	*	*	74%	45%
Non-Economically Disadvantaged Students	11	780	763	772	0%	*	*	*	*	91%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	N	N	713	708	N	N	N	N	N	N	12%
Non-English Learners	61	772	764	764	0%	*	*	54%	23%	77%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	414	100.0	42.8	27.2	44.5	42.8	45.7	Met Target†
White	25	100.0	68.0	37.3	54.1	68.0	50.7	Met Target
Hispanic	348	100.0	42.2	27.9	28.8	42.2	46	Met Target†
Black or African American	41	100.0	31.7	17.0	23.0	31.7	40.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	55.9	76.5	N	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	204	100.0	38.7	27.1	44.9	38.7		
Male	210	100.0	46.7	27.3	44.2	46.7		
Economically Disadvantaged Students	348	100.0	42.8	25.4	26.3	42.8	46.1	Met Target†
Non-Economically Disadvantaged Students	66	100.0	42.4	34.2	54.9	42.4		
Students with Disabilities	29	100.0	24.1	10.7	17.4	24.1	36.5	Met Target†
Students without Disabilities	385	100.0	44.2	29.5	50.0	44.2		
English Learners	156	100.0	42.3	25.9	25.0	42.3	49.5	Not Met
Non-English Learners	258	100.0	43.0	27.8	46.5	43.0		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
Grades Offered: PK-08
2018-2019

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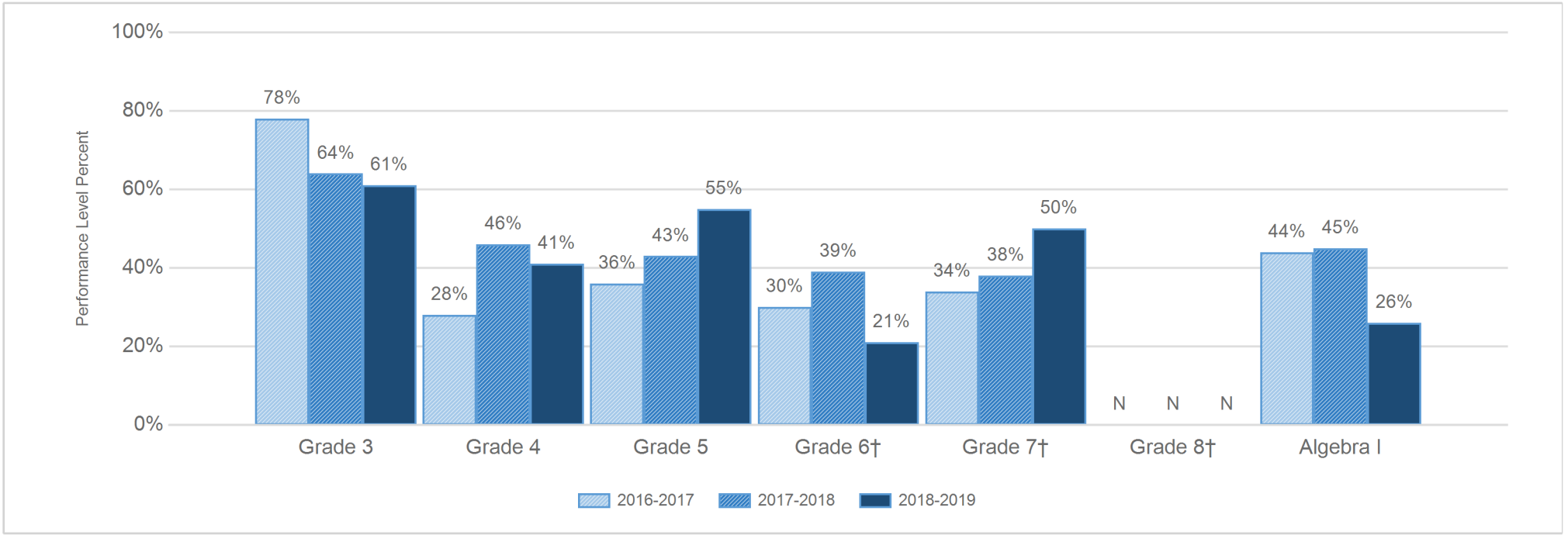
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	756	741	752	*	*	30%	*	*	61%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	61	753	742	739	*	*	31%	*	*	59%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	29	757	743	751	*	*	38%	*	*	55%	54%
Male	41	755	740	752	*	*	24%	*	*	66%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	20	744	735	728	*	*	*	*	*	45%	26%
Non-English Learners	50	760	744	754	*	*	*	*	*	68%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	744	737	749	*	25%	30%	*	*	41%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	69	744	738	737	*	26%	28%	*	*	42%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	37	746	737	749	*	*	*	*	*	46%	50%
Male	36	741	737	749	*	*	*	*	*	36%	52%
Economically Disadvantaged Students	62	746	736	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	11	731	741	759	*	*	*	*	*	18%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	23	737	726	722	*	*	43%	*	*	26%	18%
Non-English Learners	50	747	741	751	*	*	24%	*	*	48%	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	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
Schoolwide	71	752	738	747	*	15%	27%	*	*	55%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	60	754	739	735	*	*	25%	*	*	58%	30%
Black or African American	*	*	728	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	37	751	740	747	*	*	*	*	*	54%	47%
Male	34	753	737	747	*	*	*	*	*	56%	47%
Economically Disadvantaged Students	61	751	737	732	*	18%	*	*	*	52%	27%
Non-Economically Disadvantaged Students	10	756	742	757	*	0%	*	*	*	70%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	15	750	724	718	*	*	*	*	*	53%	12%
Non-English Learners	56	752	741	749	*	*	*	*	*	55%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	730	726	741	*	35%	37%	*	*	21%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	58	730	727	729	*	40%	43%	*	*	14%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	41	733	727	742	*	*	37%	*	*	22%	42%
Male	30	726	725	740	*	*	37%	*	*	20%	40%
Economically Disadvantaged Students	60	730	725	726	*	*	*	*	*	18%	21%
Non-Economically Disadvantaged Students	11	730	732	750	*	*	*	*	*	36%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	745	728	744	*	29%	20%	*	*	50%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	50	746	*	733	*	26%	*	*	*	54%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	27	743	728	744	*	*	*	*	*	41%	42%
Male	39	746	727	743	*	*	*	*	*	56%	42%
Economically Disadvantaged Students	53	746	727	731	*	*	*	*	*	53%	24%
Non-Economically Disadvantaged Students	13	740	728	751	*	*	*	*	*	38%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	736	730	744	*	*	41%	*	*	26%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	49	736	731	728	*	27%	43%	*	*	24%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	33	733	730	745	*	*	42%	*	*	18%	44%
Male	28	740	731	743	*	*	39%	*	*	36%	41%
Economically Disadvantaged Students	50	734	729	727	*	*	*	*	*	24%	23%
Non-Economically Disadvantaged Students	11	746	733	752	*	*	*	*	*	36%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	61	736	733	745	*	*	41%	*	*	26%	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.8%	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	*	*	*
3-4	58	*	*
5 or more	95	81.1%	18.9%

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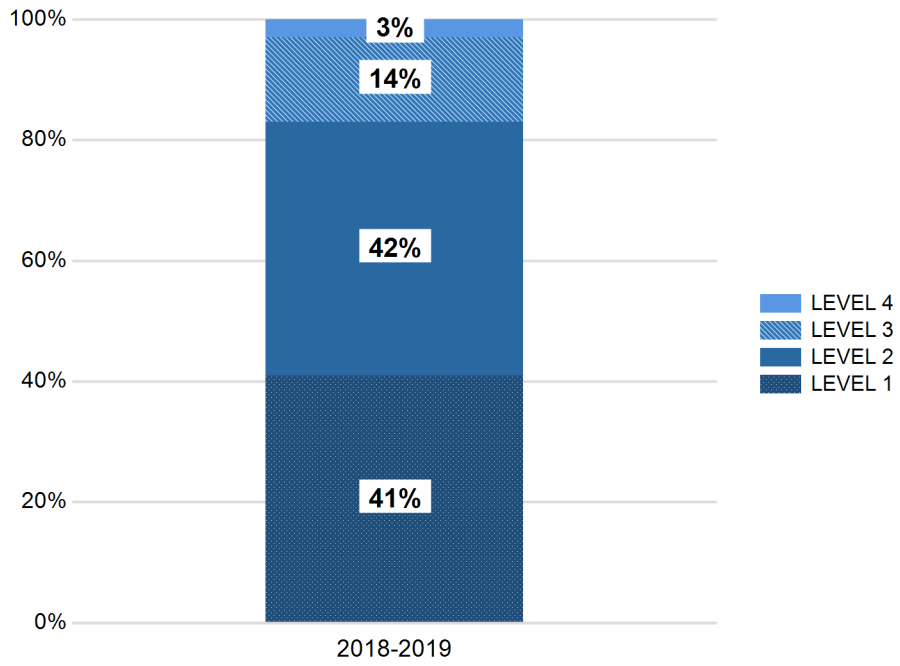
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	42	14	3
White	*	*	*	*
Hispanic	37	47	13	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	46	38	14	3
Male	35	47	15	3
Economically Disadvantaged Students	44	39	13	3
Non-Economically Disadvantaged Students	20	60	20	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	80	13	7	0
Non-English Learners	30	50	16	4
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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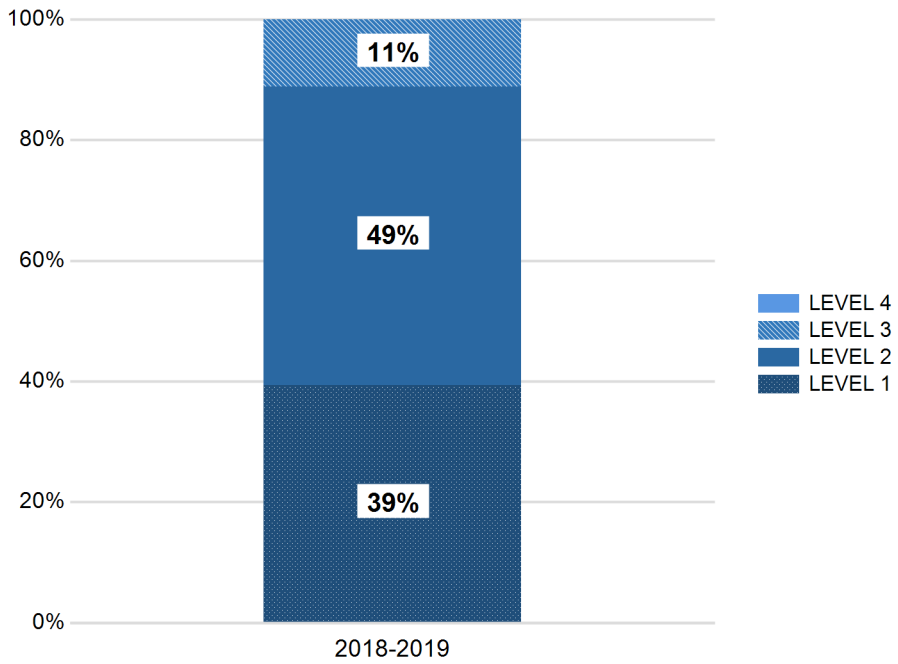
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	49	11	0
White	*	*	*	*
Hispanic	39	53	8	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	52	42	6	0
Male	25	57	18	0
Economically Disadvantaged Students	42	46	12	0
Non-Economically Disadvantaged Students	27	64	9	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	39	49	11	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
Grades Offered: PK-08
2018-2019

Report Key:
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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	83
7	0	0	70
8	68	0	0
Total	68	0	153

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	70	0	0	0	0	0	0
7	66	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	136	0	0	0	0	0	0

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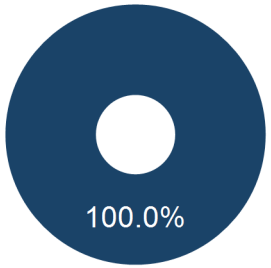
Visual and Performing Arts – Course Participation

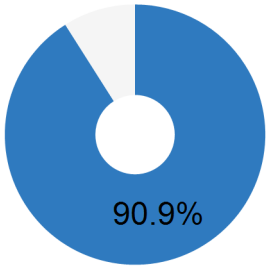
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

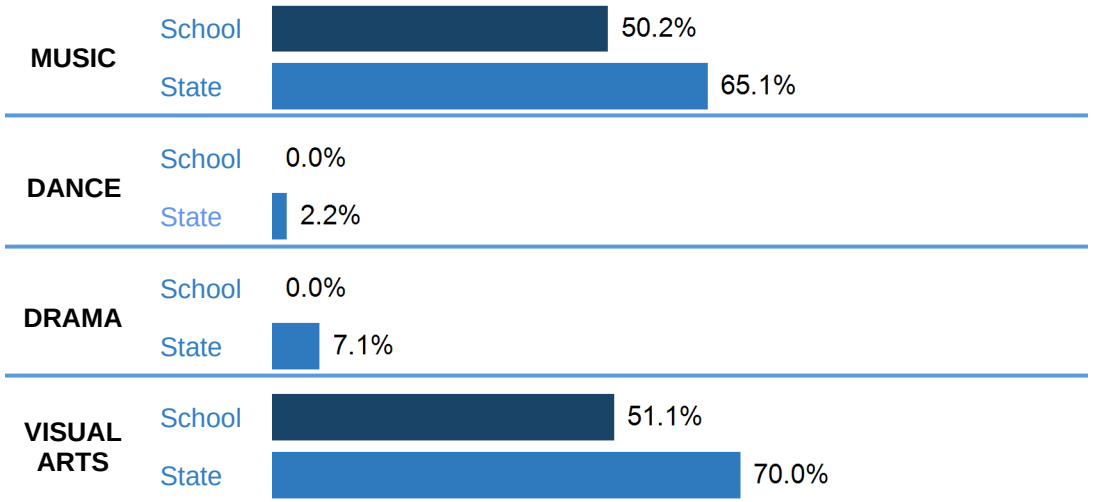


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

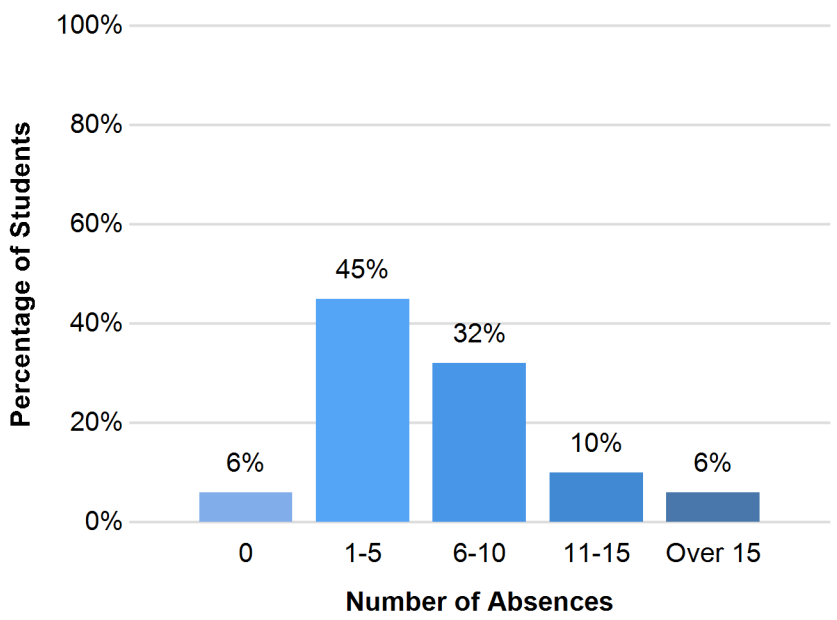
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	4.2	9.0	Met
White	*	*	9.0	Met
Hispanic	22	4.3	9.0	Met
Black or African American	2	3.0	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	3.2		
Male	16	5.1		
Economically Disadvantaged Students	23	4.4	9.0	Met
Students with Disabilities	6	10.9	9.0	Not Met
English Learners	7	4.6	9.0	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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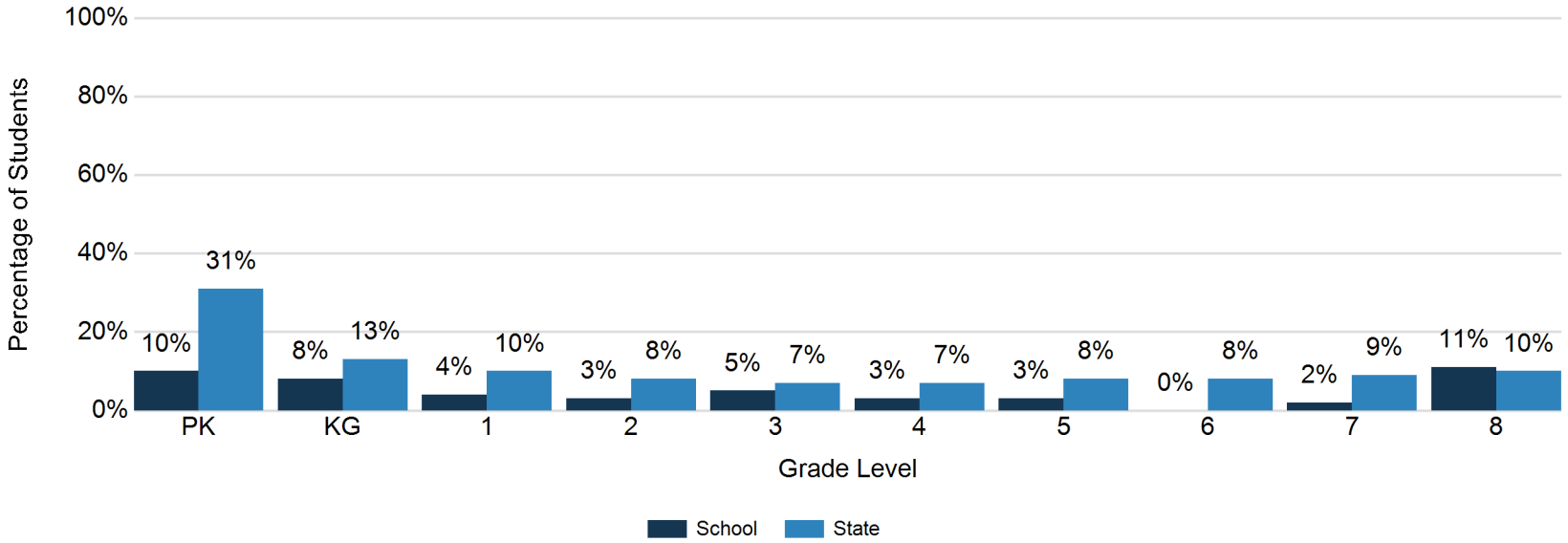
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	17
Weapons	0
Vandalism	6
Substances	0
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	3.89

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	3	3
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	5	6
No Identified Nature	6		6

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	31	3.9%
Any Suspension	33	4.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
82

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	399:1	297:1
Teachers to Administrators	29:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	47.8%	84.2%	100.0%	48.4%	77.1%	54.9%
Male	52.2%	15.8%	0.0%	51.6%	22.9%	45.1%
White	7.4%	56.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	80.6%	29.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.2%	14.0%	50.0%	15.0%	6.6%	13.9%
Asian	0.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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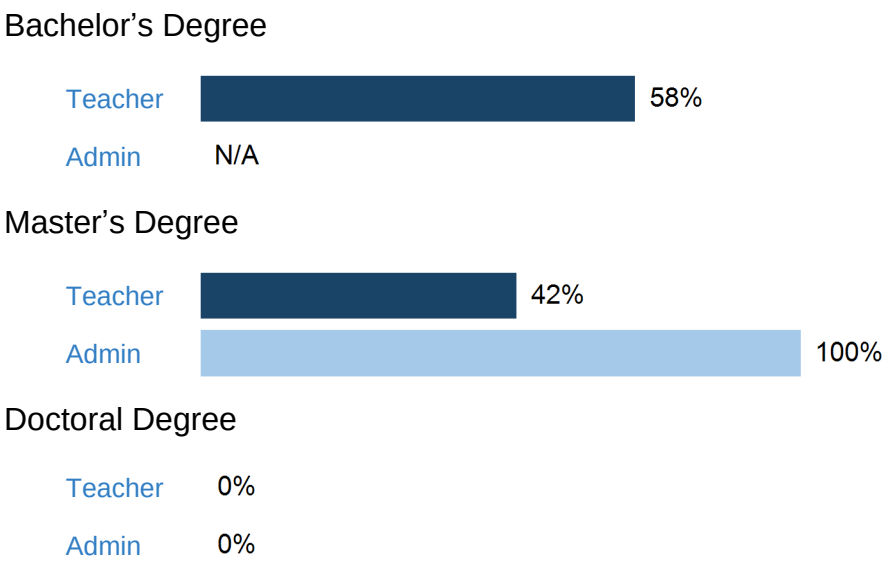
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.6%	57.5%	61.6%
Math Proficiency	42.3%	46.1%	42.8%
ELA Growth	55	63	55
Math Growth	39	47	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.7%	54.8%
Chronic Absenteeism	7.8%	5.1%	4.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Met Standard	Met Target	Met	No
White	Met Goal	Met Target	Exceeds Standard	**	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Standard	Not Met	Not Met	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
Grades Offered: PK-08
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 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:	• School 30 is a proud member of Seven Habits of Highly Effective People & Families. At our school, we empower students with the leadership and life skills they need to thrive in the 21st century. • Our standards are based on practices of personal, interpersonal and organizational effectiveness, upon the premise that every child possesses unique strengths and has the ability to be a leader. • Our students set and track goals, prioritize their time, manage their emotions, express their viewpoint persuasively, resolve conflicts, find creative solutions, and value differences.
Mission, Vision, Theme:	Our mission at School #30 is to, recognize, honor, and celebrate the leaders within us. We... LEAD (L)=Love Learning, (E) = Excel in all we do, (A) = Achieve goals together, and (D) = Do what is right. Our theme is the Seven Habits of Highly Effective Students and Families.
Awards, Recognition, Accomplishments:	"Music in the Parks Festivals at Six Flags May 24, 2019, 1st Place Concert Band, 1st Place Jazz Band, Best Overall Concert Band Award, Best Overall Jazz Band Award Outstanding Jazz Soloist Medal. Elementary School Treble Choir AA Excellent 1st place, Middle School Jazz ChoirExcellent 1st Place,Middle School Mixed Choir AA Superior 1st Place "

NJ SCHOOL PERFORMANCE REPORT

Ronald Reagan Academy School No. 30
(39-1320-305)
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2018-2019

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Courses, Curriculum, Instruction:	We provide before and after school enrichment and support. We also, offer after school visual and performing arts programs. We integrate principles of leadership and effectiveness into a school's curriculum, empower faculty and staff members, and prepare students for success in academics and in life
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) At school 30, we believe that students who participate in school athletic activities become more meaningfully engaged with their education, increase academic performance and attendance and provide life skills taught through sports-based youth development. Our students participate in various sports including: soccer, baseball, football, cheerleading and others.
Clubs and Activities:	Students participate in the National Junior Honor Society, Peer Leaders, Superintendent Scholars, Principal's Scholars, Teachers Scholars, and Student of the Month. We participate in community service projects such as donations for the needy during Thanksgiving, and a coat drive for students in need that is sponsored by the EPD. We offer special events like Career Day and college visits to help motivate them in deciding their future path.

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Before and After School Programs:	Students participate in before and after school enrichment. We offer a STEAM Saturday program for students in grades 3-8.
Staff and Professional Learning:	Teachers gain and improve knowledge and skills that are important to their positions and job performance by participating in PLC's, SCIP, Grade level meetings, faculty meetings, SCLC , GCN trainings, Title 1 and District trainings.
Postsecondary Information:	At school 30, we believe that student visitation to colleges such as Princeton University, Kean University and Montclair University will help them gain a realistic perspective of the work that it takes to go to college, and start to critically think about what the best fit for them will be.

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Student Supports and Services:	"The Guidance Counselor and Social Worker provide academic plans and support for students who are struggling by focusing on our Seven Habits Leadership theme. Students are referred to I&RS for planning strategies to ensure academic success. Our school Social Worker help in preventing and responding to harassment, intimidation and bullying. This helps the students solve and cope with problems in their every day lives. "
Student Health and Wellness:	Students are provided free and reduced lunches, in addition, to the free breakfast program and snacks for the After School Program. Students have physical education and Health during school hours. Structured physical ativities are supervised during recess. We have an annual Field Day and also have a school wide Fun Day.
Parent and Community Involvement:	PTO meetings are held four times a year. Parents are encouraged to attend the winter and spring concert, American Education Week, Autism Awarness Month, Leadership Day, Americana Day, Science Fair, Fall Festival, Family fun Night and the Multicultural Show. We follow the Seven Habits of a Successful Family, by Steven Covey. We communicate with families and encourage parents to attend all school events.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The School Climate survey focuses on school safety character education and climate. The survey is given twice a year and the results will be graphed in a longitudinal study. Parents feel that their child is safe and secure while attending school. They also feel that their child is treated fairly in regards to consequential disciplinary actions.
Facilities:	School 30 opened in 2006. Our school has central air conditioning. We have two playgrounds, internal and external. Every student in grades two through eighth grade are issued a laptop for use throughout the day. Teachers classrooms are equiped with 78 inch ViewSonic boards. Students are offered an array of specials like band, choir, theater and dance.
School Safety:	At school 30 we believe that students emotional and physical safety in school is directly related to academic performance. Our school has four security personnel and teachers at each entrance every morning to greet students and check student bags.

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Technology and STEM:	We believe that it is important for students to think of themselves as critical thinkers and problem solvers. We offer a Saturday STEAM program for students in grades 3-8.
Early Childhood Education:	School 30 offers free high quality, full day and age appopriate Preschool and Kindergarten classes for students ages 3-6. The Pre-K program runs from 8:15 to 3:05. We also offer a Catapult before and after school program.

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Other Information	The day begins at 8:15 am and ends at 3:05 pm. Our building houses students from Pre-kindergarten through eighth grade. Computer Literacy is offered to students in grades second through five. We have a School Safety team that consists of teachers, staff, parents and students. We communicate with our community through flyers and an automated system. School 30, is a lottery school. We have a uniform and cell phone policy that both students and parents sign.

NJ SCHOOL PERFORMANCE REPORT

School No. 25
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Grades Offered: KG-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

School No. 25
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Christine Silveira
Address	525 FIRST AVENUE ELIZABETH, NJ 07206
Phone Number	908-436-5930
Email Address	silveich@epsnj.org
Website	https://www.epsnj.org/Domain/35

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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	84	74	70
1	97	81	75
2	80	82	69
3	79	75	65
4	93	76	69
5	73	82	64
6	62	64	73
7	71	56	63
8	68	77	57
Total	707	667	605

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.2%	49.9%	48.8%
Male	49.8%	50.1%	51.2%
Economically Disadvantaged Students	87.4%	92.8%	86.9%
Students with Disabilities	6.6%	6.4%	8.8%
English Learners	36.4%	39.7%	46.4%
Homeless Students	0.0%	2.1%	1.0%
Students in Foster Care	0.6%	0.4%	0.2%
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	2.0%	3.0%	1.8%
Hispanic	86.7%	88.5%	88.9%
Black or African American	10.0%	7.5%	7.4%
Asian	1.0%	1.0%	1.7%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	84	74	70

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	76.9%
English	19.7%
Arabic	1.0%
Other Languages	2.5%

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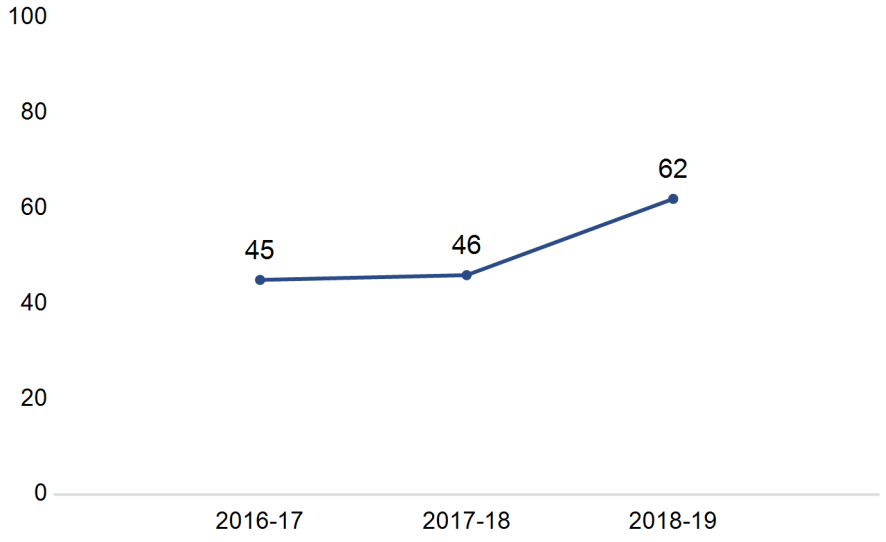
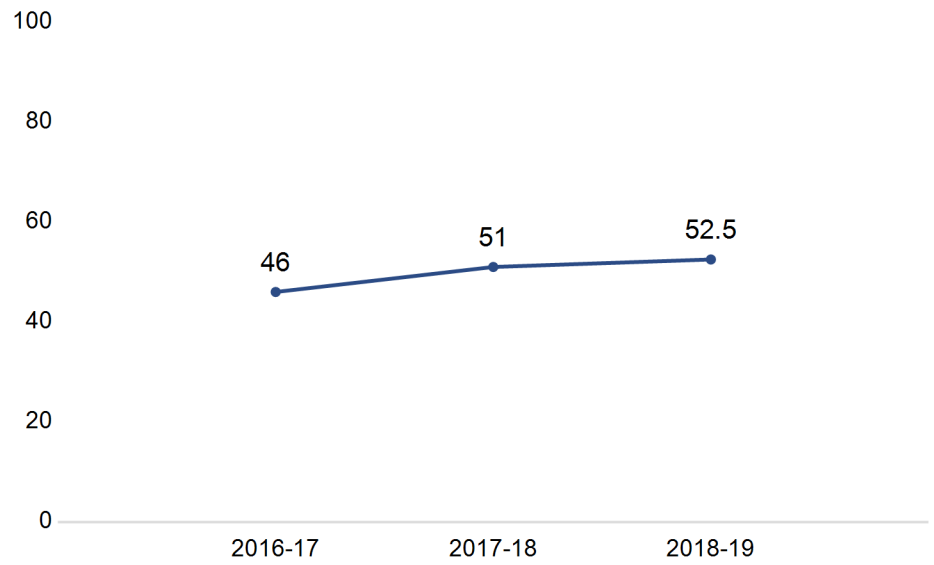
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	46	62	46	51	52.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	63	50	Exceeds Standard	52.5	44	50	Met Standard
White	*	63	50	**	*	47.5	52	**
Hispanic	64	63	49	Exceeds Standard	52	44	47	Met Standard
Black or African American	44	61	45	Met Standard	57	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	61	64	53	N	50	43	50	N
Male	64	61	47	N	57	44	51	N
Economically Disadvantaged Students	62	63	48	Exceeds Standard	50	43	46	Met Standard
Students with Disabilities	58	52	43	Met Standard	56	41	45	Met Standard
English Learners	64	65	52	Exceeds Standard	56	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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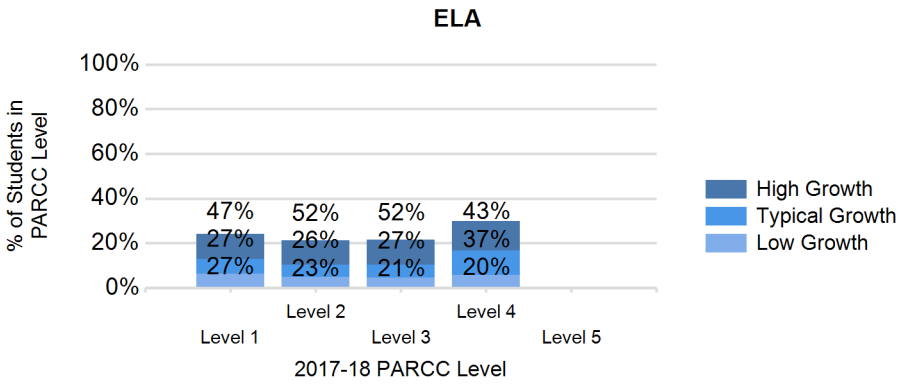
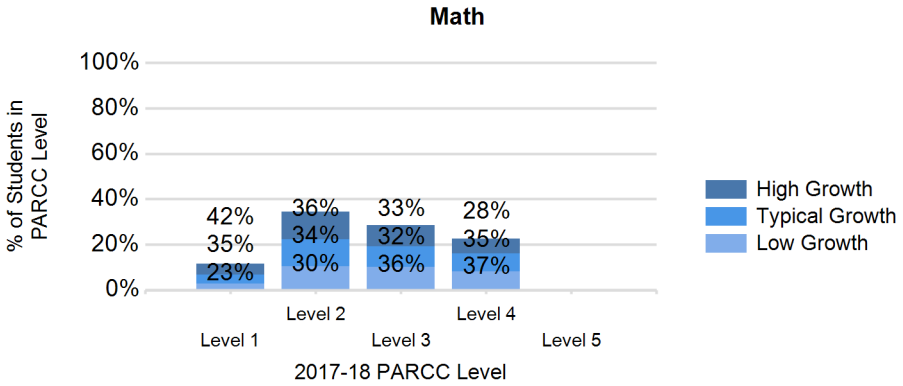
Student Growth by Performance Level

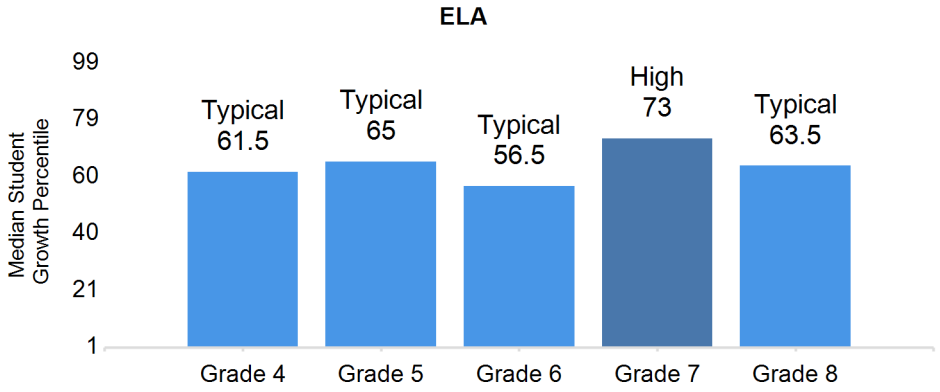
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

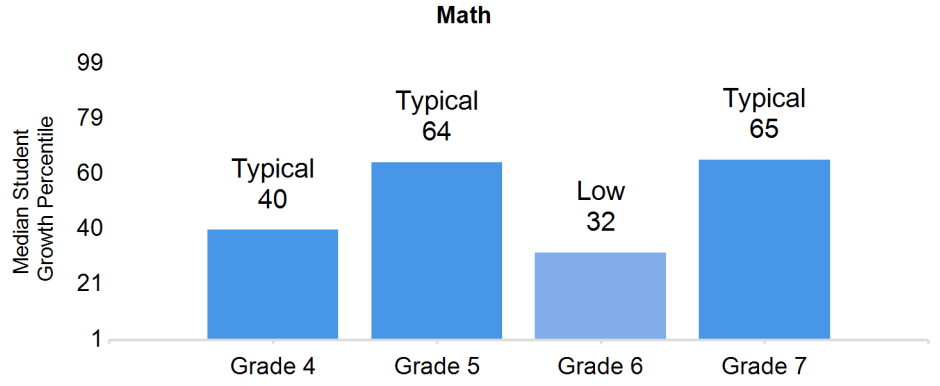




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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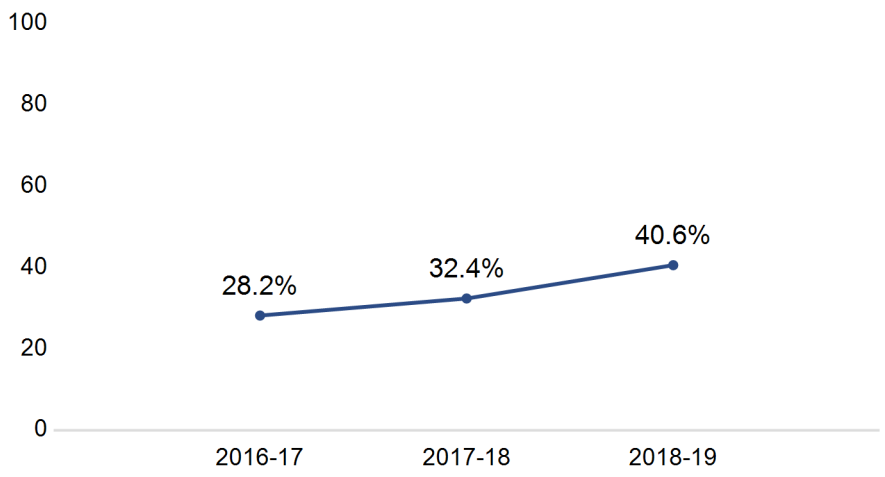
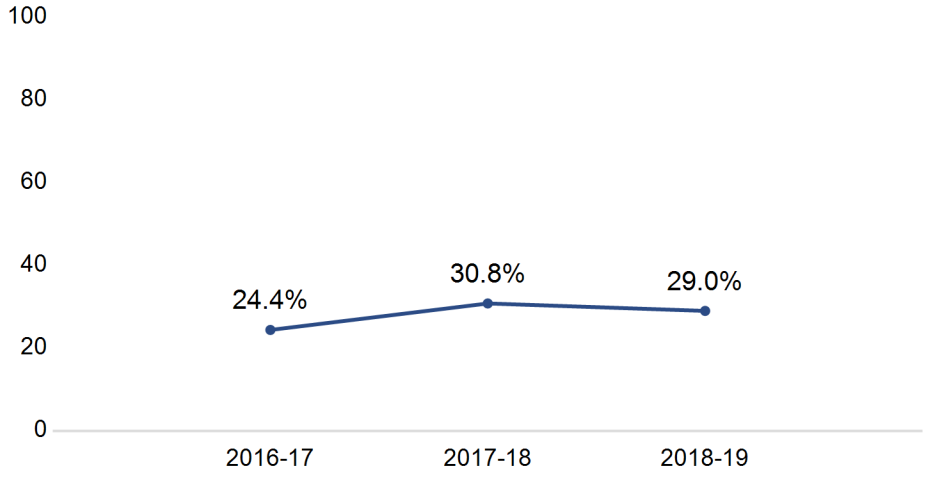
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.8%	99.8%	99.6%	100.0%	99.8%
Proficiency Rate for Federal Accountability	28.2%	32.4%	40.6%	24.4%	30.8%	29.0%
Annual Target	27.9%	30.7%	33.4%	21.1%	24.2%	27.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	394	99.8	40.6	52.8	57.9	40.6	33.4	Met Target
White	*	*	*	63.5	66.9	*	**	**
Hispanic	346	99.7	41.6	53.5	43.9	41.6	33.8	Met Target
Black or African American	37	100.0	27.0	42.5	38.5	27.0	24.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	190	99.5	42.1	59.1	64.8	42.1		
Male	204	100.0	39.2	46.6	51.3	39.2		
Economically Disadvantaged Students	361	100.0	39.3	50.4	40.0	39.3	32.4	Met Target
Non-Economically Disadvantaged Students	33	97.4	54.5	62.8	67.9	54.5		
Students with Disabilities	63	98.4	20.6	18.8	22.7	20.6	17.7	Met Target
Students without Disabilities	331	100.0	44.4	57.8	65.1	44.4		
English Learners	213	100.0	33.3	40.3	29.3	33.3	24.5	Met Target
Non-English Learners	181	99.5	49.2	58.3	60.6	49.2		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
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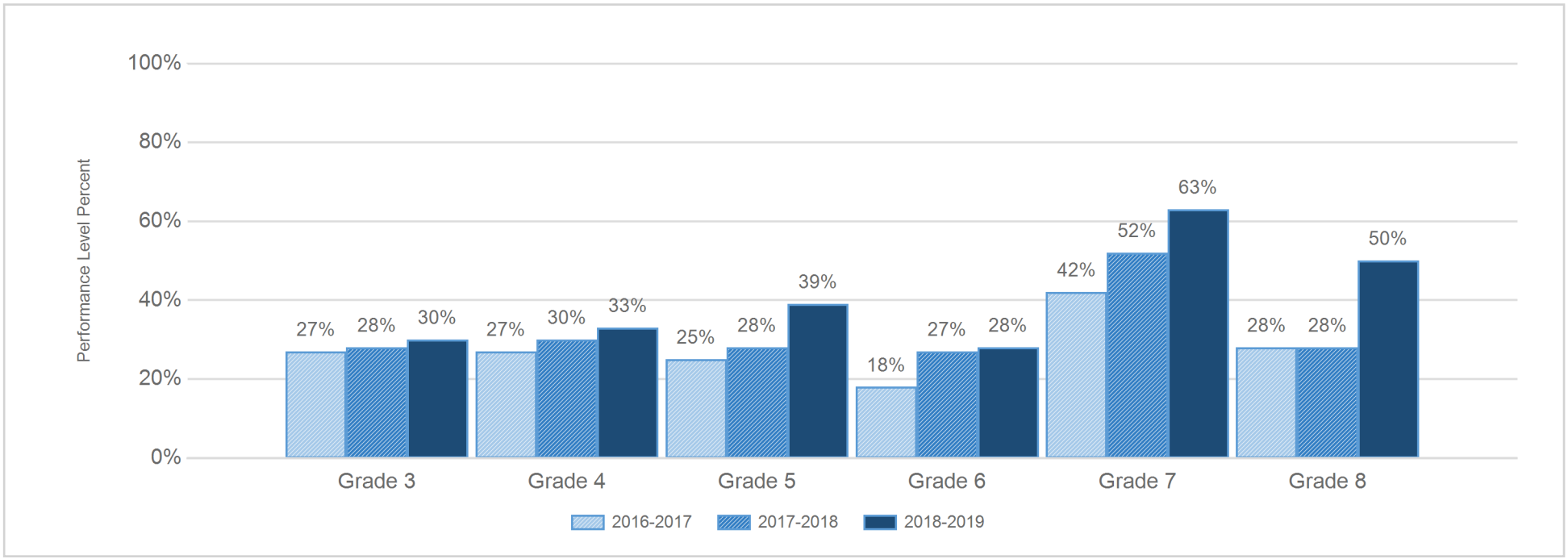
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	724	738	748	32%	17%	21%	*	*	30%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	56	723	738	734	32%	*	21%	*	*	30%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	723	743	753	32%	*	*	*	*	32%	55%
Male	32	725	733	743	31%	*	*	*	*	28%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	35	714	719	713	*	*	*	*	*	26%	17%
Non-English Learners	31	735	746	751	*	*	*	*	*	35%	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	735	748	755	23%	18%	26%	*	*	33%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	59	736	748	743	22%	17%	27%	*	*	34%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	35	735	753	760	*	*	*	*	*	34%	62%
Male	31	735	743	750	*	*	*	*	*	32%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	31	717	729	720	*	*	*	*	*	10%	17%
Non-English Learners	35	751	754	758	*	*	*	*	*	54%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	742	751	756	*	16%	34%	*	*	39%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	57	744	751	743	*	*	37%	*	*	40%	44%
Black or African American	*	*	741	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	37	737	757	761	*	*	*	*	*	32%	64%
Male	27	748	744	750	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	25	720	722	713	*	*	40%	*	*	12%	11%
Non-English Learners	39	756	756	758	*	*	31%	*	*	56%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	728	750	754	20%	27%	25%	*	*	28%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	70	729	752	743	16%	27%	29%	*	*	29%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	40	737	757	762	*	*	*	*	*	38%	64%
Male	39	718	744	748	*	*	*	*	*	18%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	10	719	717	722	*	*	*	*	*	10%	19%
Students without Disabilities	69	729	755	761	*	*	*	*	*	30%	64%
English Learners	23	705	717	710	*	*	*	*	*	*	*
Non-English Learners	56	737	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance 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	68	749	759	761	*	*	*	44%	19%	63%	63%
White	N	N	772	769	N	N	N	N	N	N	72%
Hispanic	58	748	*	747	*	*	*	48%	17%	66%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	32	755	765	769	*	*	*	*	*	69%	71%
Male	36	745	753	753	*	*	*	*	*	58%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	13	718	720	720	*	*	*	*	*	23%	22%
Students without Disabilities	55	757	764	769	*	*	*	*	*	73%	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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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	56	742	758	762	*	21%	*	*	*	50%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	51	744	758	747	*	20%	*	*	*	51%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	21	747	764	771	*	*	*	*	*	52%	71%
Male	35	739	753	753	*	*	*	*	*	49%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	10	728	720	721	*	*	*	*	*	20%	22%
Students without Disabilities	46	745	763	770	*	*	*	*	*	57%	71%
English Learners	10	707	713	708	*	*	*	*	*	10%	12%
Non-English Learners	46	750	764	764	*	*	*	*	*	59%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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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	404	99.8	29.0	27.2	44.5	29.0	27.3	Met Target
White	*	*	*	37.3	54.1	*	**	**
Hispanic	354	99.7	28.8	27.9	28.8	28.8	27.8	Met Target
Black or African American	37	100.0	24.3	17.0	23.0	24.3	14.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	196	99.5	23.5	27.1	44.9	23.5		
Male	208	100.0	34.1	27.3	44.2	34.1		
Economically Disadvantaged Students	369	100.0	27.9	25.4	26.3	27.9	27.5	Met Target
Non-Economically Disadvantaged Students	35	98.1	40.0	34.2	54.9	40.0		
Students with Disabilities	63	98.4	15.9	10.7	17.4	15.9	15.7	Met Target
Students without Disabilities	341	100.0	31.4	29.5	50.0	31.4		
English Learners	223	100.0	25.6	25.9	25.0	25.6	24.5	Met Target
Non-English Learners	181	99.5	33.1	27.8	46.5	33.1		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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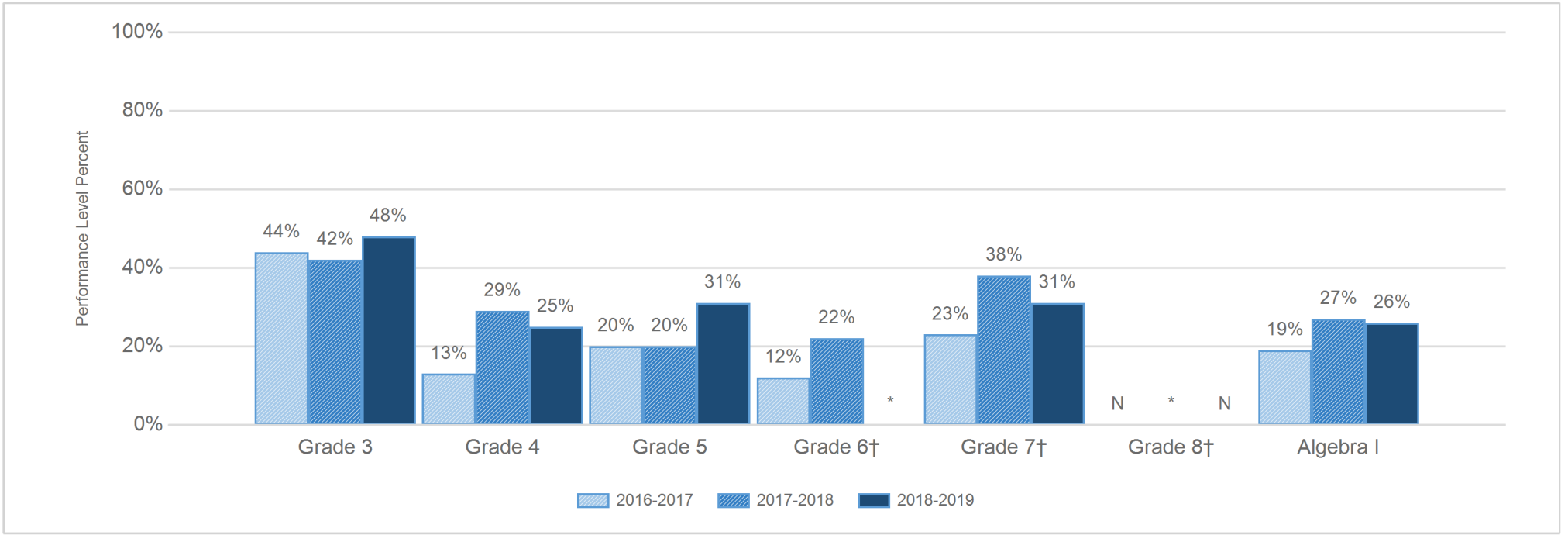
N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

School No. 25
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Grades Offered: KG-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	69	742	741	752	*	17%	22%	*	*	48%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	59	741	742	739	*	20%	19%	*	*	47%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	742	743	751	*	*	*	*	*	44%	54%
Male	35	743	740	752	*	*	*	*	*	51%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	38	731	735	728	*	*	*	*	*	34%	26%
Non-English Learners	31	756	744	754	*	*	*	*	*	65%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
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Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	733	737	749	*	31%	37%	*	*	25%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	63	733	738	737	*	33%	33%	*	*	27%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	37	727	737	749	*	*	38%	*	*	16%	50%
Male	34	738	737	749	*	*	35%	*	*	35%	52%
Economically Disadvantaged Students	*	*	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	741	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	36	726	726	722	*	*	36%	*	*	19%	18%
Non-English Learners	35	740	741	751	*	*	37%	*	*	31%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	737	738	747	*	27%	34%	*	*	31%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	59	738	739	735	*	25%	37%	*	*	32%	30%
Black or African American	*	*	728	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	*	753	N	N	N	N	N	N	55%
Female	39	734	740	747	*	*	*	*	*	26%	47%
Male	28	740	737	747	*	*	*	*	*	39%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	28	730	724	718	*	*	*	*	*	11%	12%
Non-English Learners	39	741	741	749	*	*	*	*	*	46%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	712	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	71	712	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	40	712	727	742	*	*	*	*	*	*	42%
Male	40	712	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	10	715	709	716	*	*	*	*	*	*	12%
Students without Disabilities	70	711	728	746	*	*	*	*	*	*	46%
English Learners	24	700	709	709	*	*	*	*	*	*	*
Non-English Learners	56	717	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	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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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	732	728	744	*	25%	32%	*	*	31%	42%
White	N	N	733	751	N	N	N	N	N	N	53%
Hispanic	62	732	*	733	*	*	31%	31%	0%	31%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	34	731	728	744	*	*	*	*	*	18%	42%
Male	38	734	727	743	*	*	*	*	*	42%	42%
Economically Disadvantaged Students	59	736	727	731	*	*	*	*	*	34%	24%
Non-Economically Disadvantaged Students	13	713	728	751	*	*	*	*	*	15%	53%
Students with Disabilities	13	716	709	718	*	*	*	*	*	15%	13%
Students without Disabilities	59	736	730	749	*	*	*	*	*	34%	48%
English Learners	13	714	713	716	*	*	*	*	*	*	10%
Non-English Learners	59	736	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	730	730	744	*	29%	31%	*	*	26%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	57	730	731	728	*	30%	32%	*	*	25%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	25	727	730	745	*	*	*	*	*	32%	44%
Male	37	732	731	743	*	*	*	*	*	22%	41%
Economically Disadvantaged Students	52	733	729	727	*	*	*	*	*	25%	23%
Non-Economically Disadvantaged Students	10	715	733	752	*	*	*	*	*	30%	52%
Students with Disabilities	10	707	708	717	*	*	*	*	*	*	12%
Students without Disabilities	52	735	733	748	*	*	*	*	*	*	47%
English Learners	16	709	712	710	*	*	*	*	*	*	*
Non-English Learners	46	737	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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2018-2019

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	40.0%	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	78	*	*
3-4	93	*	*
5 or more	97	82.5%	17.5%

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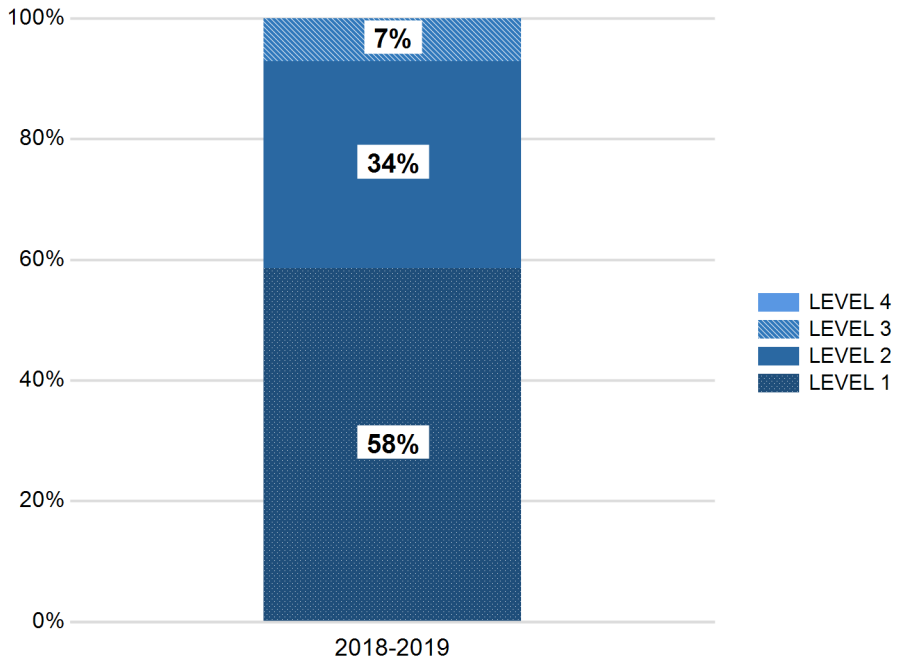
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	58	34	7	0
White	*	*	*	*
Hispanic	56	36	8	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	69	26	5	0
Male	43	46	11	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	75	25	0	0
Non-English Learners	46	41	13	0
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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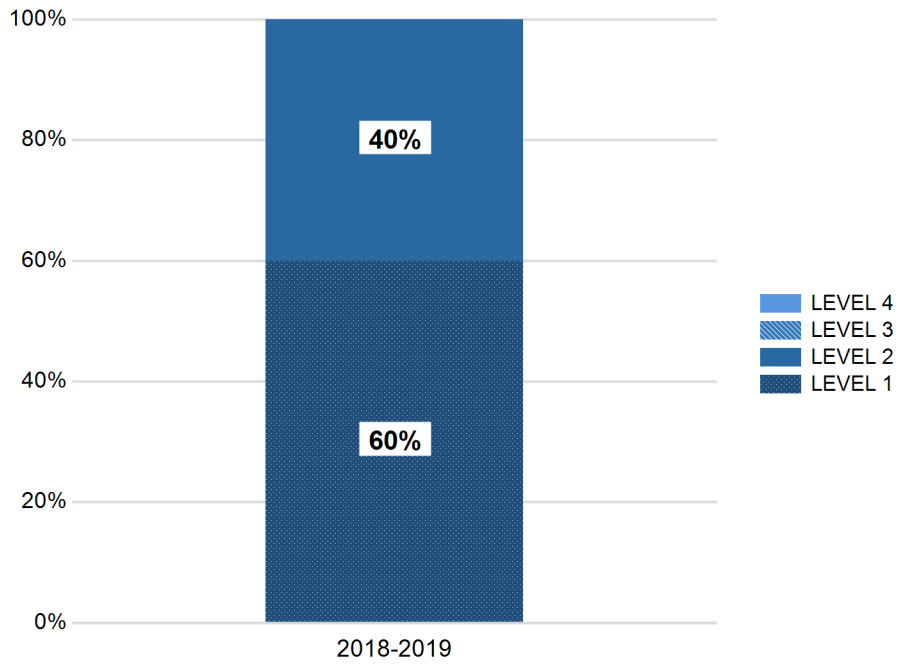
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	40	0	0
White	*	*	*	*
Hispanic	59	41	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	64	36	0	0
Male	57	43	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	82	18	0	0
Students without Disabilities	55	45	0	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	73
7	0	0	63
8	57	0	0
Total	57	0	136

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	73	0	0	0	0	0	0
7	63	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	136	0	0	0	0	0	0

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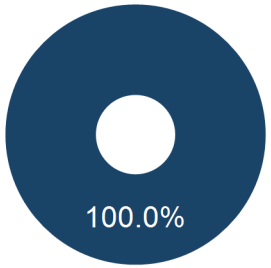
Visual and Performing Arts – Course Participation

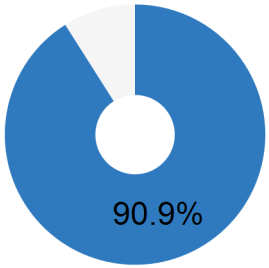
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

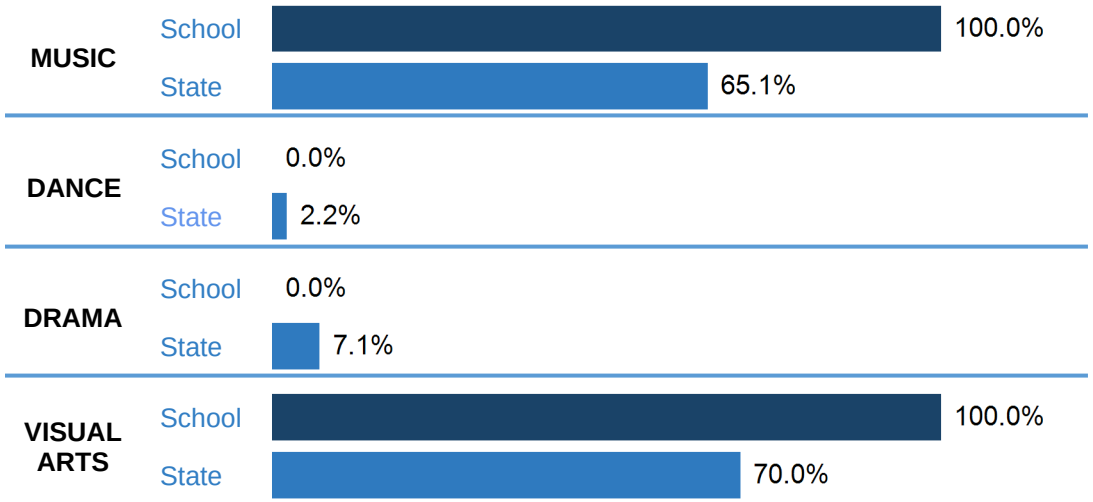


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

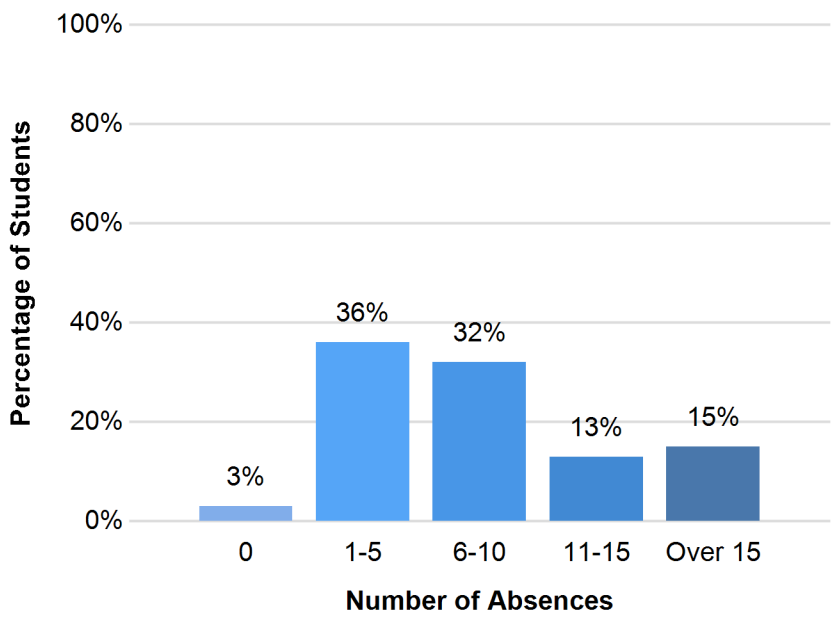
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	84	13.1	9.0	Not Met
White	4	28.6	**	**
Hispanic	70	12.4	9.0	Not Met
Black or African American	10	20.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	35	11.5		
Male	49	14.6		
Economically Disadvantaged Students	74	13.1	9.0	Not Met
Students with Disabilities	24	26.7	9.0	Not Met
English Learners	30	10.5	9.0	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.



NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
2018-2019

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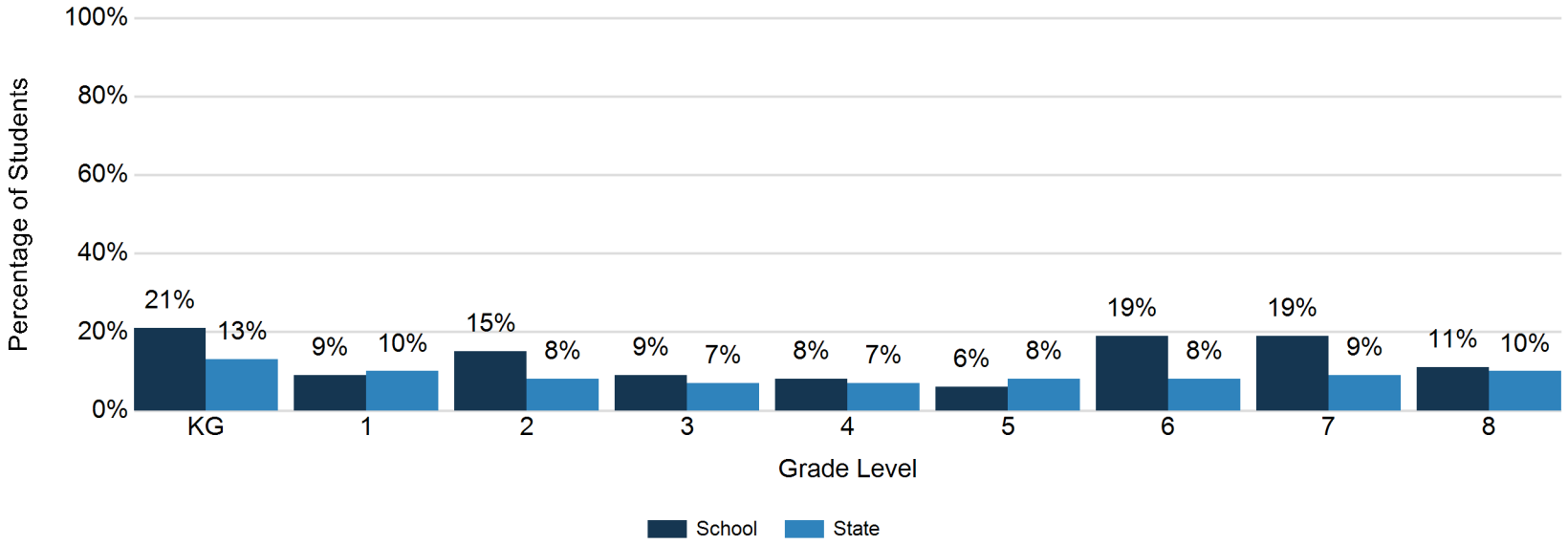
Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	18
Weapons	0
Vandalism	3
Substances	1
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	4.13

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	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	6		6

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	38	6.3%
Any Suspension	40	6.6%
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
138

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	2.2:1

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	11.5	12.1
Average years experience in district	11.4	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	605:1	297:1
Teachers to Administrators	50:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	74.0%	100.0%	48.4%	77.1%	54.9%
Male	51.2%	26.0%	0.0%	51.6%	22.9%	45.1%
White	1.8%	50.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	88.9%	46.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	2.0%	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	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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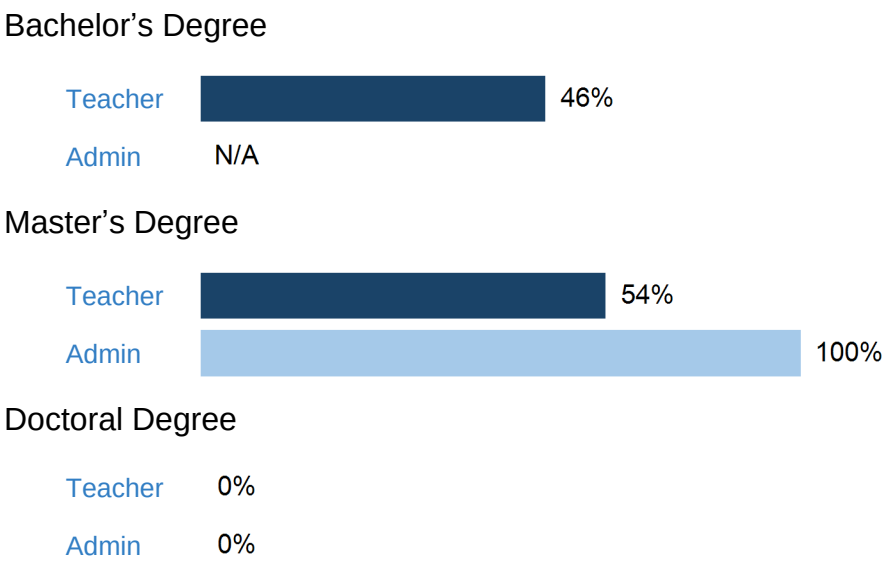
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.2%	32.4%	40.6%
Math Proficiency	24.4%	30.8%	29.0%
ELA Growth	45	46	62
Math Growth	46	51	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.2%	40.0%
Chronic Absenteeism	13.0%	15.6%	13.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Exceeds Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Leap to the Future Initiative provides students in grades 2-8 with their own laptop. • 3rd Year of Advancement Via Individual Determination (AVID) Program • Partnership with New Jersey Positive Behavior Support in Schools (NJ PBSIS)
Mission, Vision, Theme:	The mission of School No 25 is to provide a stimulating educational environment that fosters creativity and learning while enriching the academic and social background of all students. Our shared vision is to be one of the best schools in the City of Elizabeth which is aligned with the district's vision. Our mission and vision serve as catalysts in helping our students succeed on both district and state assessments.
Awards, Recognition, Accomplishments:	School No 25 has a partnership with Montclair University to implement the Project BUILD: Teacher Leader program which provides the school with assistance in implementing the district's mentoring program. The school is also in our second year of working with the Hispanics Inspiring Students' Performance and Achievement (HISPA) organization to provide students with opportunities to hear inspiring life stories from various role models.

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Courses, Curriculum, Instruction:	A major component of our school day for students in Kindergarten-3rd grade is the Early Literacy Program. Students receive a ninety minute daily block of time for uninterrupted reading/language arts instruction and small group tutoring for at-risk students. Our ESL/Bilingual Program provides support to students who qualify for extra help in mastering the English language. Our FOSS science program, consists of hands-on scientific investigations, inquiries and observations.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Middle school students participate in intramural activities that foster physical fitness and good sportsmanship.
Clubs and Activities:	We Schools Partnership challenges young people to identify the local and global issues that spark their passion and empowers them with the tools to take action. National Junior Honor Society is the nation's premier organization established to recognize outstanding middle level students.

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Before and After School Programs:	In order to increase the educational time on-task and to reinforce concepts and skills, we have implemented a Morning Tutoring Program and an After-School Enrichment Program which focus on the New Jersey Learning Standards in mathematics and language arts literacy.
Staff and Professional Learning:	The School Improvement Panel's (ScIP) primary role is to help our school community in supporting the improvement of teaching and learning. The ScIP makes decisions about the school's instructional program; it leads and monitors the implementation of a sound instructional focus which includes reading comprehension across all of the disciplines and writing. The Project BUILD Teacher Leaders help implement the district's mentoring program and provide assistance/professional development to staff.

NJ SCHOOL PERFORMANCE REPORT

School No. 25
(39-1320-280)
Grades Offered: KG-08
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 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.

Student Supports and Services:	Our guidance counselor, social worker, nurse, interventionists, bilingual, ESL and special education resource teachers mobilize the energies and resources of our school community and our families. These professionals are dedicated to our students and help each student with their individual needs.
Student Health and Wellness:	All students are offered a free breakfast daily. Students receive 80 minutes of physical education and 40 minutes of health weekly. Students also have 20 minutes of recess daily. In addition, our school has a partnership with the local YMCA to help promote healthy life choices.
Parent and Community Involvement:	The school has a PTO that assists with organizing events and fundraisers. Our school also organized several Parent Academies to offer families information regarding topics such as PARCC, Homework Assistance, PowerSchool, Healthy Life Choices, etc. Also, our school has a partnership with the local YMCA to help promote healthy choices. Our fifth grade youngsters participate in the Law Enforcement Against Drugs Program, a drug education program sponsored by the Elizabeth Police Department.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A climate survey is administered to students, parents, teachers, and administrators in the Fall and Spring. The information is then shared at our School Safety Team meeting with team members which includes at least one parent and student.
Facilities:	School 25's facilities includes a gymnasium/auditorium, cafeteria, computer lab, science lab, and various classrooms. All of our facilities are air conditioned.

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School Narrative

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Other Information	School No. 25 is a uniformed K-8 school. Our school's technology capabilities includes a teacher computer workstation and StarBoard in every classroom. In addition, the Leap to the Future Initiative provides students in grades 2 through 8 with their own laptop. Classrooms in grades K through 1 are equipped with five touchscreen laptops for students to use to enhance their learning experiences.

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Theodore Panagopoulos
Address	436 First Avenue ELIZABETH, NJ 07206
Phone Number	908-436-6030
Email Address	panagoth@epsnj.org
Website	https://www.epsnj.org/Domain/38
Facebook	https://www.facebook.com/reillyschool7

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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	120	118	120
KG	0	0	0
1	0	0	0
2	119	121	122
3	139	155	145
4	134	138	147
5	125	139	140
6	135	136	139
7	134	131	136
8	133	132	126
Total	1,039	1,070	1,075

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	58.5%	57.9%	55.4%
Male	41.5%	42.1%	44.6%
Economically Disadvantaged Students	69.5%	67.7%	69.2%
Students with Disabilities	4.9%	4.7%	4.8%
English Learners	4.4%	5.0%	3.7%
Homeless Students	0.4%	0.6%	1.1%
Students in Foster Care	0.0%	0.0%	0.1%
Military-Connected Students	0.0%	0.0%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.2%	11.3%	10.4%
Hispanic	71.2%	71.6%	72.2%
Black or African American	12.5%	11.8%	12.4%
Asian	4.5%	4.7%	4.3%
Native Hawaiian or Pacific Islander	0.6%	0.7%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.1%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	120	118	120
KG - Half Day	0	0	0
KG - Full Day	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
Spanish	51.2%
English	39.3%
Portuguese	4.1%
Arabic	2.4%
Other Languages	3.1%

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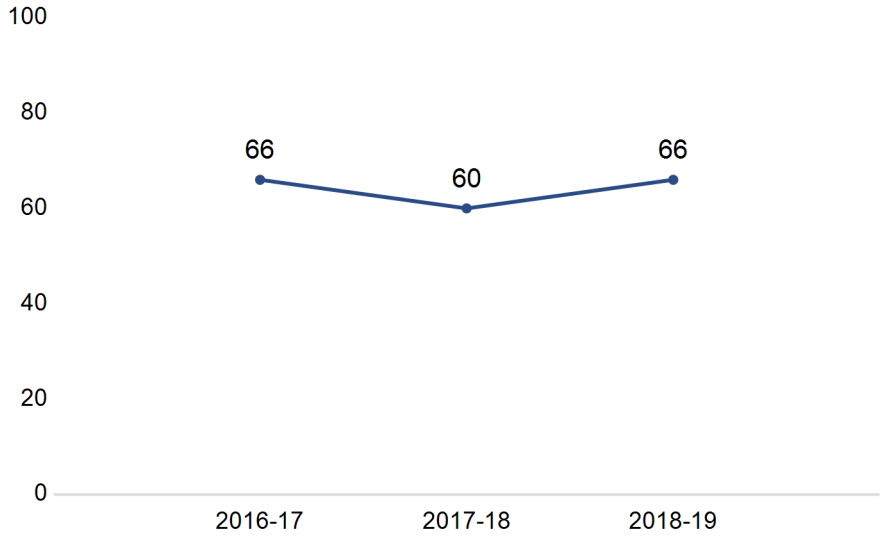
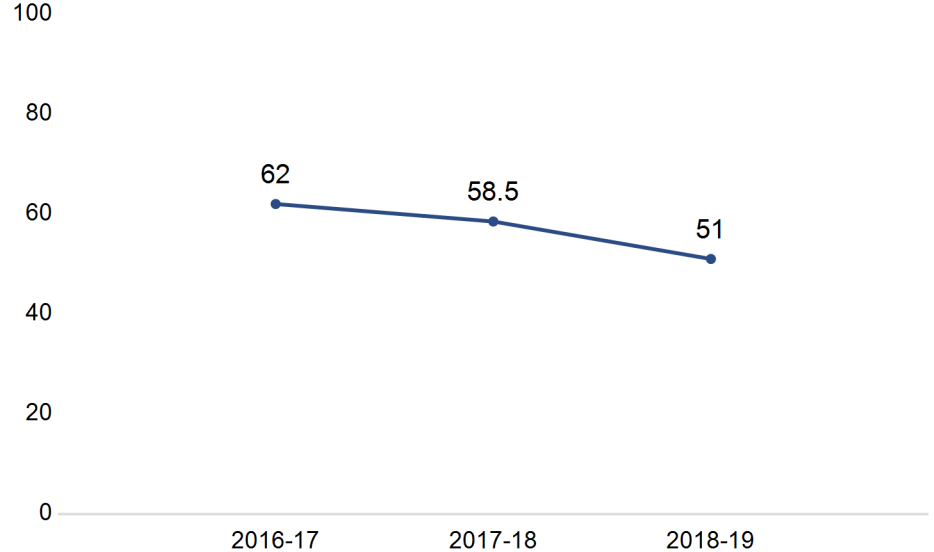
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	66	60	66	62	58.5	51
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	66	63	50	Exceeds Standard	51	44	50	Met Standard
White	53	63	50	Met Standard	50	47.5	52	Met Standard
Hispanic	68	63	49	Exceeds Standard	50.5	44	47	Met Standard
Black or African American	64	61	45	Exceeds Standard	43.5	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	69	68.5	59	Exceeds Standard	75	62	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	65	64	53	N	48	43	50	N
Male	69	61	47	N	54.5	44	51	N
Economically Disadvantaged Students	69	63	48	Exceeds Standard	49	43	46	Met Standard
Students with Disabilities	*	52	43	**	*	41	45	**
English Learners	71	65	52	Exceeds Standard	48	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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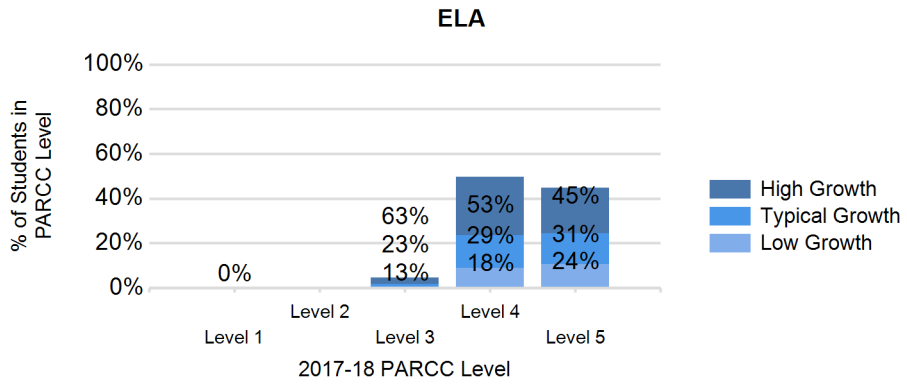
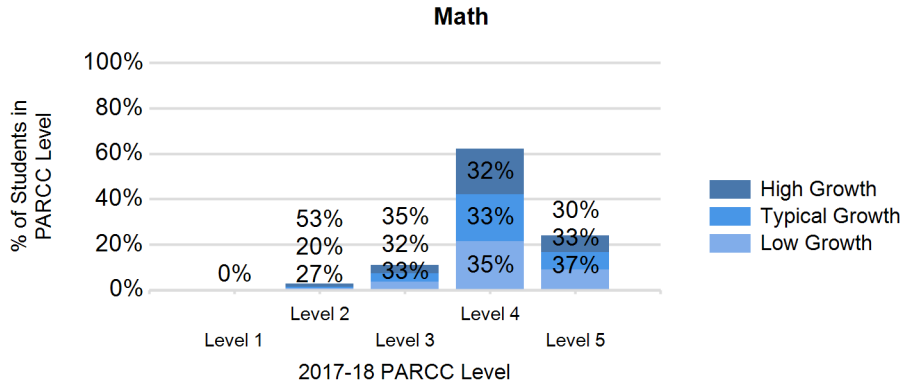
Student Growth by Performance Level

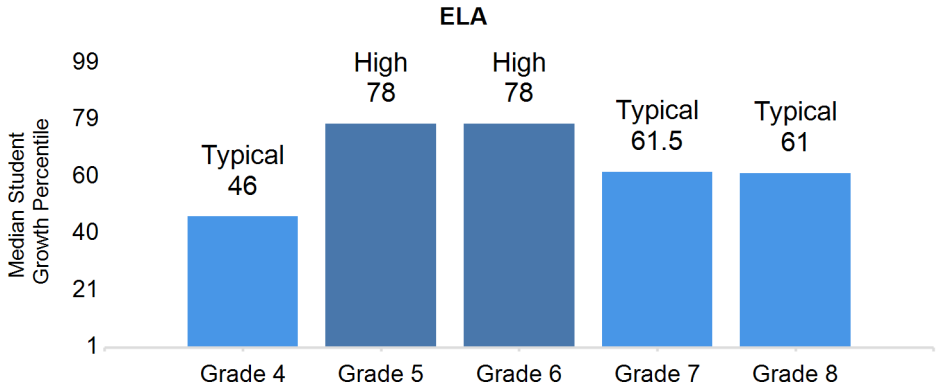
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

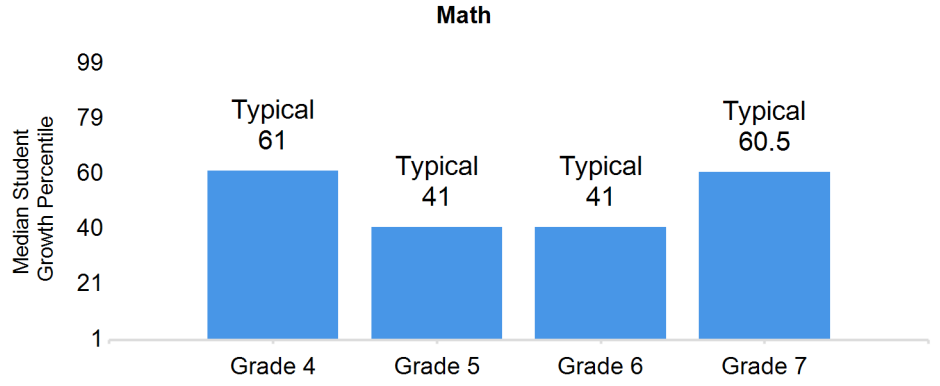




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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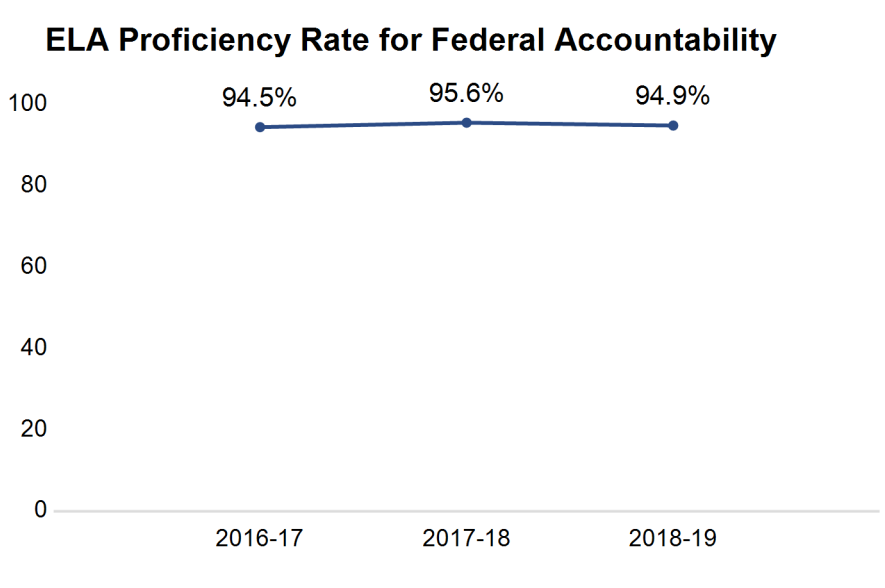
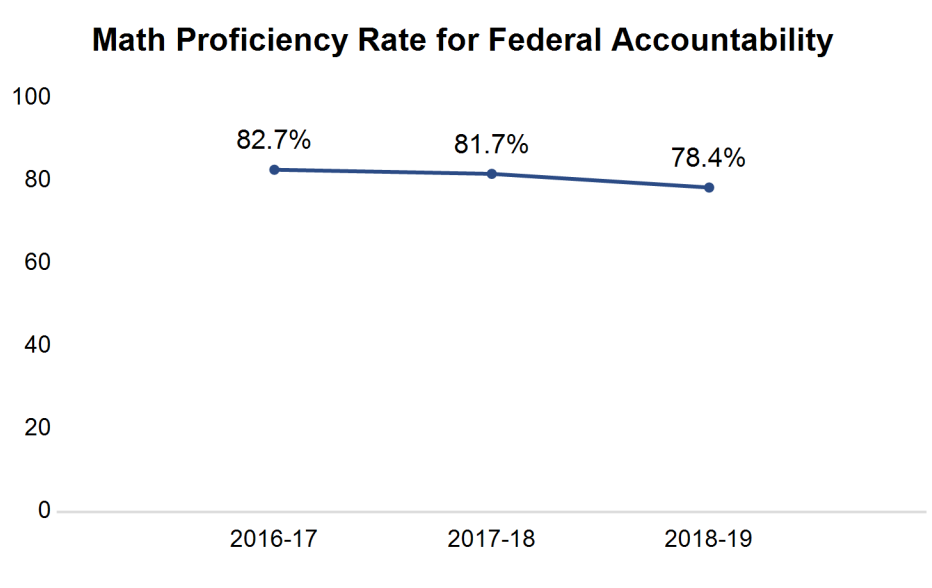
English Language Arts and Mathematics Performance Trends

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	100.0%	99.9%	100.0%	99.9%	99.8%	100.0%
Proficiency Rate for Federal Accountability	94.5%	95.6%	94.9%	82.7%	81.7%	78.4%
Annual Target	80.0%	80.0%	80.0%	80.0%	80.0%	80.0%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Goal	Met Goal	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	807	100.0	94.9	52.8	57.9	94.9	80	Met Goal
White	94	100.0	91.5	63.5	66.9	91.5	80	Met Goal
Hispanic	572	100.0	96.0	53.5	43.9	96.0	80	Met Goal
Black or African American	96	100.0	91.7	42.5	38.5	91.7	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	45	100.0	95.6	79.5	82.9	95.6	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	473	100.0	97.0	59.1	64.8	97.0		
Male	334	100.0	91.9	46.6	51.3	91.9		
Economically Disadvantaged Students	552	100.0	94.6	50.4	40.0	94.6	80	Met Goal
Non-Economically Disadvantaged Students	255	100.0	95.7	62.8	67.9	95.7		
Students with Disabilities	*	*	*	18.8	22.7	*	**	**
Students without Disabilities	*	*	*	57.8	65.1	*		
English Learners	203	100.0	96.1	40.3	29.3	96.1	80	Met Goal
Non-English Learners	604	100.0	94.5	58.3	60.6	94.5		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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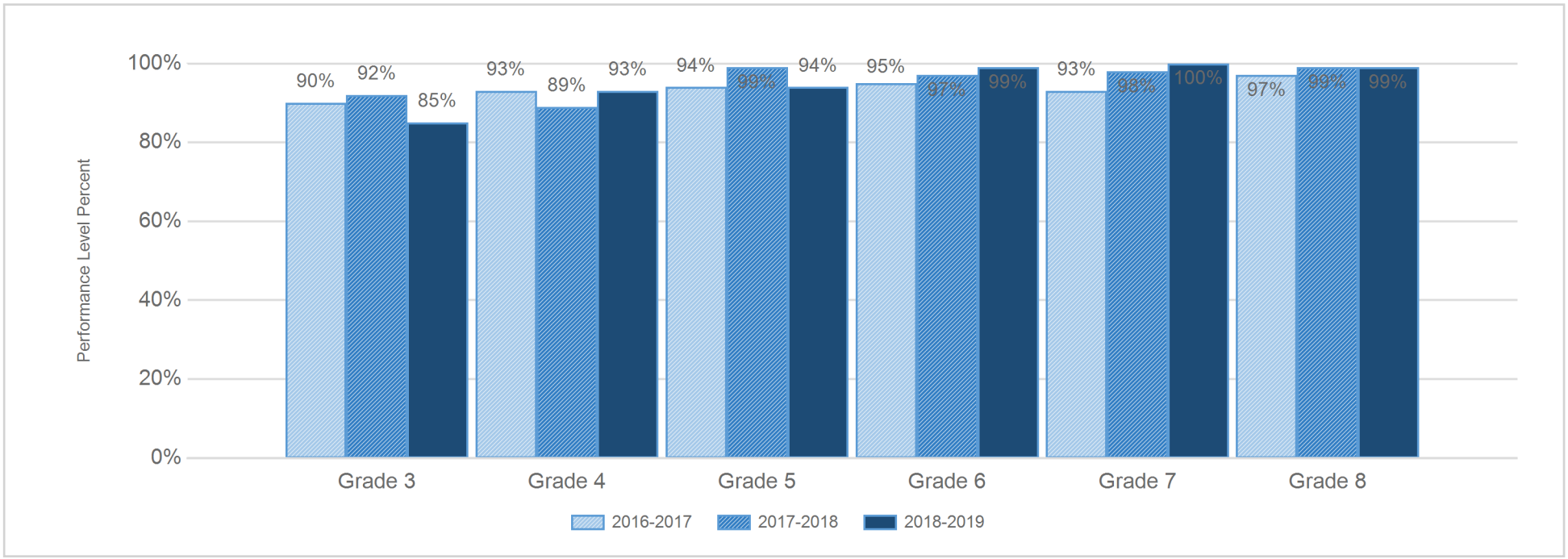
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	787	738	748	0%	*	*	58%	27%	85%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	100	788	738	734	0%	*	*	60%	27%	87%	36%
Black or African American	23	778	729	731	0%	*	*	*	*	78%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	74	791	743	753	0%	*	*	53%	34%	86%	55%
Male	70	782	733	743	0%	*	*	64%	20%	84%	46%
Economically Disadvantaged Students	103	789	735	731	0%	*	*	*	*	83%	33%
Non-Economically Disadvantaged Students	41	781	753	759	0%	*	*	*	*	90%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	719	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	783	748	755	0%	0%	*	*	*	93%	57%
White	19	783	755	763	0%	0%	*	*	*	89%	67%
Hispanic	91	783	748	743	0%	0%	*	*	*	93%	44%
Black or African American	16	778	742	739	0%	0%	*	*	*	94%	39%
Asian, Native Hawaiian, or Pacific Islander	12	784	768	779	0%	0%	0%	*	*	100%	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	81	785	753	760	0%	0%	*	*	*	99%	62%
Male	57	779	743	750	0%	0%	*	*	*	86%	53%
Economically Disadvantaged Students	86	782	745	740	0%	0%	*	*	*	94%	40%
Non-Economically Disadvantaged Students	52	783	759	765	0%	0%	*	*	*	92%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	793	751	756	0%	*	*	50%	45%	94%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	96	795	751	743	0%	*	*	52%	46%	98%	44%
Black or African American	18	790	741	739	0%	0%	*	*	*	94%	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	*	762	N	N	N	N	N	N	65%
Female	89	797	757	761	0%	*	*	*	*	99%	64%
Male	48	785	744	750	0%	*	*	*	*	85%	52%
Economically Disadvantaged Students	105	793	748	740	0%	*	*	*	*	93%	39%
Non-Economically Disadvantaged Students	32	794	761	766	0%	*	*	*	*	97%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	N	N	722	713	N	N	N	N	N	N	11%
Non-English Learners	137	793	756	758	0%	*	*	50%	45%	94%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	802	750	754	0%	0%	*	*	*	99%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	97	804	752	743	0%	0%	*	*	*	99%	43%
Black or African American	17	786	741	738	0%	0%	*	*	*	94%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	81	804	757	762	0%	0%	*	*	*	99%	64%
Male	55	798	744	748	0%	0%	*	*	*	98%	48%
Economically Disadvantaged Students	98	801	748	740	0%	0%	*	*	*	99%	39%
Non-Economically Disadvantaged Students	38	804	758	763	0%	0%	*	*	*	97%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	717	710	N	N	N	N	N	N	*
Non-English Learners	136	802	755	756	0%	0%	*	*	*	99%	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

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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	134	807	759	761	0%	0%	0%	20%	80%	100%	63%
White	23	802	772	769	0%	0%	0%	*	*	100%	72%
Hispanic	95	808	*	747	0%	0%	0%	19%	81%	100%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	76	807	765	769	0%	0%	0%	17%	83%	100%	71%
Male	58	806	753	753	0%	0%	0%	24%	76%	100%	55%
Economically Disadvantaged Students	82	806	756	743	0%	0%	0%	18%	82%	100%	45%
Non-Economically Disadvantaged Students	52	808	768	771	0%	0%	0%	23%	77%	100%	73%
Students with Disabilities	N	N	720	720	N	N	N	N	N	N	22%
Students without Disabilities	134	807	764	769	0%	0%	0%	20%	80%	100%	71%
English Learners	N	N	713	706	N	N	N	N	N	N	12%
Non-English Learners	134	807	765	763	0%	0%	0%	20%	80%	100%	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
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Grades Offered: PK-08
2018-2019

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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	119	812	758	762	0%	0%	*	*	*	99%	63%
White	12	816	770	770	0%	0%	0%	*	*	100%	72%
Hispanic	94	811	758	747	0%	0%	*	*	*	99%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	72	811	764	771	0%	0%	*	*	*	99%	71%
Male	47	813	753	753	0%	0%	*	*	*	100%	55%
Economically Disadvantaged Students	79	813	756	743	0%	0%	*	*	*	100%	45%
Non-Economically Disadvantaged Students	40	810	763	772	0%	0%	*	*	*	98%	72%
Students with Disabilities	N	N	720	721	N	N	N	N	N	N	22%
Students without Disabilities	119	812	763	770	0%	0%	*	*	*	99%	71%
English Learners	N	N	713	708	N	N	N	N	N	N	12%
Non-English Learners	119	812	764	764	0%	0%	*	*	*	99%	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-030)
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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	807	100.0	78.4	27.2	44.5	78.4	80	Met Target†
White	94	100.0	84.0	37.3	54.1	84.0	80	Met Goal
Hispanic	572	100.0	78.5	27.9	28.8	78.5	80	Met Target†
Black or African American	96	100.0	66.7	17.0	23.0	66.7	80	Not Met
Asian, Native Hawaiian, or Pacific Islander	45	100.0	91.1	55.9	76.5	91.1	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	473	100.0	76.1	27.1	44.9	76.1		
Male	334	100.0	81.7	27.3	44.2	81.7		
Economically Disadvantaged Students	552	100.0	77.4	25.4	26.3	77.4	80	Met Target†
Non-Economically Disadvantaged Students	255	100.0	80.8	34.2	54.9	80.8		
Students with Disabilities	*	*	*	10.7	17.4	*	**	**
Students without Disabilities	*	*	*	29.5	50.0	*		
English Learners	203	100.0	80.3	25.9	25.0	80.3	80	Met Goal
Non-English Learners	604	100.0	77.8	27.8	46.5	77.8		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

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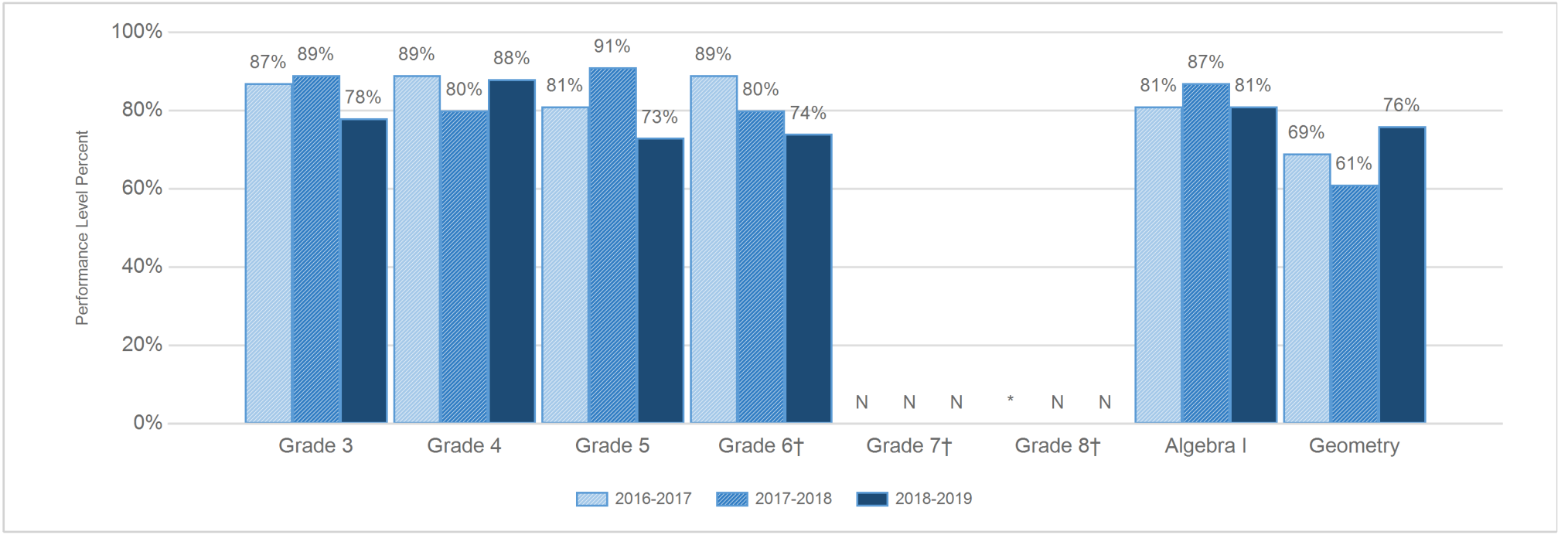
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-030)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	144	768	741	752	0%	*	*	56%	22%	78%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	100	771	742	739	0%	*	*	58%	23%	81%	40%
Black or African American	23	761	730	735	0%	0%	*	*	*	70%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	74	768	743	751	0%	*	*	53%	23%	76%	54%
Male	70	769	740	752	0%	*	*	60%	20%	80%	56%
Economically Disadvantaged Students	103	769	740	737	0%	*	*	*	*	77%	37%
Non-Economically Disadvantaged Students	41	768	747	761	0%	*	*	*	*	80%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	775	737	749	0%	*	*	72%	16%	88%	51%
White	19	781	744	757	0%	*	*	*	*	95%	62%
Hispanic	91	772	738	737	0%	*	12%	*	*	86%	36%
Black or African American	16	772	728	731	0%	*	*	*	*	88%	29%
Asian, Native Hawaiian, or Pacific Islander	12	793	769	776	0%	*	0%	*	*	100%	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	81	775	737	749	0%	*	*	*	*	93%	50%
Male	57	775	737	749	0%	*	*	*	*	82%	52%
Economically Disadvantaged Students	86	775	736	734	0%	*	*	*	*	86%	32%
Non-Economically Disadvantaged Students	52	775	741	759	0%	*	*	*	*	92%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	767	738	747	0%	7%	20%	51%	22%	73%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	96	768	739	735	0%	*	*	51%	23%	74%	30%
Black or African American	18	764	728	729	0%	*	*	*	*	67%	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	*	753	N	N	N	N	N	N	55%
Female	89	766	740	747	0%	*	*	*	*	70%	47%
Male	48	769	737	747	0%	*	*	*	*	79%	47%
Economically Disadvantaged Students	105	768	737	732	0%	*	*	*	*	71%	27%
Non-Economically Disadvantaged Students	32	764	742	757	0%	*	*	*	*	78%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	N	N	724	718	N	N	N	N	N	N	12%
Non-English Learners	137	767	741	749	0%	7%	20%	51%	22%	73%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	136	764	726	741	*	*	22%	60%	14%	74%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	97	764	727	729	*	*	23%	63%	11%	74%	24%
Black or African American	17	751	714	722	*	*	*	*	*	53%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	81	759	727	742	*	*	*	*	*	69%	42%
Male	55	771	725	740	*	*	*	*	*	82%	40%
Economically Disadvantaged Students	98	762	725	726	*	*	*	*	*	71%	21%
Non-Economically Disadvantaged Students	38	770	732	750	*	*	*	*	*	82%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	709	709	N	N	N	N	N	N	*
Non-English Learners	136	764	729	743	*	*	22%	60%	14%	74%	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	728	744	N	N	N	N	N	N	42%
White	N	N	733	751	N	N	N	N	N	N	53%
Hispanic	N	N	*	733	N	N	N	N	N	N	26%
Black or African American	N	N	717	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	N	N	728	744	N	N	N	N	N	N	42%
Male	N	N	727	743	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	727	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	728	751	N	N	N	N	N	N	53%
Students with Disabilities	N	N	709	718	N	N	N	N	N	N	13%
Students without Disabilities	N	N	730	749	N	N	N	N	N	N	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	730	745	N	N	N	N	N	N	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	769	730	744	0%	*	15%	*	*	81%	42%
White	23	764	737	752	0%	*	*	83%	0%	83%	53%
Hispanic	95	772	731	728	0%	*	12%	*	*	84%	24%
Black or African American	*	*	722	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	*	752	N	N	N	N	N	N	51%
Female	76	767	730	745	0%	*	*	*	*	76%	44%
Male	58	772	731	743	0%	*	*	*	*	86%	41%
Economically Disadvantaged Students	82	769	729	727	0%	*	*	*	*	83%	23%
Non-Economically Disadvantaged Students	52	769	733	752	0%	*	*	*	*	77%	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	134	769	733	748	0%	*	15%	*	*	81%	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	134	769	733	745	0%	*	15%	*	*	81%	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	763	718	737	0%	*	23%	*	*	76%	35%
White	12	773	721	743	0%	0%	0%	*	*	100%	43%
Hispanic	94	760	719	724	0%	*	27%	*	*	72%	17%
Black or African American	*	*	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	72	762	720	738	0%	*	*	*	*	74%	36%
Male	47	764	716	736	0%	*	*	*	*	81%	34%
Economically Disadvantaged Students	79	763	717	722	0%	*	20%	*	*	78%	16%
Non-Economically Disadvantaged Students	40	763	719	743	0%	*	28%	*	*	73%	43%
Students with Disabilities	N	N	699	712	N	N	N	N	N	N	*
Students without Disabilities	119	763	720	741	0%	*	23%	*	*	76%	*
English Learners	N	N	709	708	N	N	N	N	N	N	*
Non-English Learners	119	763	721	738	0%	*	23%	*	*	76%	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	84.2%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	*	*	*
5 or more	30	33.3%	66.7%

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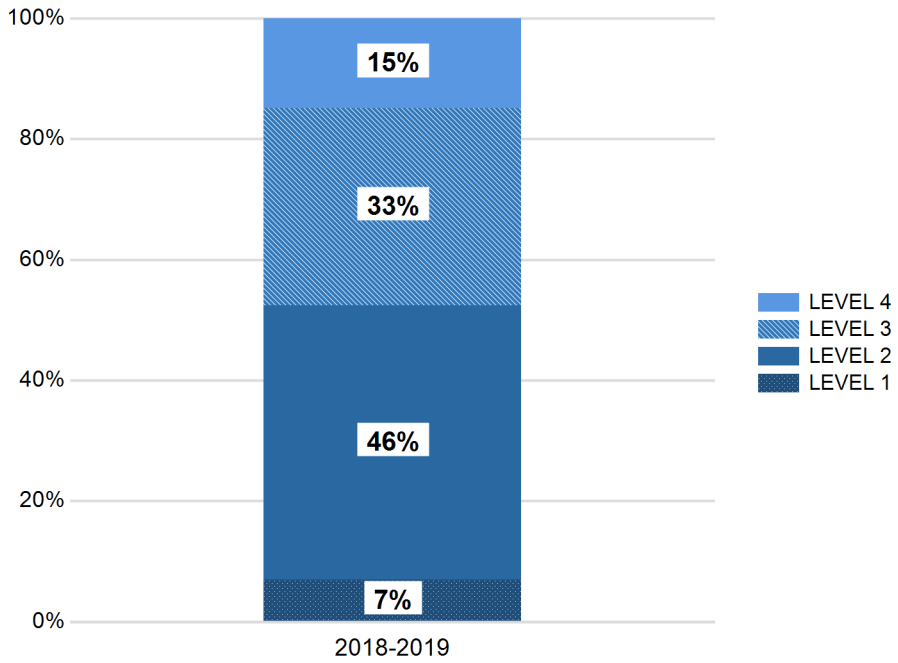
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	7	46	33	15
White	*	*	*	*
Hispanic	6	44	36	14
Black or African American	6	50	22	22
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	6	51	29	15
Male	8	38	40	15
Economically Disadvantaged Students	9	45	33	13
Non-Economically Disadvantaged Students	0	50	31	19
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	7	46	33	15
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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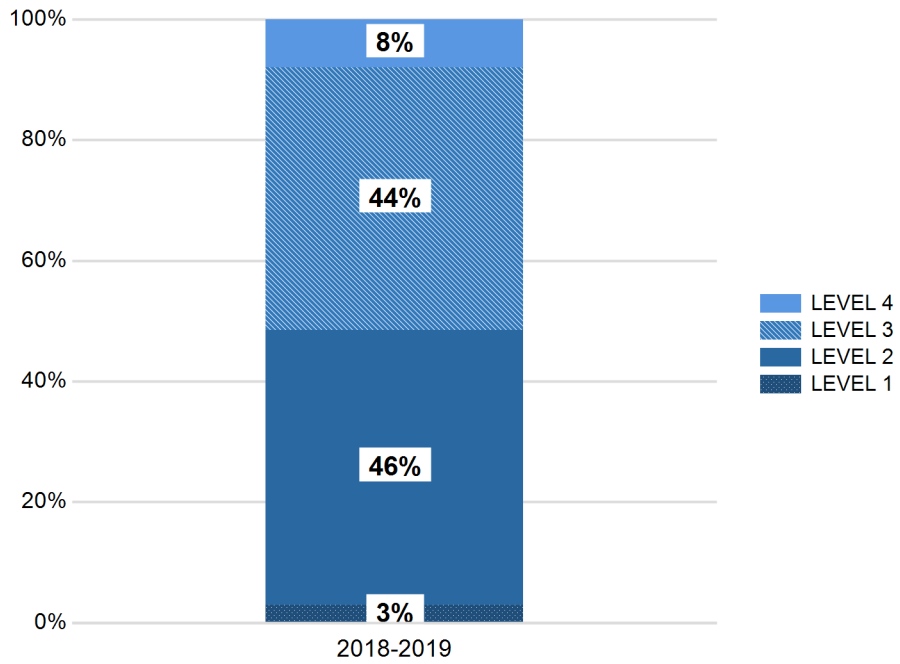
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	3	46	44	8
White	0	25	58	17
Hispanic	3	51	40	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	4	56	32	8
Male	0	32	62	6
Economically Disadvantaged Students	3	44	47	6
Non-Economically Disadvantaged Students	3	50	38	10
Students with Disabilities	N	N	N	N
Students without Disabilities	3	46	44	8
English Learners	N	N	N	N
Non-English Learners	3	46	44	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	139
7	133	0	3
8	0	119	7
Total	133	119	149

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	139	0	0	0	0	0	0
7	136	0	0	0	0	0	0
8	7	0	0	0	0	0	0
Total	282	0	0	0	0	0	0

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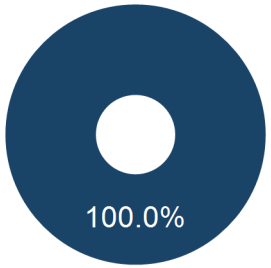
Visual and Performing Arts – Course Participation

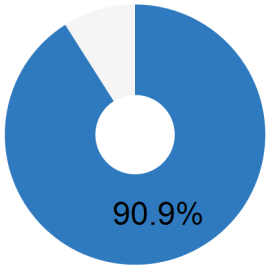
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

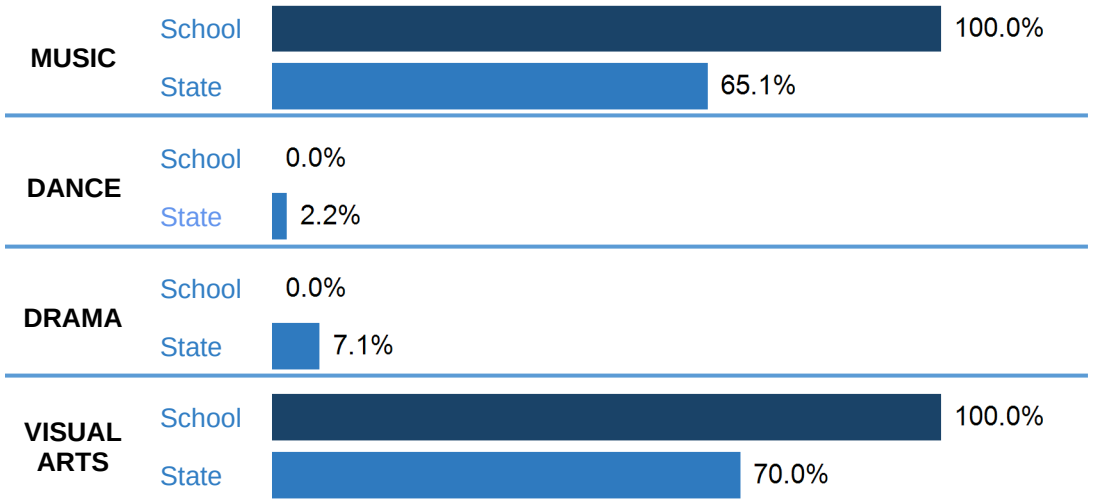


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

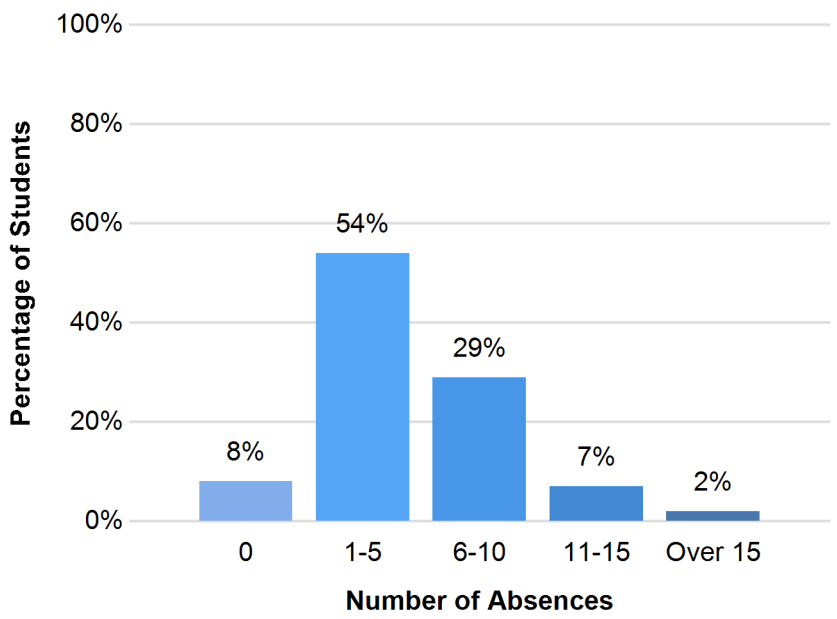
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	16	1.7	8.3	Met
White	1	0.9	8.3	Met
Hispanic	11	1.7	8.3	Met
Black or African American	4	3.4	8.3	Met
Asian, Native Hawaiian, or Pacific	*	*	8.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	9	1.7		
Male	7	1.8		
Economically Disadvantaged Students	10	1.6	8.3	Met
Students with Disabilities	*	*	**	**
English Learners	0	0	8.3	Met
Homeless Students	0	0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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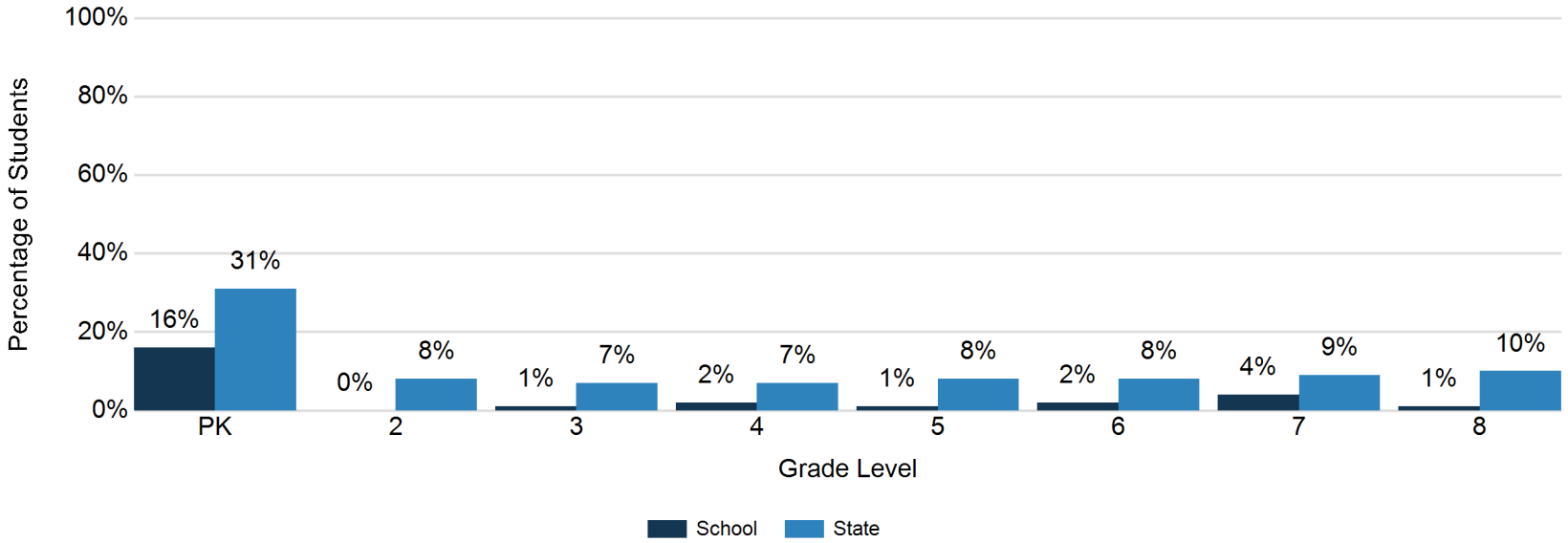
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

Terence C. Reilly School No 7
(39-1320-030)
Grades Offered: PK-08
2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	11
Weapons	1
Vandalism	4
Substances	6
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	25
Incidents Per 100 Students Enrolled	2.33

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	6

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	2	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	4	3	7
No Identified Nature	13		13

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	38	3.5%
Any Suspension	41	3.8%
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
97

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1

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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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	77	118,214
Average years experience in public schools	10.1	12.1
Average years experience in district	10.1	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	13:1
Students to Administrators	538:1	297:1
Teachers to Administrators	39:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	55.4%	79.2%	50.0%	48.4%	77.1%	54.9%
Male	44.6%	20.8%	50.0%	51.6%	22.9%	45.1%
White	10.4%	59.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	72.2%	26.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.4%	13.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	1.3%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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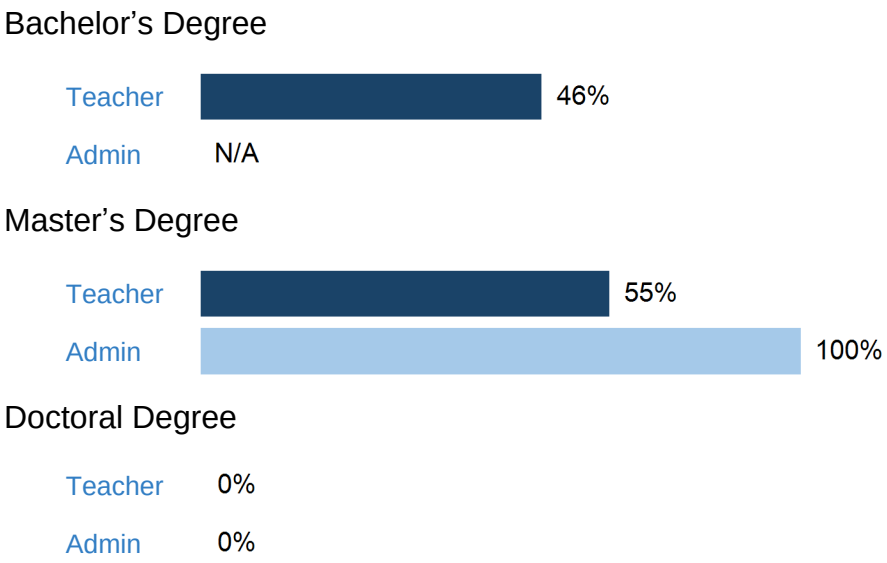
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	94.5%	95.6%	94.9%
Math Proficiency	82.7%	81.7%	78.4%
ELA Growth	66	60	66
Math Growth	62	58	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		84.8%	84.2%
Chronic Absenteeism	2.5%	2.7%	1.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target†	Exceeds Standard	Met Standard	Exceeds Target	Met	No
White	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Black or African American	Met Goal	Not Met	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	Met Goal	Met Goal	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Apple Distinguished School 2019-2022 • National Blue Ribbon School 2011 & 2019 • National and New Jersey School of Character
Mission, Vision, Theme:	The Reilly Motto, “Together We Can,” exemplifies the spirit of the Terence C. Reilly School Number 7 family. A Gifted and Talented Academy within the Elizabeth Public Schools, the school has a clear mission: to provide excellent educational experiences and services to ensure that every child achieves excellence.
Awards, Recognition, Accomplishments:	Our staff, community, and families are an outstanding team and work together to build a better future for our students. As a result, in 2011, Reilly was named a National Blue Ribbon School by the US Department of Education. In addition, the school has been recognized as a NJ Model School in the Arts in 2013, a 2014 Title I National Distinguished School, designated as an Apple Distinguished School through the 2019 school year, as well as a New Jersey and National School of Character.

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Courses, Curriculum, Instruction:	The school offers a rigorous curriculum in all disciplines and instruction highlights the four components of the Gifted and Talented program: academics, performing arts, visual arts, and physical education. All students are enrolled in an accelerated math program, ending with placement in a high school geometry class in 8th grade, and our fourth and fifth graders attend departmentalized classes akin to a secondary education setting.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Terence C. Reilly has both an Elementary and Middle School Honor Society, which requires students to volunteer at least 20 hours for food/clothing drives and other philanthropic work. Our visual arts, band, orchestra, choral, and theater programs are highly successful and participate in annual visual & performing arts competitions (Teen Arts & Music in the Parks).

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Before and After School Programs:	Our after School Enrichment program facilitated by staff are offered to students grades 2-8. The program includes visual arts and performing arts classes, computer coding, Destination Imagination, photography, yoga and mindfulness, chess, creative writing, and speech and debate.
Staff and Professional Learning:	Teachers and administrators have been trained in all iLife and iWork applications associated with our Apple One to One initiative for full product and resource integration and Challenge Based Learning planning and facilitation in order to leverage technology to promote student engagement in ways that a traditional classroom setting cannot.

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Student Supports and Services:	Terence C. Reilly has both tutoring services throughout the day (grades 2-8) and after school (grades 2-5). RTI is utilized for student documentation when the I&RS process is initiated for accurate and up to date interventions used and student progress made.
Student Health and Wellness:	Breakfast program free for students in all grades. Students and staff also have filtered and refrigerated water bottle filling stations at two locations in the building. Hydration and consumption of sugar free drinks are promoted with these stations.
Parent and Community Involvement:	Our active PTO meets regularly to set up school events and fundraising opportunities that pay for a number of trips and activities. They also assist administration with communicating parent concerns

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys developed around providing administration feedback based on student safety and security are sent to students/staff/parents and guardians through the use of google forms. The school community is surveyed 3 times per year.
Facilities:	Terence C. Reilly was originally built in 1924. It is fully air conditioned, has an interactive television studio and media center, digital media and piano midi labs, and the Reilly Auditorium, which is one of the largest performance venues in Elizabeth.

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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.

Other Information	Reilly School Number 7 opened in September 2009 and expanded Elizabeth's nationally recognized Gifted and Talented program. Our school is located in one of Elizabeth's historic school buildings on First Avenue that has been completely renovated for 21st century teaching and learning. The staff and student population is equipped with interactive StarBoards, Apple TV's, iMacs, MacBook Airs in grades 3 through 8, and iPads for both our pre-k and 2nd grade programs. Staff and students have fully leveraged technology to increase overall student ownership and engagement. This instructional focus resulted in an Apple Distinguished School Designation through 2019.

NJ SCHOOL PERFORMANCE REPORT

Thomas A. Edison Career and Technical Academy
(39-1320-404)
Grades Offered: 09-12
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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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	Union
District	Elizabeth Public Schools
Principal Name	Ms. Fatimah Bey
Address	625 Summer St Elizabeth, NJ 07202
Phone Number	908-436-6800
Email Address	beyfa@epsnj.org
Website	https://www.epsnj.org/Domain/9
Facebook	https://www.facebook.com/ThomasAEdisonChargers

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	308	254	259
10	173	206	209
11	127	174	174
12	110	124	167
Total	718	758	809

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	36.5%	34.0%	33.6%
Male	63.5%	66.0%	66.4%
Economically Disadvantaged Students	84.0%	83.5%	85.4%
Students with Disabilities	24.1%	24.0%	25.7%
English Learners	10.4%	11.2%	11.5%
Homeless Students	0.8%	1.3%	1.0%
Students in Foster Care	0.4%	0.0%	0.2%
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	4.9%	4.6%	4.4%
Hispanic	73.7%	74.4%	71.3%
Black or African American	20.9%	20.2%	23.7%
Asian	0.6%	0.7%	0.2%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	718	758	809
Shared Time Students	0	0	0
Full Time Equivalent	718	758	809

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	63.3%
English	31.4%
Haitian	2.6%
Portuguese	1.7%
Other Languages	1.0%

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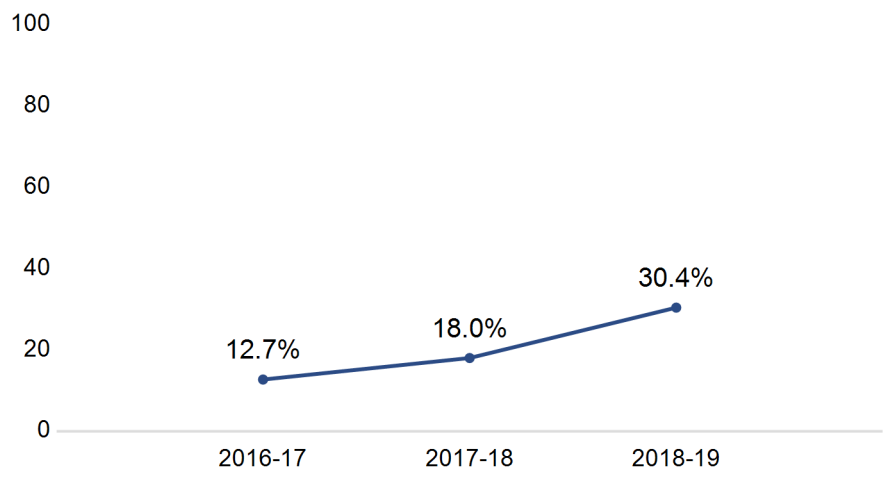
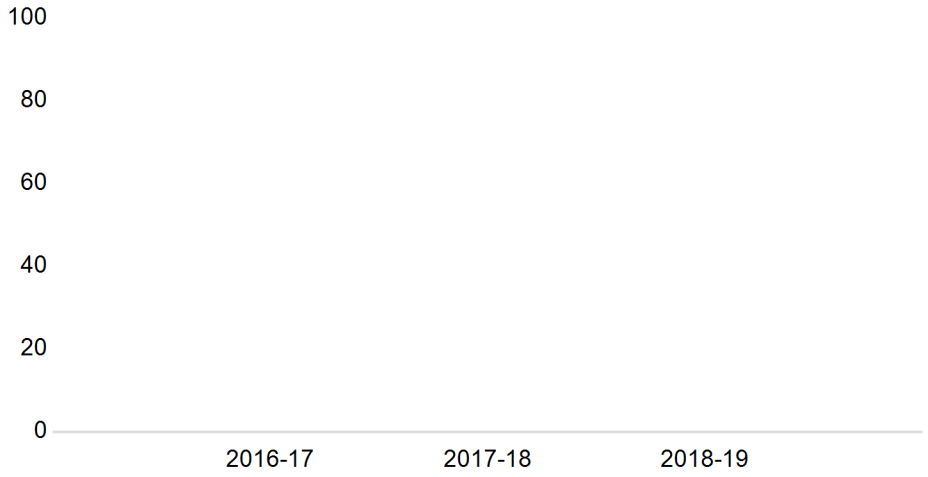
English Language Arts and Mathematics Performance Trends

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%	99.5%	97.9%	99.0%	98.8%	98.6%
Proficiency Rate for Federal Accountability	12.7%	18.0%	30.4%	*	*	*
Annual Target	16.5%	19.9%	23.2%	7.1%	11.0%	14.8%
Met Annual Target?	Not Met	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	418	97.9	30.4	52.8	57.9	30.4	23.2	Met Target
White	*	*	*	63.5	66.9	*	N	N
Hispanic	298	98.4	32.6	53.5	43.9	32.6	25.9	Met Target
Black or African American	96	96.1	27.1	42.5	38.5	27.1	14.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	145	98.0	35.9	59.1	64.8	35.9		
Male	273	97.9	27.5	46.6	51.3	27.5		
Economically Disadvantaged Students	354	97.5	29.9	50.4	40.0	29.9	23.9	Met Target
Non-Economically Disadvantaged Students	64	100.0	32.8	62.8	67.9	32.8		
Students with Disabilities	100	93.5	10.0	18.8	22.7	*	12.7	Met Target†
Students without Disabilities	318	99.4	36.8	57.8	65.1	*		
English Learners	61	96.8	21.3	40.3	29.3	21.3	14.1	Met Target
Non-English Learners	357	98.1	31.9	58.3	60.6	31.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

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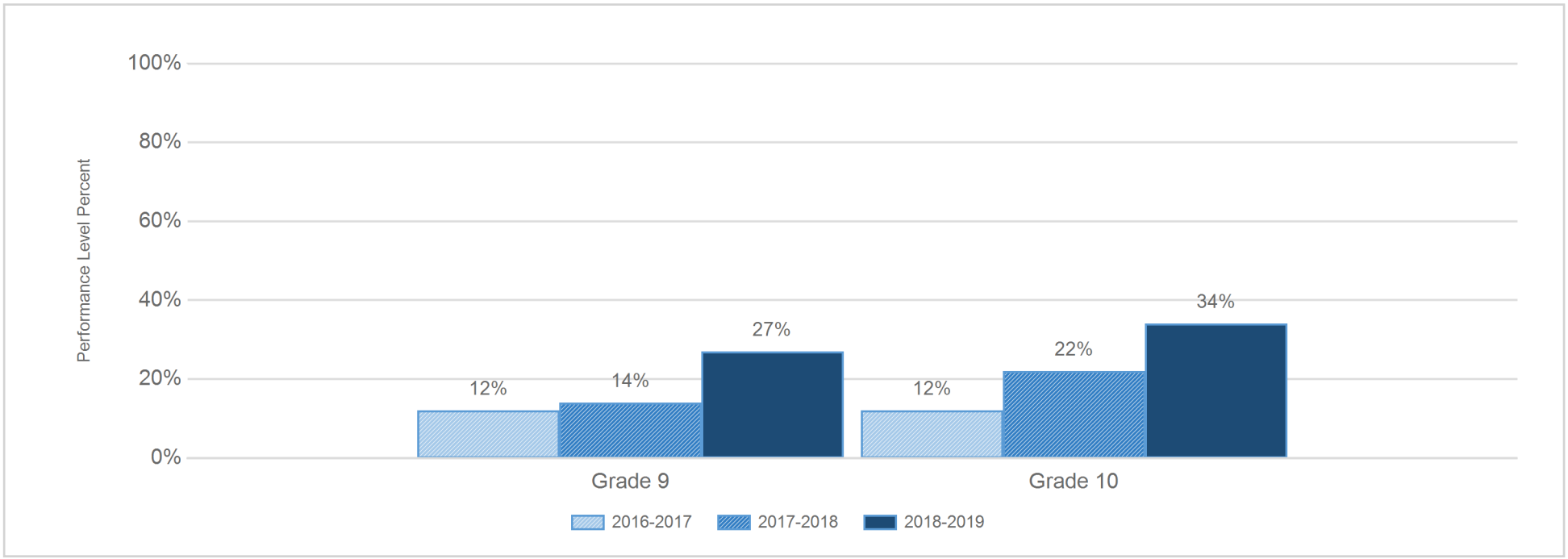
English Language Arts Assessment - Performance Trends

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 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	231	726	745	753	24%	26%	23%	*	*	27%	56%
White	12	710	758	762	*	*	*	*	*	*	65%
Hispanic	161	729	746	737	20%	26%	24%	*	*	29%	40%
Black or African American	58	721	732	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	783	N	N	N	N	N	N	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	82	733	751	760	17%	24%	24%	*	*	34%	63%
Male	149	722	739	746	28%	26%	22%	*	*	23%	49%
Economically Disadvantaged Students	199	724	744	734	*	*	*	*	*	26%	36%
Non-Economically Disadvantaged Students	32	736	750	762	*	*	*	*	*	34%	65%
Students with Disabilities	50	704	711	717	*	*	*	*	*	*	17%
Students without Disabilities	181	732	749	760	*	*	*	*	*	*	63%
English Learners	26	708	702	693	42%	*	*	*	*	19%	*
Non-English Learners	205	728	753	755	22%	*	*	*	*	28%	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	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	188	725	750	757	31%	19%	16%	28%	6%	34%	58%
White	*	*	763	767	*	*	*	*	*	*	67%
Hispanic	139	730	750	738	27%	18%	19%	29%	7%	36%	43%
Black or African American	36	709	*	733	42%	*	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	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	64	730	759	766	25%	23%	*	*	*	41%	66%
Male	124	722	742	749	35%	16%	*	*	*	30%	51%
Economically Disadvantaged Students	151	726	750	735	31%	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	37	723	752	767	32%	*	*	*	*	30%	67%
Students with Disabilities	42	703	710	711	50%	*	*	*	*	17%	19%
Students without Disabilities	146	731	755	765	26%	*	*	*	*	38%	65%
English Learners	18	694	*	687	*	*	*	*	*	*	*
Non-English Learners	170	728	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	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	461	98.6	*	27.2	44.5	*	14.8	Not Met
White	*	*	*	37.3	54.1	*	N	N
Hispanic	326	98.6	*	27.9	28.8	*	15.7	Not Met
Black or African American	108	98.3	*	17.0	23.0	*	12.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	155	98.8	*	27.1	44.9	*		
Male	306	98.5	*	27.3	44.2	*		
Economically Disadvantaged Students	391	98.5	*	25.4	26.3	*	15.1	Not Met
Non-Economically Disadvantaged Students	70	98.7	*	34.2	54.9	*		
Students with Disabilities	106	95.6	*	10.7	17.4	*	12.8	Not Met
Students without Disabilities	355	99.5	*	29.5	50.0	*		
English Learners	68	97.3	*	25.9	25.0	*	15.8	Not Met
Non-English Learners	393	98.8	*	27.8	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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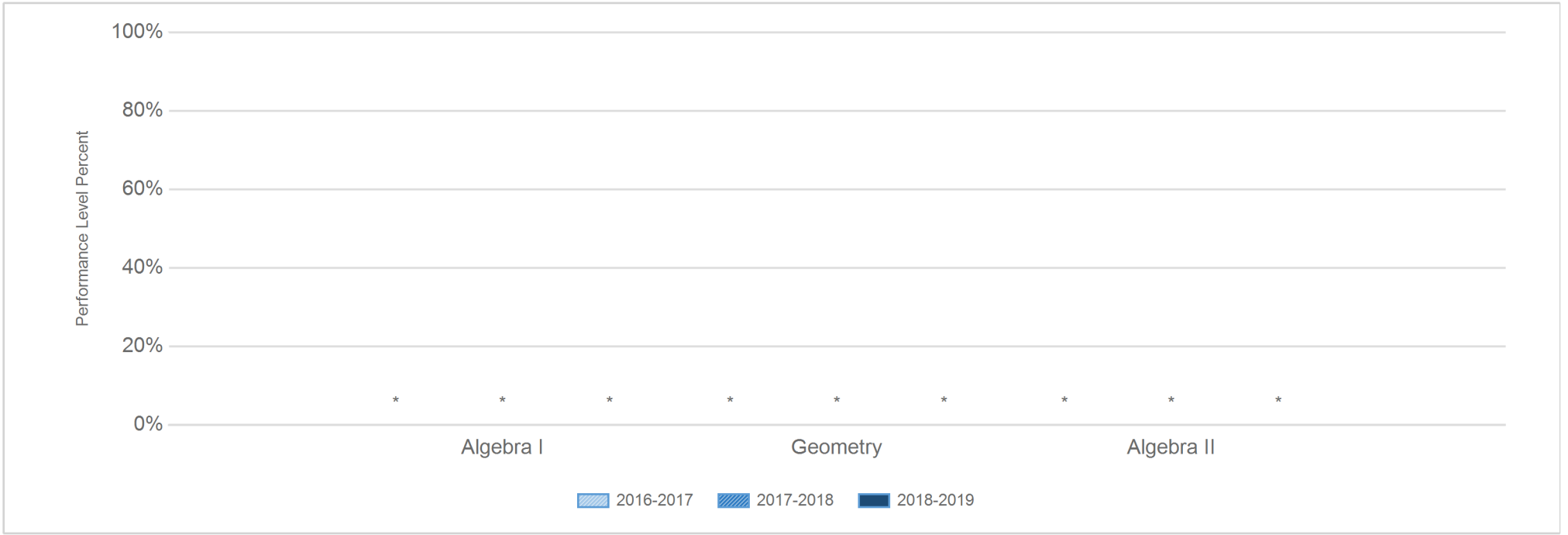
Mathematics Assessment – Performance Trends

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 Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	730	744	*	*	*	*	*	*	42%
White	N	N	737	752	N	N	N	N	N	N	53%
Hispanic	*	*	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	337	707	718	737	*	*	*	*	*	*	35%
White	*	*	721	743	*	*	*	*	*	*	43%
Hispanic	231	709	719	724	*	*	*	*	*	*	17%
Black or African American	84	702	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	108	708	720	738	*	*	*	*	*	*	36%
Male	229	707	716	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	287	706	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	50	713	719	743	*	*	*	*	*	*	43%
Students with Disabilities	90	697	699	712	*	*	*	*	*	*	*
Students without Disabilities	247	711	720	741	*	*	*	*	*	*	*
English Learners	45	709	709	708	*	*	*	*	*	*	*
Non-English Learners	292	707	721	738	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
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%

NJ SCHOOL PERFORMANCE REPORT

Thomas A. Edison Career and Technical Academy
(39-1320-404)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	696	714	755	*	*	*	*	*	*	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	98	697	713	731	*	*	*	*	*	*	34%
Black or African American	*	*	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	734	777	N	N	N	N	N	N	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	49	693	713	752	*	*	*	*	*	*	55%
Male	80	699	714	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	106	696	713	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	23	698	716	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	689	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	715	756	*	*	*	*	*	*	60%
English Learners	*	*	682	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	718	755	*	*	*	*	*	*	59%
Homeless Students	*	*	687	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	18.0%	40.9%	Not Met

† 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	17	*	*
3-4	48	*	*
5 or more	26	*	*

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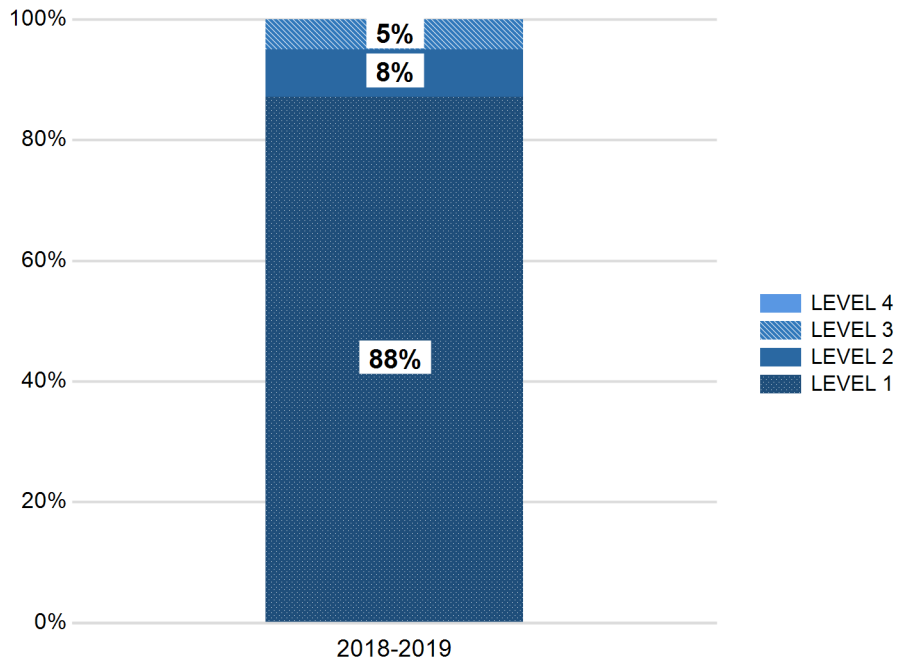
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	88	8	5	0
White	*	*	*	*
Hispanic	86	9	5	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	89	4	7	0
Male	87	10	4	0
Economically Disadvantaged Students	89	7	4	0
Non-Economically Disadvantaged Students	76	14	10	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	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 in2018-19. 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	97.1%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	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	372	476	Grade 10: 430 Grade 11: 460	13%	61%
PSAT 10/NMSQT - Math	378	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	396	539	480	11%	70%
SAT - Math	396	541	530	*	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%

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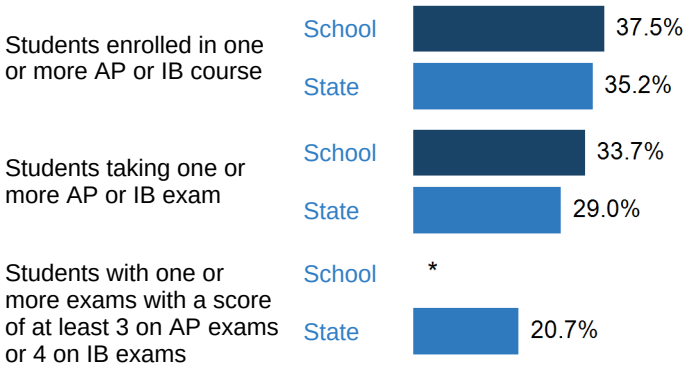
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

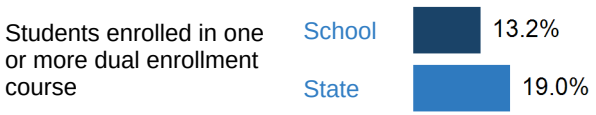
AP/IB Coursework – Participation and Performance

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 English Language and Composition	50	47
AP English Literature and Composition	45	45
AP Spanish Language	0	17
AP Spanish Literature	18	0
AP Statistics	45	42
AP U.S. History	44	38
Total Exams taken		189
Exams with scores of at least 3 on AP exams or 4 on IB exams		*

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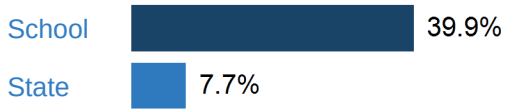
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

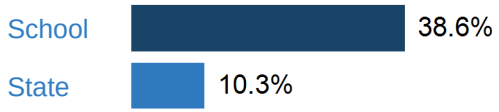
Career and Technical Education Participation

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)



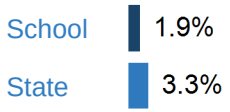
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	39.9%	38.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	38.3%	38.5%	10.3%	11.3%
Black or African American	41.7%	40.1%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	N	N	6.8%	12.1%
Female	37.9%	38.2%	7.3%	10.6%
Male	41.0%	38.7%	8.0%	10.1%
Economically Disadvantaged Students	39.1%	39.2%	10.4%	11.8%
Students with Disabilities	37.5%	42.8%	6.6%	9.2%
English Learners	28.0%	35.5%	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%	*

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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
Architecture & Construction	94		
Arts, AV Technology & Communications	141		
Hospitality & Tourism	81		
Human Services	117		
Manufacturing	44		
Marketing	35		
Transportation, Distribution & Logistics	123		
Total (All Clusters)	635	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	0	249	10	0	0	0	0
10	0	93	110	5	0	0	2
11	0	3	94	66	0	11	0
12	0	2	9	65	0	63	31
Total	0	347	223	136	0	74	33
Enrolled in AP/IB Course					0	45	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	21	3	0	221	1	0
10	170	20	0	1	4	0
11	2	121	0	2	12	2
12	12	3	0	2	0	51
Total	205	147	0	226	17	53
Enrolled in AP/IB Course	0	0		0	0	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	121	27	0	0	0	111
10	0	196	4	0	0	0
11	0	171	7	0	0	1
12	0	102	159	0	0	2
Total	121	496	170	0	0	114
Enrolled in AP/IB Course	0	44	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	81	6	0	0	0	0	0
10	103	19	0	0	0	0	0
11	38	33	0	0	0	0	0
12	28	1	0	0	0	0	0
Total	250	59	0	0	0	0	0
Enrolled in AP/IB Course	18	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Computer Science and Information Technology – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	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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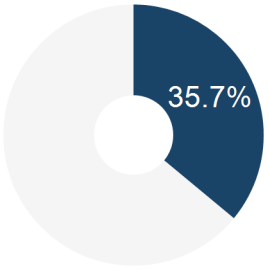
Visual and Performing Arts – Course Participation

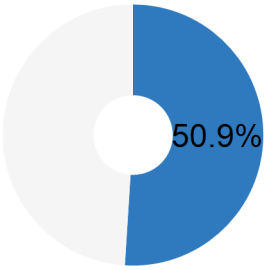
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

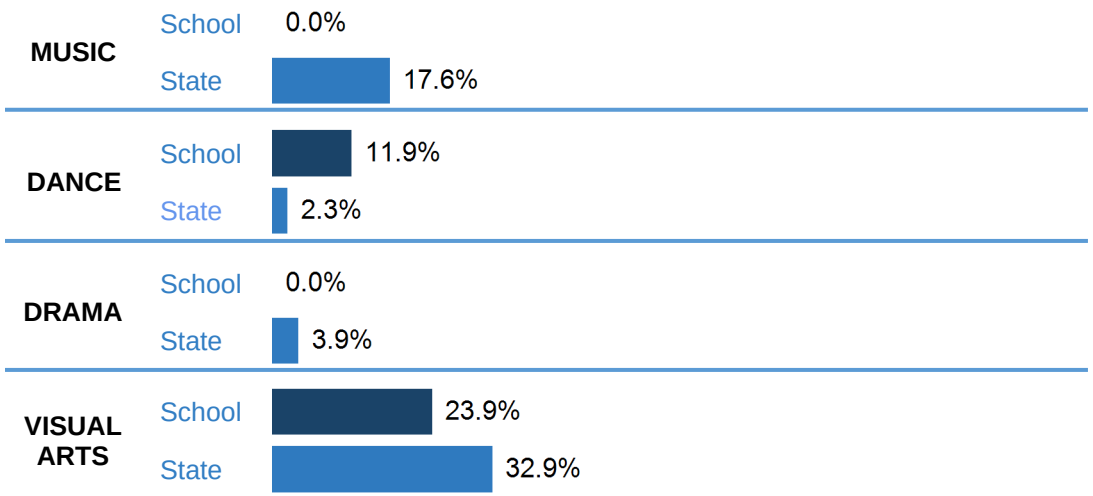


School



State

Students enrolled in one or more classes by discipline:



NJ SCHOOL PERFORMANCE REPORT

Thomas A. Edison Career and Technical Academy
(39-1320-404)
Grades Offered: 09-12
2018-2019

Report Key:
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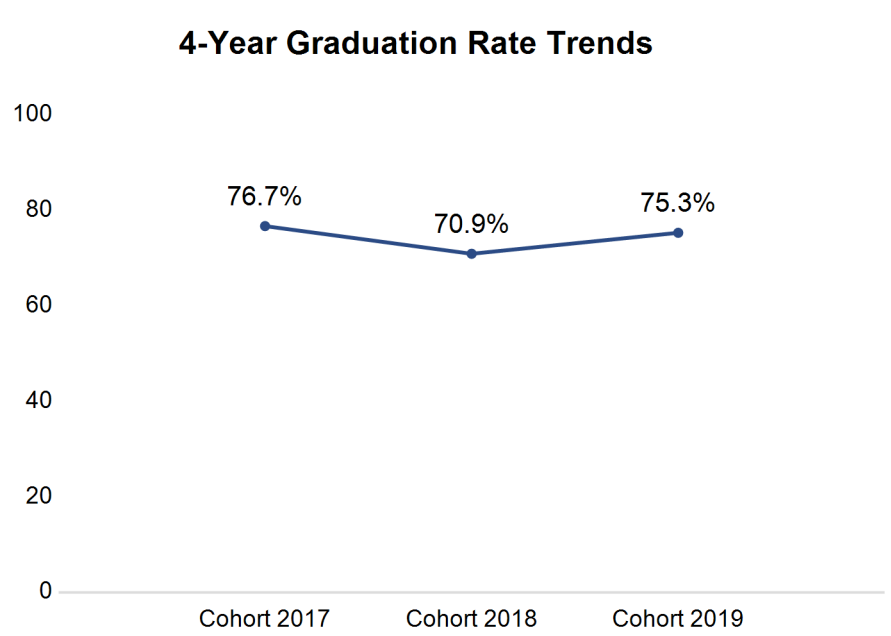
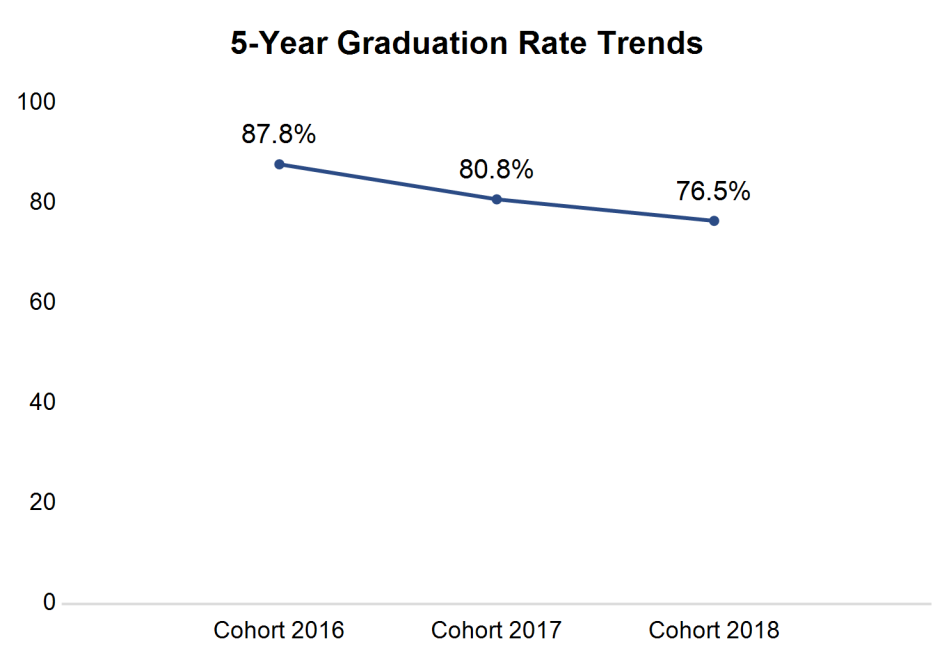
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

Graduation 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	76.7%	70.9%	75.3%	87.8%	80.8%	76.5%
Annual Target	74.3%	75.5%		77.1%	78.1%	
Met Annual Target?	Met Target	Not Met		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	75.3%	90.6%	76.5%	92.5%	70.9%	75.5%	Not Met	80.8%	78.1%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	74.7%	84.5%	76.3%	87.3%	74.0%	77.8%	Not Met	80.8%	78.7%	Met Target
Black or African American	*	83.3%	73.5%	87.1%	56.8%	69.9%	Not Met	82.5%	78.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	N	N	N
Female	74.3%	92.8%	80.6%	94.4%	75.0%			92.7%		
Male	75.8%	88.5%	74.1%	90.8%	68.4%			70.0%		
Economically Disadvantaged Students	75.3%	84.0%	79.2%	87.3%	73.2%	75.8%	Not Met	79.9%	77.6%	Met Target
Students with Disabilities	69.8%	79.2%	58.0%	83.8%	49.0%	66.4%	Not Met	67.6%	70.2%	Not Met
English Learners	70.0%	75.4%	76.5%	80.1%	76.5%	**	**	71.4%	**	**
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

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	50.0%	25.0%
Substitute Competency Test	8.3%	25.6%
Portfolio Appeals Process	19.6%	27.4%
Alternate Requirements specified in IEP	22.0%	22.0%
Unknown	0.0%	0.0%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	4.1%	1.2%
2017-2018	3.8%	1.2%
2016-2017	5.3%	1.1%

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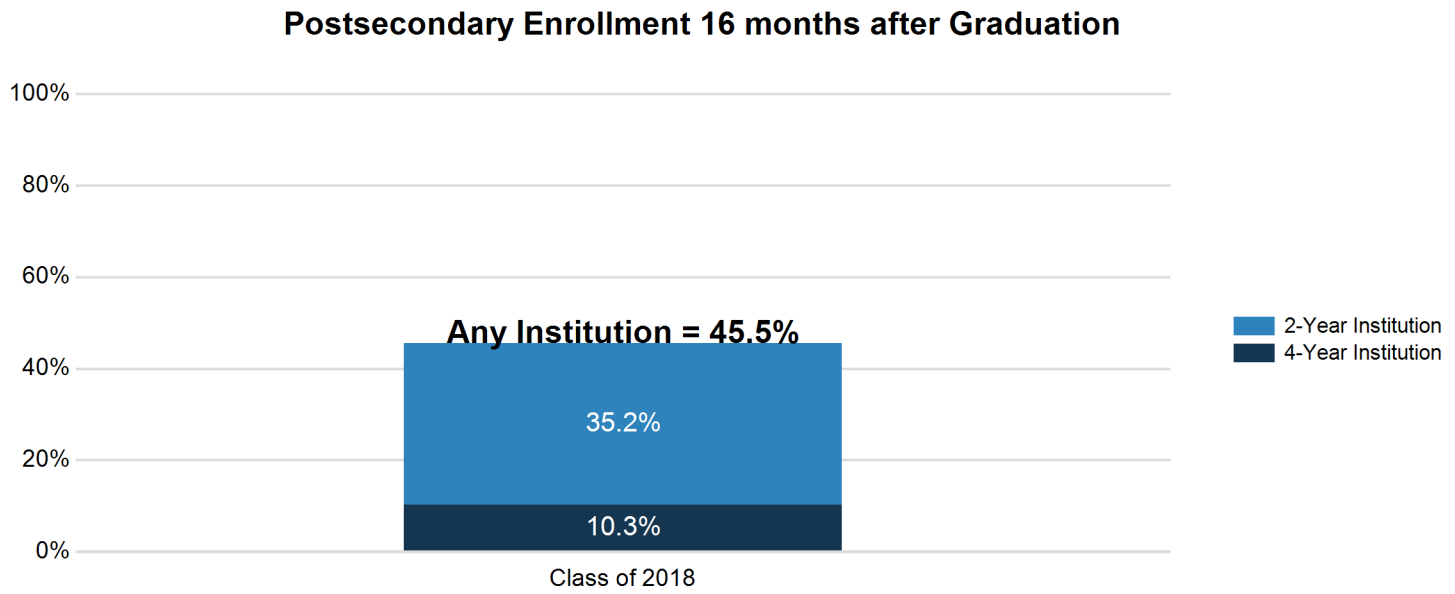
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.2%
% Enrolled in 4-Year Institution	10.3%
% Enrolled in Any Postsecondary Institution	46.2%

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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	29.8%	73.6%	26.4%
White	*	*	*
Hispanic	33.1%	83.3%	16.7%
Black or African American	21.4%	33.3%	66.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	30.8%	73.3%	26.7%
Students with Disabilities	17.8%	62.5%	37.5%
English Learners	19%	75%	25%

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	46.2%	76.1%	22.4%	83.6%	16.4%	86.6%	13.4%
White	*	*	*	*	*	*	*
Hispanic	51.9%	76.8%	21.4%	82.1%	17.9%	89.3%	10.7%
Black or African American	26.9%	71.4%	28.6%	85.7%	14.3%	57.1%	42.9%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	51.8%	77.2%	21.1%	84.2%	15.8%	84.2%	15.8%
Students with Disabilities	30.8%	87.5%	12.5%	87.5%	12.5%	87.5%	12.5%
English Learners	33.3%	50%	25%	75%	25%	50%	50%

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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.

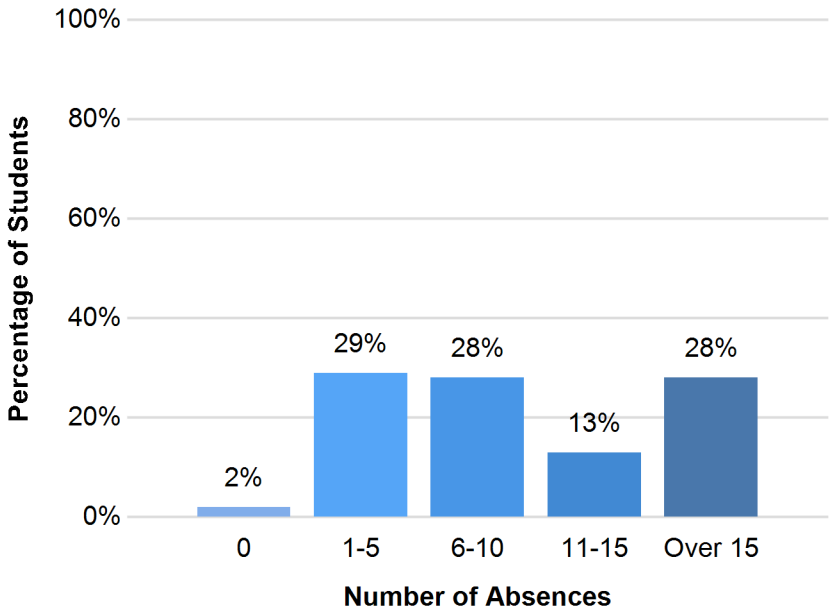
Chronic Absenteeism

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	214	24.4	14.2	Not Met
White	*	*	14.2	Not Met
Hispanic	127	20.8	14.2	Not Met
Black or African American	74	33.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	27.6		
Male	135	22.8		
Economically Disadvantaged Students	167	22.9	14.2	Not Met
Students with Disabilities	74	30.5	14.2	Not Met
English Learners	13	14.0	14.2	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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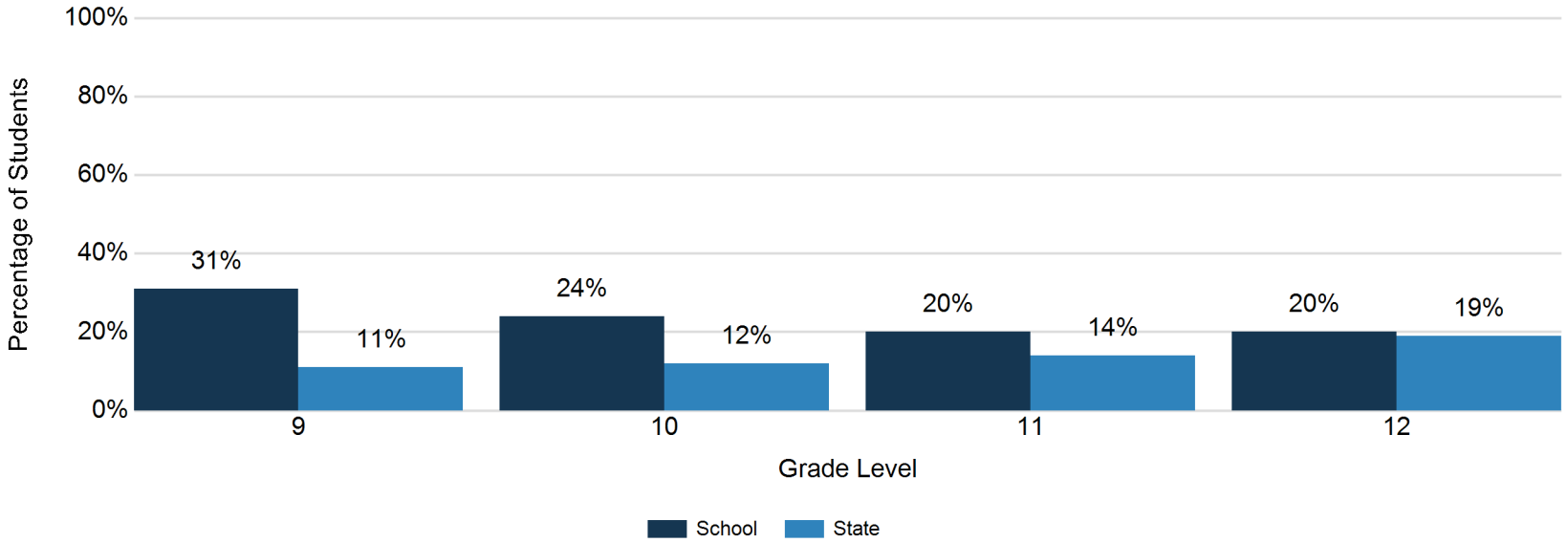
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	71
Weapons	5
Vandalism	11
Substances	29
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	125
Incidents Per 100 Students Enrolled	15.45

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	4
Weapons	4
Vandalism	0
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	3	2	5
Sexual Orientation	2	1	3
Disability	1	0	1
Other	14	8	22
No Identified Nature	13		13

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	172	21.3%
Any Suspension	173	21.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
1286

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	61	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.3	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	809:1	297:1
Teachers to Administrators	61:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	33.6%	52.5%	100.0%	48.4%	77.1%	54.9%
Male	66.4%	47.5%	0.0%	51.6%	22.9%	45.1%
White	4.4%	55.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	71.3%	19.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.7%	18.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.2%	3.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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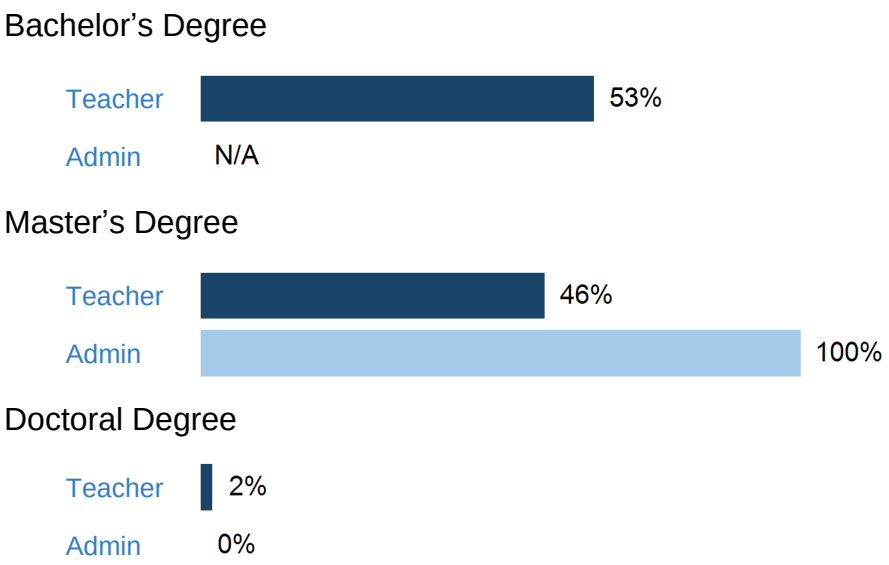
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

NJ SCHOOL PERFORMANCE REPORT

Thomas A. Edison Career and Technical Academy
(39-1320-404)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
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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. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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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2018-2019

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	12.7%	18.0%	30.4%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	76.7%	70.9%	75.3%
5-Year Graduation Rate†	87.8%	80.8%	76.5%
Progress toward English Language Proficiency		13.5%	18.0%
Chronic Absenteeism	22.7%	27.0%	24.4%

† 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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met	No
White	N	N	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	**	**	**	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:	• Comprised of four career strands: Construction Technology, Process Technology, Automotive Technology and Hospitality Retail Services. Newly added career pathway is Electricity/Sustainability • Edison Academy implements the Positive Behavior Support in School (PBSIS) initiative and competes in SKILLSUSA competitions. • The Academy's offers the following certifications: NJ State Certification in Cosmetology; ASE Certification (Automotive Servie Excellence) and ServeSafe Certification
Mission, Vision, Theme:	The Thomas A. Edison Career and Technical Academy Promise is to foster excellent citizenship by providing students the opportunity to explore an abundance of career and technical and post secondary options, and to prepare them with the skills to achieve success in their chose fields. Our motto is, "We are the Chargers and We are Charged up For Success!"
Awards, Recognition, Accomplishments:	For the 2018-2019 school year, Thomas A. Edison Career and Technical Academy's graduation rate was 75.3%. As a career and technical academy students continue to earn National Recognintion via SKILLSSUSA and receive NJ state certification in the areas of cosmetology and barbering and other certifications for CTE programs. The culinary program is renowned for catering district city wide events and international events.

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Courses, Curriculum, Instruction:	Programs at the Charles W. Harris Academy (Edison Annex) and Edison Main campuses are designed to provide a high degree of academic rigor as well as prepare students to learn a skilled trade. In addition to coursework in their chosen field of study, students complete a rigorous academic curriculum that includes classes in English, mathematics, science, social studies, and world language. Students who take honors and advanced placement courses are a part the Advancement Via Individual Determination (AVID) Program. In their senior year, students are immersed fully in their CTE courses for three blocked periods to deepen students application of skills and knolwedge related to career and technical education.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Thomas A. Edison Academy students participate in sports under the banner of the Elizabeth Public Schools Minutemen.
Clubs and Activities:	To ensure Thomas A. Edison Career and Technical Academy students are provided with a balance between academic and social activities, the Academy has the following clubs: multicultural club, visual arts club, PBSIS Charger Club, National Honor Society, environmental club, Student Government Association, yearbook and class advisory ships. Academy students are active in the SKILLS USA Program. Clubs are represented at both Charles W. Harris Academy (Edison Annex) Edison Academy (Main).

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Before and After School Programs:	Thomas A. Edison Academy Career and Technical Academy participates in centralized Saturday programs with the other high school academies. We offer APEX Learning for credit recovery, Graduate Rate Improvement Program for credit recovery, Saturday and Weekday Attendance Programs, NJSLA Intensification, after school tutoring and Saturday SAT preparation. Certified teachers offer instruction and school based administration oversees the program.
Staff and Professional Learning:	Through our staff development department, all certified team members participate in professional development around content area skills and competencies. Team members create professional growth plans to document and demonstrate professional pursuits. Professional development is job embedded and content area driven and centered on using data to identify areas in need of strengthening and implementation of tiered interventions. Math and Language Arts teachers particpate in professional learning communites that discuss assessment data, strategies and creation of common lesson plans. Other team members particpate in PLC's by way of ScIP and Middle States teams that discuss school based issues such as observation data (trends and patterns) and accredidation.
Postsecondary Information:	Our students are accepted to 2 year, 4 year and technical schools such as: Benedict College, Union County College, Montclair State University, Rutgers University, Caldwell College, Lincoln Technical Institute, and Kean University. Many of students enter various branches of the armed services and choose to enter the workforce. Students who receive special services are included in the DVR program to assist with transitioning after high school.

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Student Supports and Services:	Students who receive special services receive services outlined by their Individualized Educational Plan (IEP) which includes academic and behavioral interventions, counseling and in class support and upon graduating, DVRS. English Language Learners receive sheltered instruction and in class support for students who have obtained a certain level of language acquisition. The academy offers guidance support and social services by way of a social worker for school level/based counseling needs.
Student Health and Wellness:	All students are offered a nutritious free breakfast and either free, paid or reduced lunch daily. Our school nurse is on call to administer to all health concerns and specific health needs of students. The school nurse provides professional development to teachers and staff on health related topics. Students partake in physical education for one period a day for five days a week and has one 10 week marking period of health. Curriculum covers sports, peer collaboration and health wellness.
Parent and Community Involvement:	The Academy offers various opportunities for parents to be involved in our school. We conduct 2 open houses, one for current students and parents and another for prospective 9th grade students. During the summer, all 9th grade students are invited to 9th grade orientation. Edison encourages parent involvement by way of our PTO and our School Improvement Plan Committee. Parents have access to the districts student portal called PowerSchool to review academic progress and engage with teachers. Througout the school year we offer parent events around concerns such as HIB, special education, graduation requirments and family fun nights.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2018-2019 school year, Edison Administered the NJ State culture and climate survey. The survey was administered once during the spring term. According to our C & C survey: 73% of teachers treat students with respect. 70.32% of staff are proud to work at the school, 76.9% believe the code of conduct is fair. For the first time in 2018-2019, students were adminstered the Panorama Survey which revealed an intense focus and need to boost efforts to meet students' emotional needs. PBSIS implementation, incentivizing postive behavior and celebrating academic and social successes are utilized to highlight our school cultur and climate.
Facilities:	Thomas A. Edison Career & Technical Academy was built in 1935 and named for the great inventor who worked on many of his major contributions to the scientific and commercial world here in the State of New Jersey. To enhance our our barbering program, Edison Academy has created a barbering salon, the exterior bay doors to our automotive, construction and auto body shops have been updated. Our new endeavor is to expand the site location of the commericial foods program. The goal is to create a modern cafe/bistro for the baking program. The Academy has a staging area for students with themed colored benches and bike racks. In the fall of 2017, the Edison Annex was rededicated and renamed, Thomas A. Edison Career and Technical Academy 9th Grade at Charles W. Harris Academy, to honor former school adminstrator Charles W. Harris. With an overall population of 862, our enrollment steadily increases.
School Safety:	In our changing climate with the increase of global and local threats affecting communities, Thomas A. Edison Career and Technical Academy remains committed in assuring our academy, team members, students and parents are prepared for an eventual crisis. A detailed schedule for both fire and security drills is created and on file with the school district. As per NJ Code, fire drills occur once a month, with two fire drills occurring in September; and security drills (lockdown, bomb threat, active shooter and evacuation) are initiated monthly. To ensure compliance at least of the drills is to be attended by an officer.

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Technology and STEM:	All students pariticpate in the the districts' ILeap Technology 1:1 Initiative which places a laptop in the hands of every students. To boost technology use, all teachers and adminstrators are provided laptops also. The district lauched the Performance Matters / Unified Classroom for teaching and learning and administration of benchmark assessments. Edison continues to utilize PowerSchool our database system to catalogue grades, attendnace, discipline records, 504 and IEP information.

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Other Information	For the 2018-2019 SY, Edison has met the graduation rate expectations outlined by the state of New Jersey. To remain compliant with ESSA, Edison created a School Improvement Plan which is a plan to improve the school's graduation rate, improve proficiency in langaugage arts and mathematics, chart English Language Learner progress and chronic absenteeism. Edison Academy has outlined four improvement goals: to increase proficiency in language arts and math by way of implementing research based strategies and use of data, decrease chronic absenteeism rate by strengthening our attendance tracking and monitoring system and discovering alternatives to suspension and to increase the graduation rate by way of intense monitoring and tracking of the graduating cohort and to view subgroups to determine strategies for success and interventions. As a result, our progress to reach those goals have warranted district wide focus and targeted attention for building administrators, teachers, students and other stakeholders. We believe our programs offer our students an ideal learning environment by pairing academics with career and technical education. The skills learned Edison Academy prepare our students for real-world work environments where they have the opportunity to continue to excel in their fields of choice. Partnerships with industries have been also developed to assist our students as they transition from high school to the work force. As an Academy, we believe in educating the whole child; therefore, we have developed programs designed to help students grow academically, socially and emotionally. With the Charles W. Harris Academy (Edison Annex) it is our goal to intensify our progress monitoring of 9th grade students in efforts to address academic and social emotional concerns germain to transitioning students.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
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2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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Thomas Jefferson Arts Academy
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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Michael Ojeda
Address	27 Martin Luther King Jr Plaza Elizabeth, NJ 07201
Phone Number	908-436-6767
Email Address	ojedami@epsnj.org
Website	https://www.epsnj.org/Domain/8
Facebook	https://www.facebook.com/TJArtsAcademy
Twitter	https://www.twitter.com/TJArtsAcademy

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2016-17	2017-18	2018-19
9	389	344	336
10	271	251	259
11	215	240	213
12	178	225	217
Total	1,053	1,060	1,025

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	62.7%	64.2%	64.2%
Male	37.3%	35.8%	35.8%
Economically Disadvantaged Students	76.4%	73.4%	75.8%
Students with Disabilities	10.9%	11.3%	13.1%
English Learners	15.4%	16.4%	13.1%
Homeless Students	1.3%	2.0%	1.4%
Students in Foster Care	0.2%	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	8.3%	9.2%	8.1%
Hispanic	67.2%	68.6%	70.5%
Black or African American	23.4%	21.3%	20.3%
Asian	0.9%	0.6%	0.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	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	1,053	1,060	1,025
Shared Time Students	0	0	0
Full Time Equivalent	1,053	1,060	1,025

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	56.4%
English	34.7%
Portuguese	4.6%
Haitian	2.5%
Other Languages	1.8%

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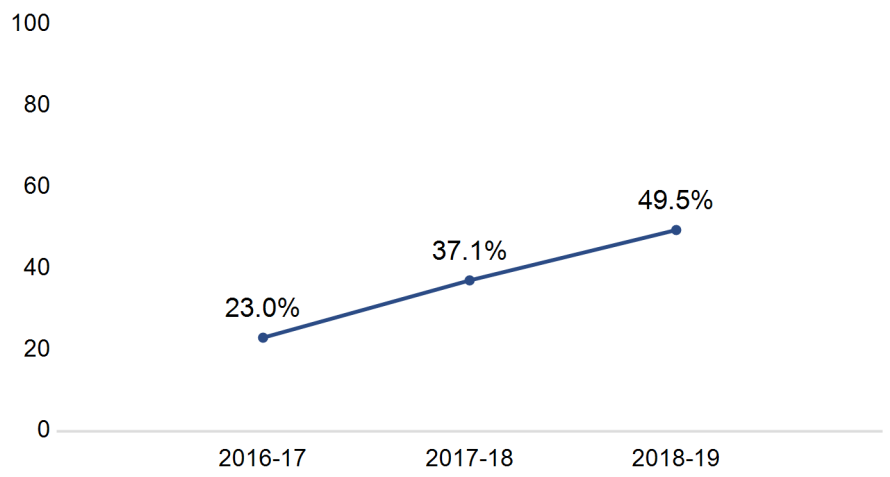
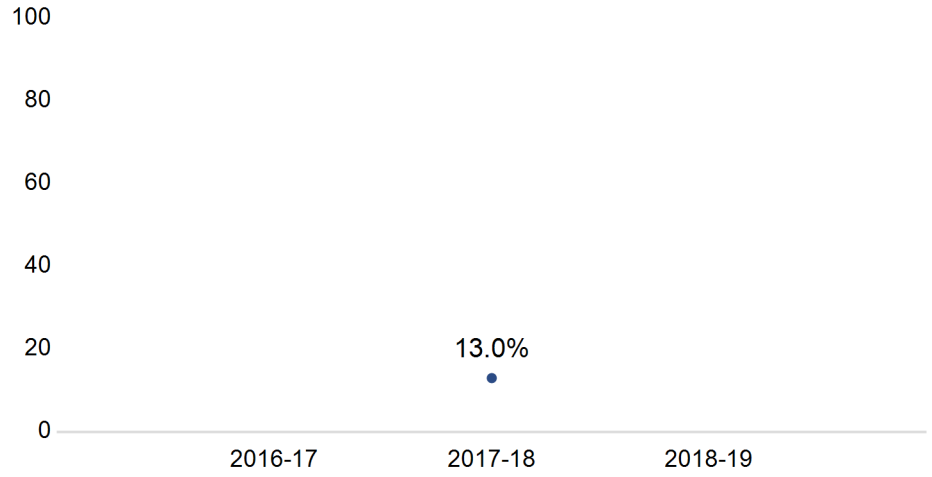
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	98.4%	98.8%	97.4%	98.4%	98.5%
Proficiency Rate for Federal Accountability	23.0%	37.1%	49.5%	*	13.0%	*
Annual Target	32.9%	35.4%	37.8%	10.6%	14.2%	17.9%
Met Annual Target?	Not Met	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
(39-1320-403)
Grades Offered: 09-12
2018-2019

Report Key:
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N No Data is available to display
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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	503	98.8	49.5	52.8	57.9	49.5	37.8	Met Target
White	*	*	*	63.5	66.9	*	50.4	Met Target
Hispanic	367	98.9	48.5	53.5	43.9	48.5	40	Met Target
Black or African American	95	97.9	47.4	42.5	38.5	47.4	26.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	325	99.4	53.2	59.1	64.8	53.2		
Male	178	97.8	42.7	46.6	51.3	42.7		
Economically Disadvantaged Students	387	99.2	51.2	50.4	40.0	51.2	36.6	Met Target
Non-Economically Disadvantaged Students	116	97.6	44.0	62.8	67.9	44.0		
Students with Disabilities	82	94.4	14.6	18.8	22.7	14.5	13.4	Met Target
Students without Disabilities	421	99.8	56.3	57.8	65.1	56.3		
English Learners	83	100.0	22.9	40.3	29.3	22.9	17	Met Target
Non-English Learners	420	98.6	54.8	58.3	60.6	54.8		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
(39-1320-403)
Grades Offered: 09-12
2018-2019

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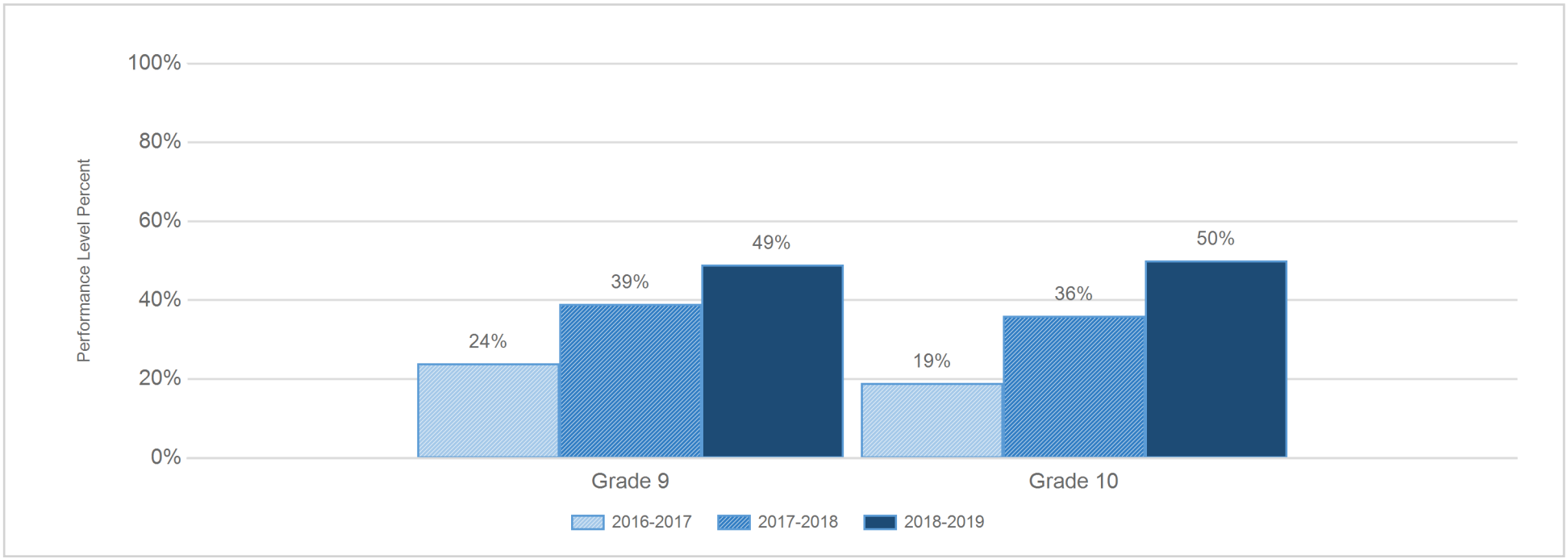
English Language Arts Assessment - Performance Trends

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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Thomas Jefferson Arts Academy
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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	285	745	745	753	17%	10%	24%	36%	13%	49%	56%
White	*	*	758	762	*	*	*	*	*	*	65%
Hispanic	209	744	746	737	16%	11%	26%	35%	12%	47%	40%
Black or African American	55	743	732	732	18%	*	22%	*	*	49%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	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	174	749	751	760	14%	10%	24%	38%	14%	52%	63%
Male	111	739	739	746	21%	11%	23%	34%	11%	45%	49%
Economically Disadvantaged Students	223	744	744	734	*	*	24%	38%	11%	49%	36%
Non-Economically Disadvantaged Students	62	748	750	762	*	*	23%	31%	19%	50%	65%
Students with Disabilities	45	704	711	717	*	*	*	*	*	*	17%
Students without Disabilities	240	752	749	760	*	*	*	*	*	*	63%
English Learners	30	697	702	693	*	*	*	*	*	*	*
Non-English Learners	255	750	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	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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Thomas Jefferson Arts Academy
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	745	750	757	15%	13%	22%	39%	11%	50%	58%
White	*	*	763	767	*	*	*	*	*	*	67%
Hispanic	163	745	750	738	15%	15%	20%	40%	11%	51%	43%
Black or African American	39	739	*	733	*	*	26%	*	*	46%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	154	750	759	766	12%	10%	22%	*	*	55%	66%
Male	69	733	742	749	20%	19%	22%	*	*	39%	51%
Economically Disadvantaged Students	167	747	750	735	*	*	20%	*	*	54%	40%
Non-Economically Disadvantaged Students	56	740	752	767	*	*	29%	*	*	39%	67%
Students with Disabilities	38	720	710	711	29%	*	29%	*	*	21%	19%
Students without Disabilities	185	750	755	765	12%	*	21%	*	*	56%	65%
English Learners	27	696	*	687	56%	*	*	*	*	11%	*
Non-English Learners	196	752	*	760	9%	*	*	*	*	56%	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	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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Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	588	98.5	*	27.2	44.5	*	17.9	Not Met
White	*	*	*	37.3	54.1	*	24.7	Not Met
Hispanic	426	98.9	*	27.9	28.8	*	18.3	Not Met
Black or African American	118	96.8	*	17.0	23.0	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	370	99.2	*	27.1	44.9	*		
Male	218	97.4	*	27.3	44.2	*		
Economically Disadvantaged Students	457	99.4	*	25.4	26.3	*	17.8	Not Met
Non-Economically Disadvantaged Students	131	95.7	*	34.2	54.9	*		
Students with Disabilities	86	93.7	*	10.7	17.4	*	15.1	Not Met
Students without Disabilities	502	99.4	*	29.5	50.0	*		
English Learners	100	100.0	*	25.9	25.0	*	17.9	Not Met
Non-English Learners	488	98.2	*	27.8	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
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2018-2019

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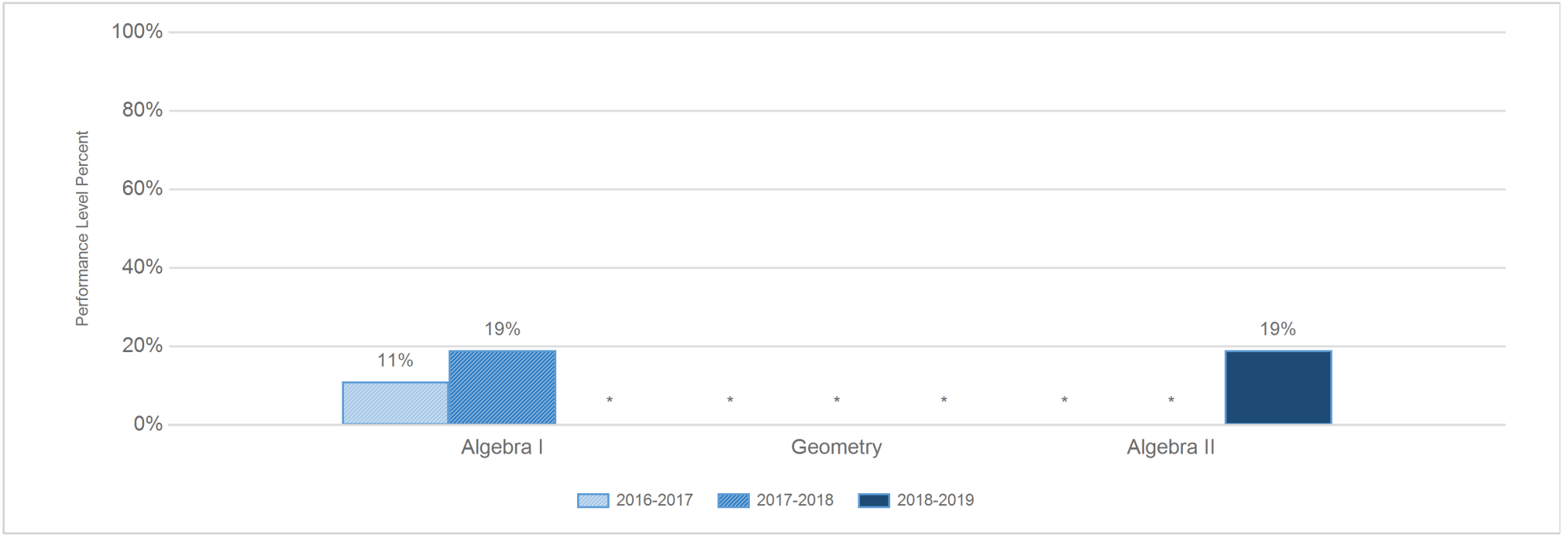
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	16	697	730	744	*	*	*	*	*	*	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	10	693	731	728	*	*	*	*	*	*	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	730	745	*	*	*	*	*	*	44%
Male	*	*	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	N	N	712	710	N	N	N	N	N	N	*
Non-English Learners	16	697	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	482	715	718	737	*	*	*	*	*	*	35%
White	32	721	721	743	*	*	*	*	*	*	43%
Hispanic	346	715	719	724	*	*	*	*	*	*	17%
Black or African American	100	712	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	299	716	720	738	*	*	*	*	*	*	36%
Male	183	712	716	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	379	714	717	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	103	716	719	743	*	*	*	*	*	*	43%
Students with Disabilities	79	706	699	712	*	*	*	*	*	*	*
Students without Disabilities	403	716	720	741	*	*	*	*	*	*	*
English Learners	62	706	709	708	*	*	*	*	*	*	*
Non-English Learners	420	716	721	738	*	*	*	*	*	*	*
Homeless Students	*	*	705	717	*	*	*	*	*	*	*
Students in Foster Care	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.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	719	714	755	29%	30%	22%	19%	0%	19%	58%
White	*	*	729	758	*	*	*	*	*	*	62%
Hispanic	78	716	713	731	32%	32%	19%	17%	0%	17%	34%
Black or African American	*	*	708	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	734	777	N	N	N	N	N	N	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	68	723	713	752	22%	*	*	*	*	21%	55%
Male	32	709	714	758	44%	*	*	*	*	16%	62%
Economically Disadvantaged Students	77	717	713	729	*	*	*	*	*	17%	32%
Non-Economically Disadvantaged Students	23	725	716	761	*	*	*	*	*	26%	65%
Students with Disabilities	*	*	689	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	715	756	*	*	*	*	*	*	60%
English Learners	*	*	682	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	718	755	*	*	*	*	*	*	59%
Homeless Students	*	*	687	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	18.4%	40.9%	Not Met

† 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	43	86.0%	14.0%
3-4	64	*	*
5 or more	27	*	*

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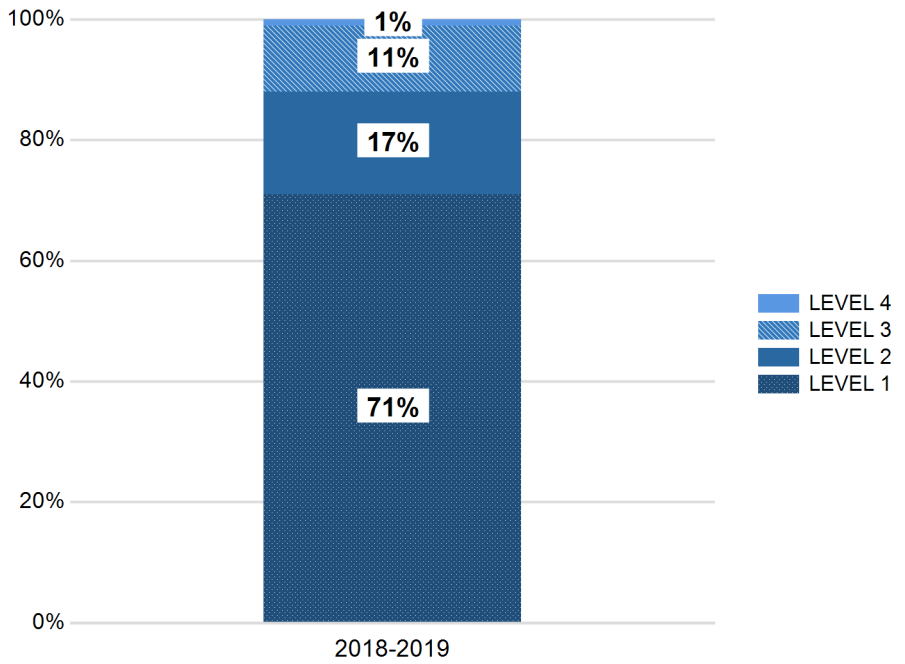
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 11

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	17	11	1
White	*	*	*	*
Hispanic	72	15	12	1
Black or African American	72	21	6	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	71	19	9	1
Male	71	12	16	1
Economically Disadvantaged Students	72	16	12	0
Non-Economically Disadvantaged Students	68	19	10	3
Students with Disabilities	90	10	0	0
Students without Disabilities	68	18	13	1
English Learners	90	10	0	0
Non-English Learners	68	18	13	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
(39-1320-403)
Grades Offered: 09-12
2018-2019

Report Key:
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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 in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	100.0%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	391	476	Grade 10: 430 Grade 11: 460	21%	61%
PSAT 10/NMSQT - Math	399	477	Grade 10: 480 Grade 11: 510	11%	43%
SAT - Reading and Writing	433	539	480	22%	70%
SAT - Math	440	541	530	18%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%

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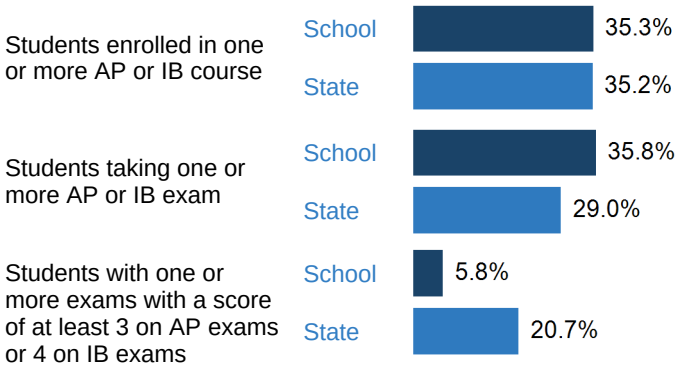
Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

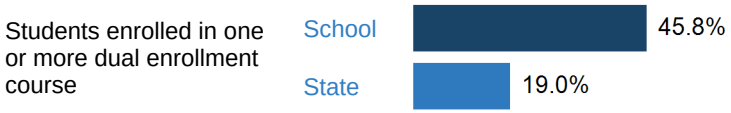
AP/IB Coursework – Participation and Performance

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	10	9
AP Calculus AB	8	7
AP English Language and Composition	53	52
AP English Literature and Composition	78	78
AP Macroeconomics	0	26
AP Microeconomics	26	25
AP Spanish Language	0	15
AP Spanish Literature	14	0
AP Statistics	7	7
AP Studio Art—Two-Demensional	4	4
AP U.S. History	29	29
AP World History	32	31
Total Exams taken		283
Exams with scores of at least 3 on AP exams or 4 on IB exams		28

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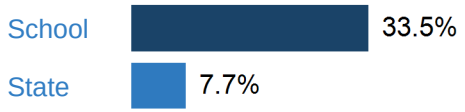
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit theNJDOE's Career and Technical Education website.

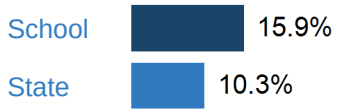
Career and Technical Education Participation

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)



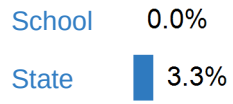
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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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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	33.5%	15.9%	7.7%	10.3%
White	27.7%	30.1%	6.1%	9.6%
Hispanic	35.7%	12.9%	10.3%	11.3%
Black or African American	28.8%	20.2%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	32.7%	18.1%	7.3%	10.6%
Male	34.9%	12.0%	8.0%	10.1%
Economically Disadvantaged Students	33.7%	14.0%	10.4%	11.8%
Students with Disabilities	29.9%	9.0%	6.6%	9.2%
English Learners	39.6%	*	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%	*

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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
Arts, AV Technology & Communications	369		
Information Technology	102		
Marketing	35		
Total (All Clusters)	506	0	0

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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	2	310	21	1	0	0	0
10	0	170	73	17	0	0	0
11	1	4	134	66	7	0	1
12	1	2	3	197	9	7	4
Total	4	486	231	281	16	7	5
Enrolled in AP/IB Course					8	7	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	41	8	0	252	0	0
10	199	35	0	4	0	0
11	10	174	0	10	0	7
12	17	9	0	6	0	61
Total	267	226	0	272	0	68
Enrolled in AP/IB Course	10	0		0	0	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	187	11	0	0	0	91
10	0	53	1	0	0	2
11	0	205	14	0	0	3
12	1	137	109	0	0	4
Total	188	406	124	0	0	100
Enrolled in AP/IB Course	32	29	26	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	52	21	11	0	0	0	1
10	118	68	40	0	0	0	20
11	63	37	17	0	0	0	30
12	37	14	1	0	0	0	4
Total	270	140	69	0	0	0	55
Enrolled in AP/IB Course	14	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	1	7	0	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
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	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
Spanish	*
Total	*

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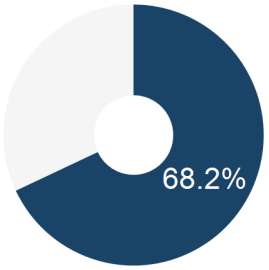
Visual and Performing Arts – Course Participation

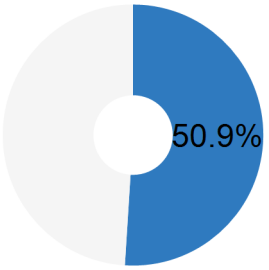
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 9-12:

Students enrolled in one or more **visual and performing arts** classes

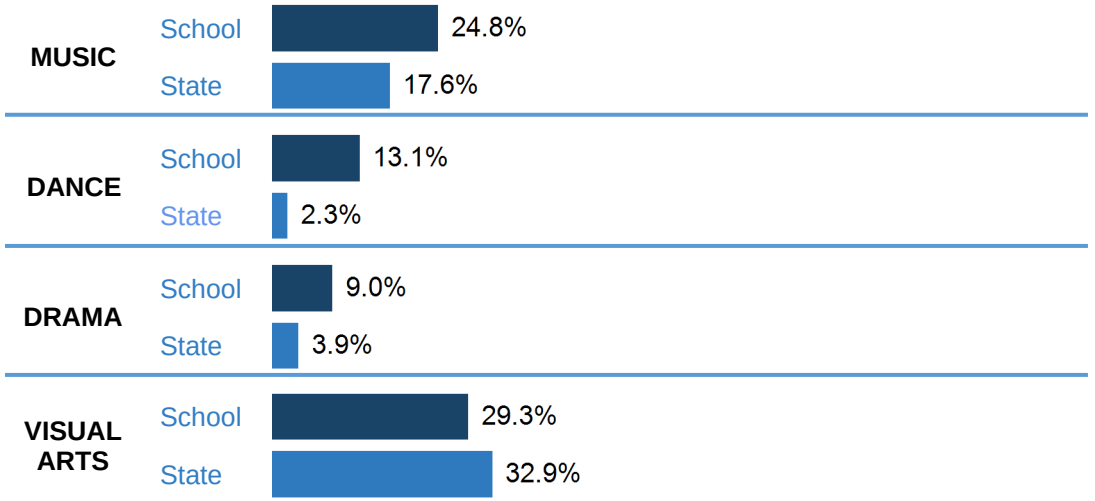


School



State

Students enrolled in one or more classes by discipline:



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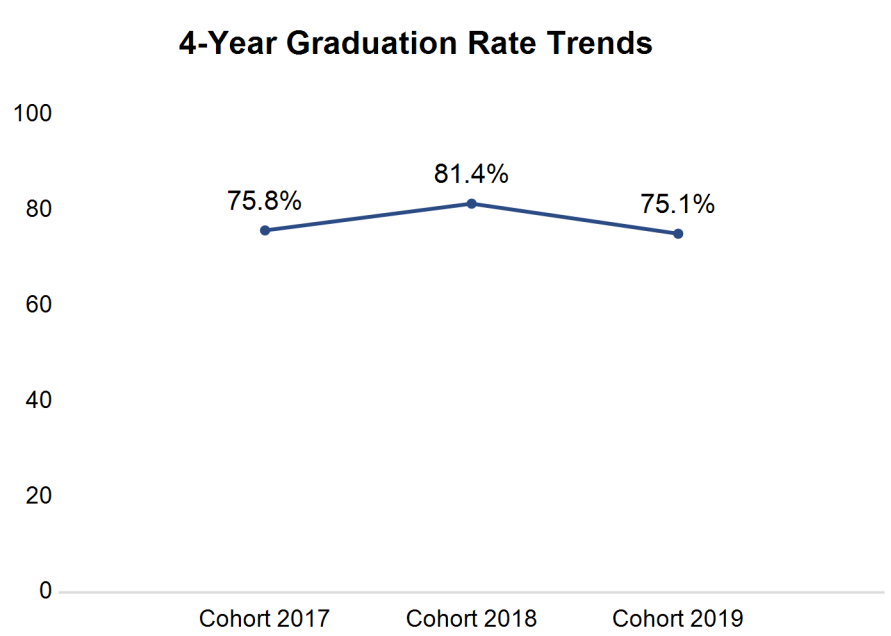
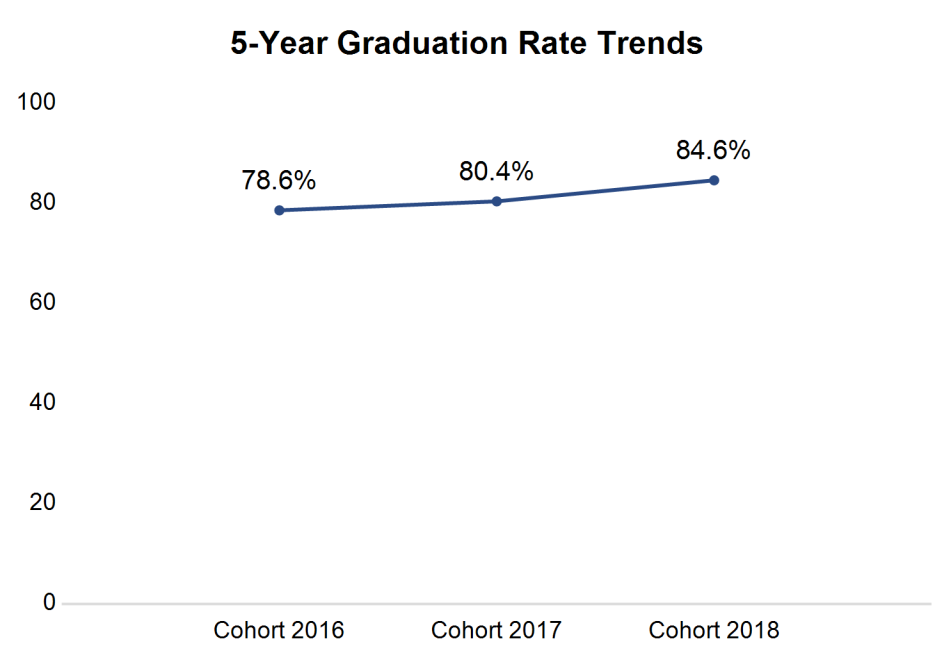
Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the NJDOE Graduation Rate page.

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	75.8%	81.4%	75.1%	78.6%	80.4%	84.6%
Annual Target	73.5%	74.7%		64.7%	66.4%	
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	75.1%	90.6%	84.6%	92.5%	81.4%	74.7%	Met Target	80.4%	66.4%	Met Target
White	86.4%	94.9%	100.0%	95.9%	96.0%	N	Met Goal	*	**	**
Hispanic	76.6%	84.5%	84.8%	87.3%	82.6%	75.2%	Met Target	81.9%	68.7%	Met Target
Black or African American	66.7%	83.3%	77.0%	87.1%	71.4%	73.7%	Not Met	75.0%	62.3%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	78.9%	92.8%	89.3%	94.4%	86.5%			86.0%		
Male	70.0%	88.5%	75.8%	90.8%	71.7%			72.7%		
Economically Disadvantaged Students	72.5%	84.0%	83.0%	87.3%	80.0%	75.5%	Met Target	82.3%	65.7%	Met Target
Students with Disabilities	57.9%	79.2%	71.4%	83.8%	68.2%	70.9%	Not Met	68.4%	53.7%	Met Target
English Learners	81.1%	75.4%	94.6%	80.1%	94.6%	68.3%	Met Target	83.7%	66.8%	Met Target
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	63.7%	38.5%
Substitute Competency Test	10.7%	27.1%
Portfolio Appeals Process	16.4%	25.2%
Alternate Requirements specified in IEP	8.8%	8.8%
Unknown	0.4%	0.4%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	3.4%	1.2%
2017-2018	4.2%	1.2%
2016-2017	2.3%	1.1%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-403)
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2018-2019

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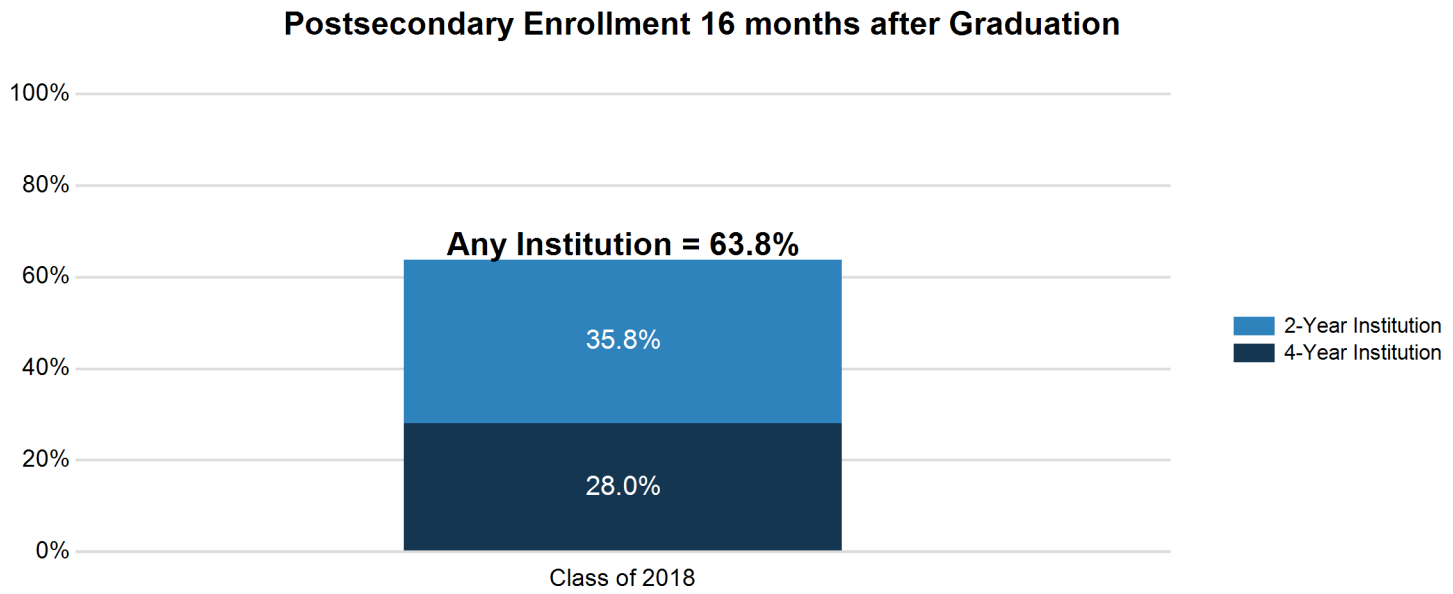
Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	35.8%
% Enrolled in 4-Year Institution	28.0%
% Enrolled in Any Postsecondary Institution	63.8%

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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	54.5%	48.2%	51.8%
White	77.8%	50%	50%
Hispanic	51.7%	43.3%	56.7%
Black or African American	56.9%	63.6%	36.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	52.4%	48.5%	51.5%
Students with Disabilities	35.7%	60%	40%
English Learners	18.9%	42.9%	57.1%

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	63.8%	56.1%	43.9%	88.4%	11.6%	95.5%	4.5%
White	*	*	*	*	*	*	*
Hispanic	68.9%	59.3%	40.7%	90.3%	9.7%	94.7%	5.3%
Black or African American	47.1%	45.8%	54.2%	79.2%	20.8%	100%	0%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	62.9%	57.3%	42.7%	86.4%	13.6%	94.5%	5.5%
Students with Disabilities	50%	88.9%	11.1%	100%	0%	100%	0%
English Learners	47.4%	61.1%	38.9%	100%	0%	100%	0%

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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.

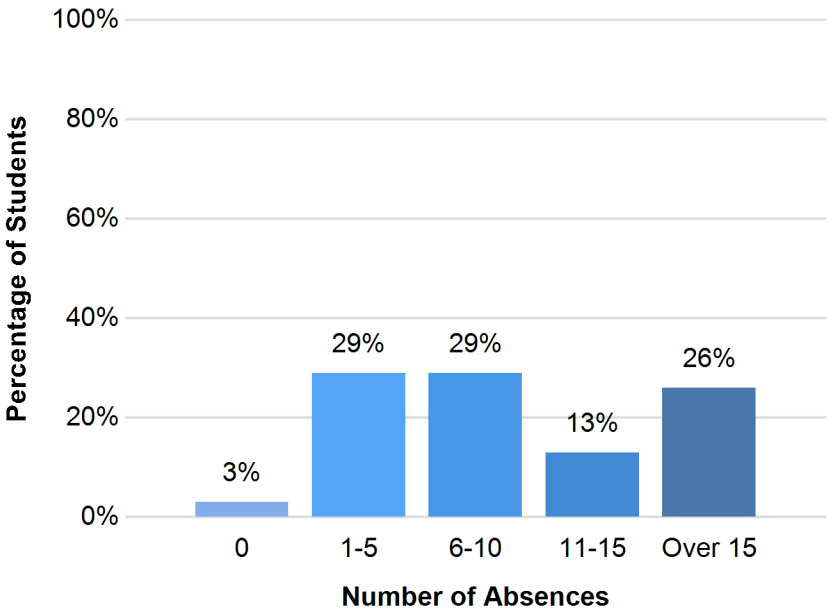
Chronic Absenteeism

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	261	23.6	14.2	Not Met
White	14	16.3	14.2	Not Met
Hispanic	176	22.9	14.2	Not Met
Black or African American	69	28.8	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	156	22.6		
Male	105	25.2		
Economically Disadvantaged Students	200	24.3	14.2	Not Met
Students with Disabilities	47	27.6	14.2	Not Met
English Learners	22	16.4	14.2	Not Met
Homeless Students	4	28.6		
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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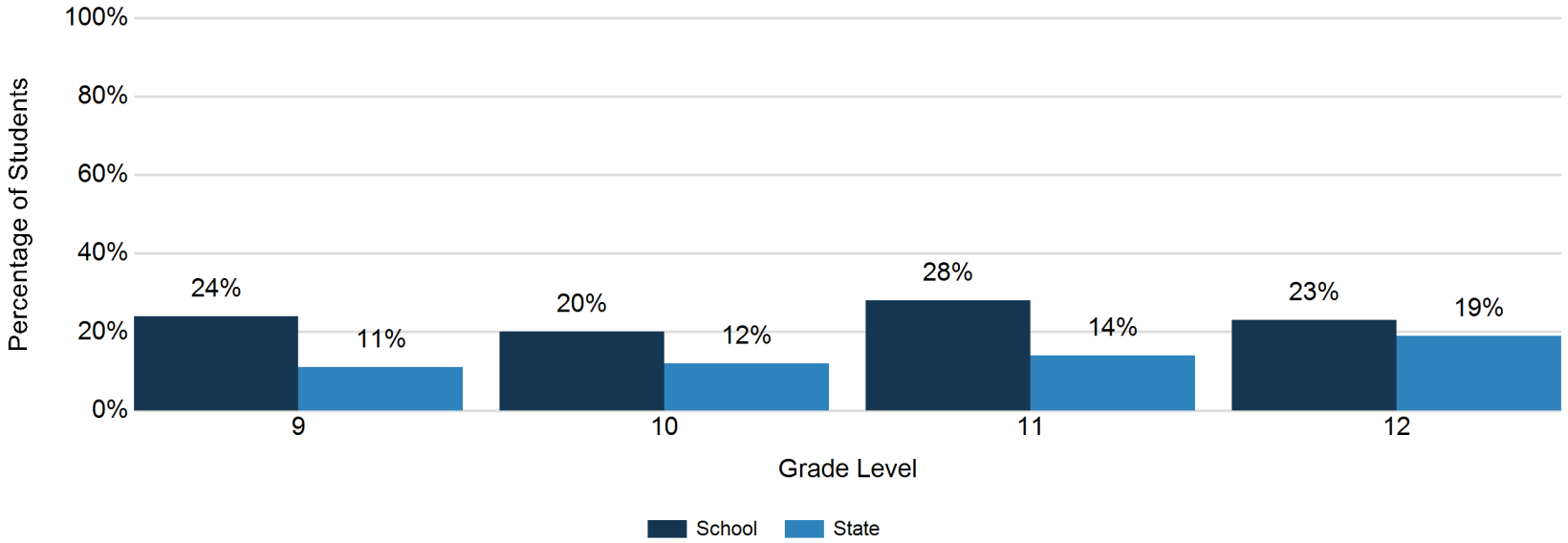
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	18
Weapons	5
Vandalism	8
Substances	36
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	73
Incidents Per 100 Students Enrolled	7.12

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	4
Vandalism	1
Substances	12
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	1	1
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	3	3
Disability	0	3	3
Other	0	4	4
No Identified Nature	8		8

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	78	7.6%
Any Suspension	78	7.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
557

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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	7:45 AM
Typical End Time	3:20 PM
Length of School Day	7 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 48 Mins
Shared Time - Instructional Time	6 Hrs. 48 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	97	118,214
Average years experience in public schools	11.1	12.1
Average years experience in district	11.1	10.8
Percentage of Teachers with 4 or more years experience in the district	82.5%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	342:1	297:1
Teachers to Administrators	32:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	64.2%	59.8%	66.7%	48.4%	77.1%	54.9%
Male	35.8%	40.2%	33.3%	51.6%	22.9%	45.1%
White	8.1%	62.9%	33.3%	42.4%	83.6%	77.4%
Hispanic	70.5%	23.7%	33.3%	29.9%	7.3%	7.2%
Black or African American	20.3%	10.3%	33.3%	15.0%	6.6%	13.9%
Asian	0.7%	3.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	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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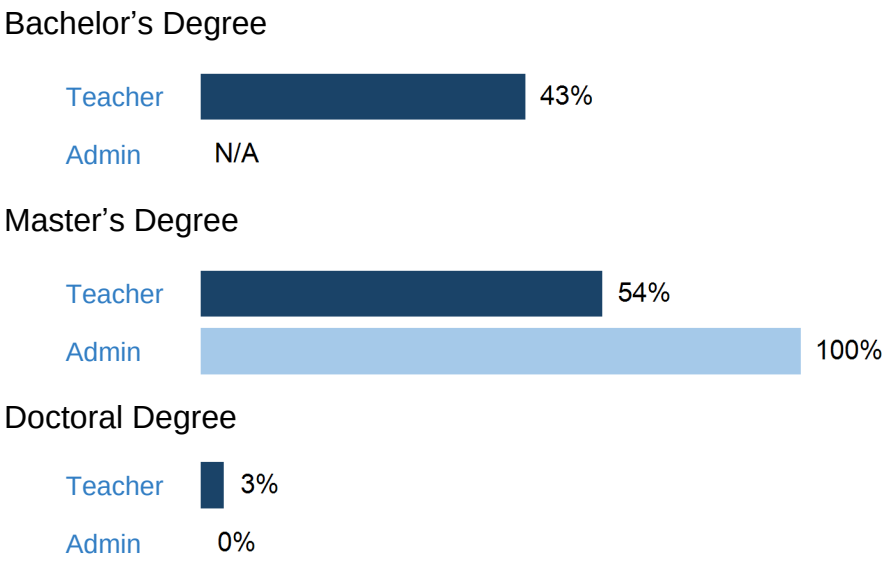
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.8%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	23.0%	37.1%	49.5%
Math Proficiency	*	13.0%	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.8%	81.4%	75.1%
5-Year Graduation Rate†	78.6%	80.4%	84.6%
Progress toward English Language Proficiency		35.9%	18.4%
Chronic Absenteeism	22.3%	22.1%	23.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Target	Met Target	Not Met	Not Met	No
White	Met Target	Not Met	Met Goal	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	Met Target	Not Met	Met Target	Met Target	**	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
(39-1320-403)
Grades Offered: 09-12
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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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:	• Selected as Model School in the Arts by the NJ Arts Education Partnership. • Widest variety of performing and visual arts curriculum of any high school in Union County, NJ. • Partnerships with Paper Mill Playhouse, the Visual Arts Center of New Jersey, and other organizations.
Mission, Vision, Theme:	Thomas Jefferson Arts Academy is dedicated to one, school-wide vision: Life, liberty, and the pursuit of happiness made real for every student through academic and creative excellence. The school offers students both a rigorous academic curriculum and extensive training in a diverse array of artistic work and performance.
Awards, Recognition, Accomplishments:	Thomas Jefferson Arts Academy has been recognized as a Model School in the Arts by the NJ Arts Education Partnership and has been recognized in the Washington Post's Challenge Index of NJ High Schools. The school has also been recognized with numerous other local and state awards, including: the EPS Bronze Key for College-Going Culture, the Grammy Signature Schools Community Award, and identification with other Elizabeth high schools for the College Board Gaston Caperton Honor Roll.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
(39-1320-403)
Grades Offered: 09-12
2018-2019

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Courses, Curriculum, Instruction:	Students enrolled in Jefferson Arts complete both a college preparatory academic curriculum, as well as a studio program in the visual, performing or media arts. The school offers a 1:1 laptop program to support the use of technology across all disciplines, and honors/AP classes are offered to all grade levels. Jefferson Arts also boasts a highly successful Advancement Via Individual Determination (AVID) program designed to support students preparing for college.
Sports and Athletics:	Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Diving (Boys), Fencing (Coed), Ice Hockey (Boys & Girls), Lacrosse (Girls), Skiing (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Thomas Jefferson Arts Academy students participate in sports that represent all Elizabeth high school academies under the banner of the Elizabeth Minutemen. Elizabeth athletic teams compete in the Union County Interscholastic Athletic Conference.
Clubs and Activities:	Extracurricular activities at Jefferson Arts include the following: Art Club, Liberty Dancers Club, Guitar Club, Key Club, Student Literary Magazine, AV Media Club, Yearbook Club, afterschool athletics and various performing organizations.

NJ SCHOOL PERFORMANCE REPORT

Thomas Jefferson Arts Academy
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2018-2019

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Staff and Professional Learning:	All Jefferson Arts faculty are members of Professional Learning Communities geared towards reflecting on professional practice and aligning instruction with student needs.
Postsecondary Information:	Over 80% of Jefferson Arts seniors apply to two-year and four-year colleges pursuing a diverse array of majors. Institutions attended by recently graduated students include: College of New Jersey, College of St. Elizabeth, Drew University, Drexel University, Fairleigh Dickinson University, Kean University, Montclair State University, New Jersey City University, New Jersey Institute of Technology, Rutgers University, Seton Hall University, and Stevens Institute of Technology.

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Student Supports and Services:	Jefferson Arts offers an array of support services for students with disabilities and English language learners.
Student Health and Wellness:	Thomas Jefferson Arts Academy has been recognized with a Silver Award from the Alliance for a Healthier Generation and offers an array of wellness supports for students.
Parent and Community Involvement:	Jefferson Arts hosts an active Parent Teacher Organization (PTO) that supports student activities and offers opportunities for extended parent involvement.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Thomas Jefferson Arts Academy administers a school climate survey twice per year; the survey is based on the California Healthy Schools Survey. Recent results include: 90%+ of students agreed that the school has high academic standards; 90%+ of students felt very safe and welcome at school; and 90%+ of students, parents, and staff reported that the school was on the right track.
Facilities:	Jefferson Arts is housed in one of Elizabeth Public Schools' historic high school facilities. Built in 1929, the school accommodates over 800 students. Beginning in the 2017-2018 school year, Jefferson Arts freshmen are housed in special ninth grade academy annex in Frank J. Cicarell Academy.
School Safety:	EPS operates the “No Bully Zone” webpage on its district website that contains a wealth of information on ways to prevent bullying as well as the steps to take when reporting any incidents of Harassment, Intimidation, and Bullying (HIB).

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
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Grades Offered: PK-08
2018-2019

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Mr. James Mondesir
Address	1071 JULIA ST ELIZABETH, NJ 07201-1554
Phone Number	908-436-5600
Email Address	mondesirja@epsnj.org
Website	https://www.epsnj.org/Domain/23
Facebook	https://www.facebook.com/epsnjschool6

NJ SCHOOL PERFORMANCE REPORT

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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	73	75	75
KG	112	125	132
1	113	117	128
2	141	105	109
3	114	122	99
4	103	103	118
5	86	99	111
6	91	98	112
7	93	90	108
8	93	96	96
Total	1,019	1,030	1,088

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.6%	49.2%	49.3%
Male	54.4%	50.8%	50.7%
Economically Disadvantaged Students	84.4%	84.3%	79.7%
Students with Disabilities	17.1%	14.8%	14.8%
English Learners	23.7%	25.3%	26.5%
Homeless Students	0.7%	1.2%	1.9%
Students in Foster Care	0.1%	0.1%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	6.0%	6.5%	7.3%
Hispanic	64.1%	62.5%	61.9%
Black or African American	28.9%	30.2%	29.9%
Asian	0.9%	0.6%	0.9%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	73	75	75
KG - Half Day	0	0	0
KG - Full Day	112	125	132

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	45.8%
English	39.8%
Haitian	7.5%
Portuguese	2.9%
Arabic	1.7%
Other Languages	2.3%

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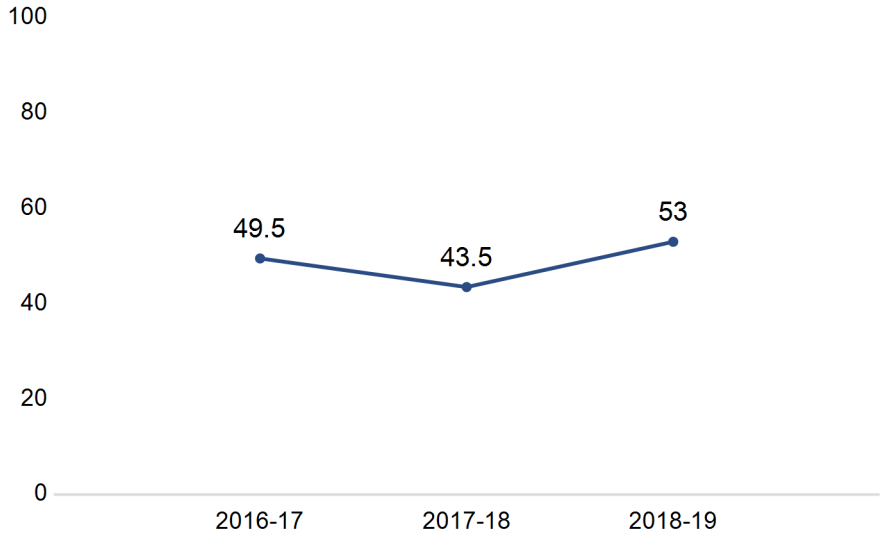
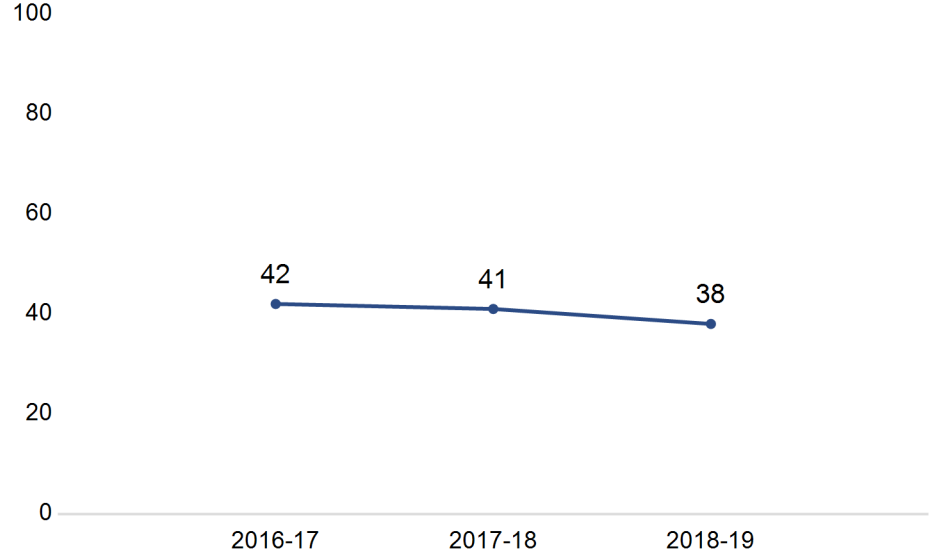
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49.5	43.5	53	42	41	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	63	50	Met Standard	38	44	50	Not Met
White	55	63	50	Met Standard	65	47.5	52	Exceeds Standard
Hispanic	56	63	49	Met Standard	37.5	44	47	Not Met
Black or African American	50	61	45	Met Standard	32.5	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	51	64	53	N	36	43	50	N
Male	55	61	47	N	40	44	51	N
Economically Disadvantaged Students	54	63	48	Met Standard	38.5	43	46	Not Met
Students with Disabilities	49.5	52	43	Met Standard	33	41	45	Not Met
English Learners	61	65	52	Exceeds Standard	50	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

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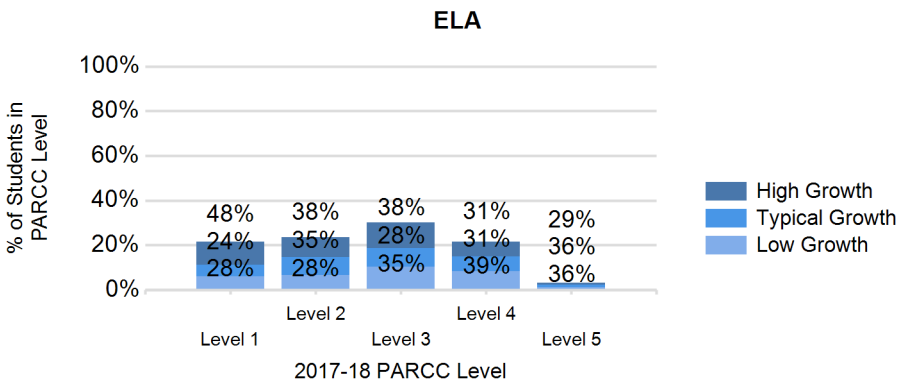
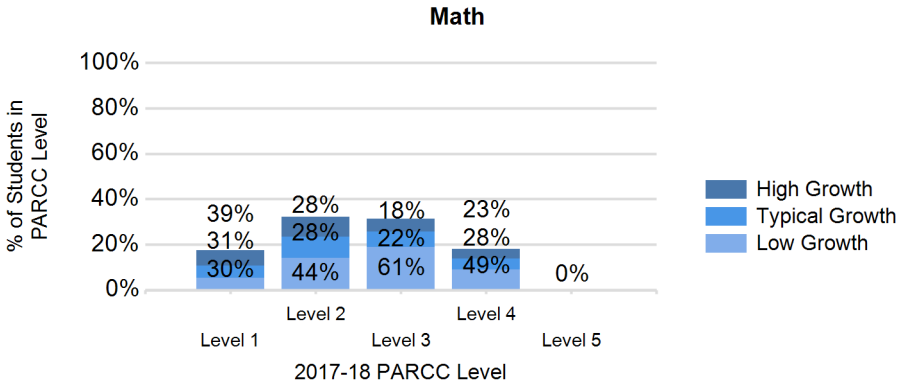
Student Growth by Performance Level

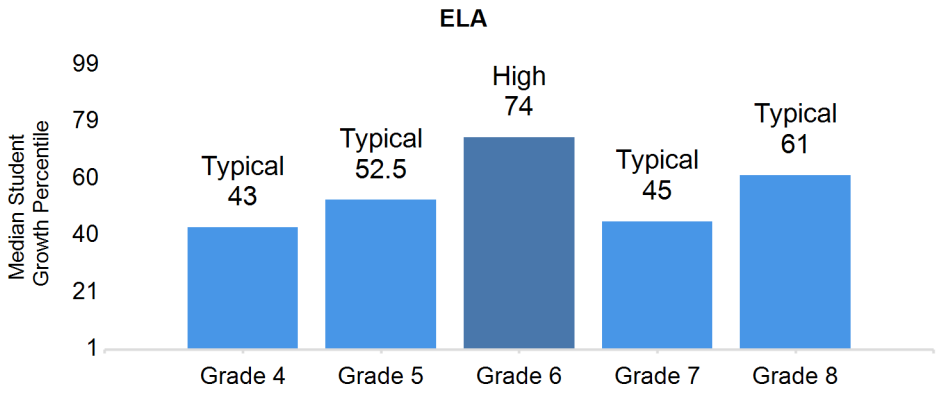
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

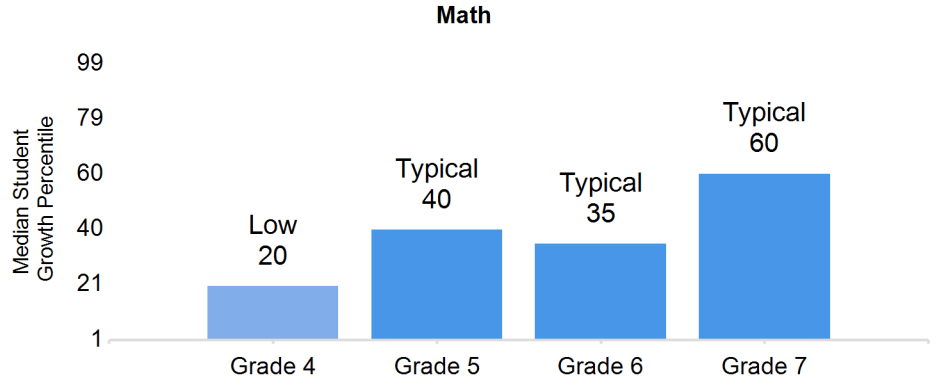




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
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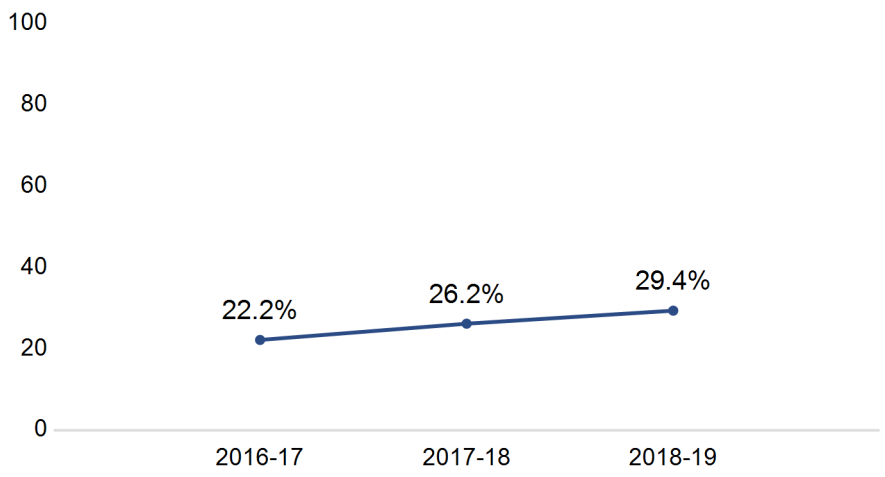
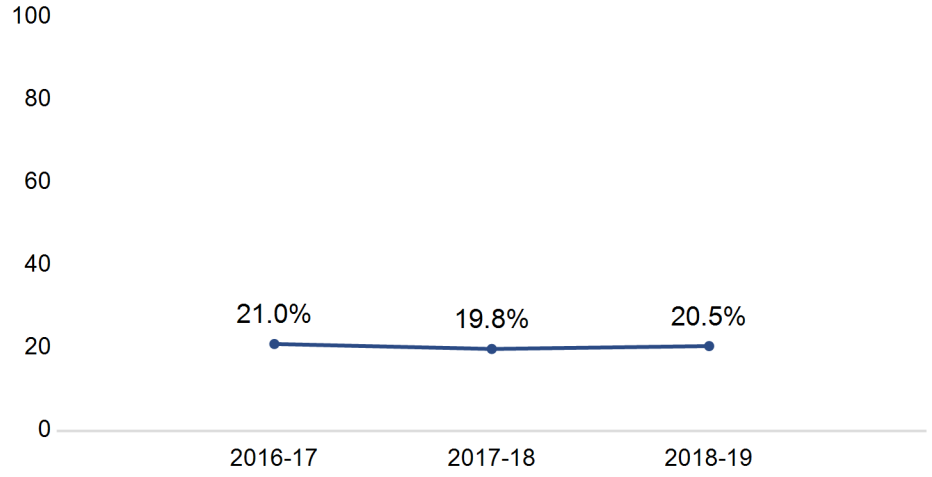
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.4%	98.7%	99.4%	98.6%	99.5%	99.4%
Proficiency Rate for Federal Accountability	22.2%	26.2%	29.4%	21.0%	19.8%	20.5%
Annual Target	29.6%	32.3%	35.0%	24.8%	27.7%	30.6%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	579	99.4	29.4	52.8	57.9	29.4	35	Not Met
White	*	*	*	63.5	66.9	*	30.5	Met Target†
Hispanic	367	99.5	31.9	53.5	43.9	31.9	36.1	Not Met
Black or African American	172	98.9	24.4	42.5	38.5	24.4	32.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	282	99.7	35.5	59.1	64.8	35.5		
Male	297	99.1	23.6	46.6	51.3	23.6		
Economically Disadvantaged Students	503	99.4	28.8	50.4	40.0	28.8	34.7	Not Met
Non-Economically Disadvantaged Students	76	99.0	32.9	62.8	67.9	32.9		
Students with Disabilities	88	99.0	11.4	18.8	22.7	11.4	13.5	Met Target†
Students without Disabilities	491	99.4	32.6	57.8	65.1	32.6		
English Learners	208	100.0	20.7	40.3	29.3	20.7	32	Not Met
Non-English Learners	371	99.0	34.2	58.3	60.6	34.2		
Homeless Students	10	100.0	40.0	34.3	29.1	40.0		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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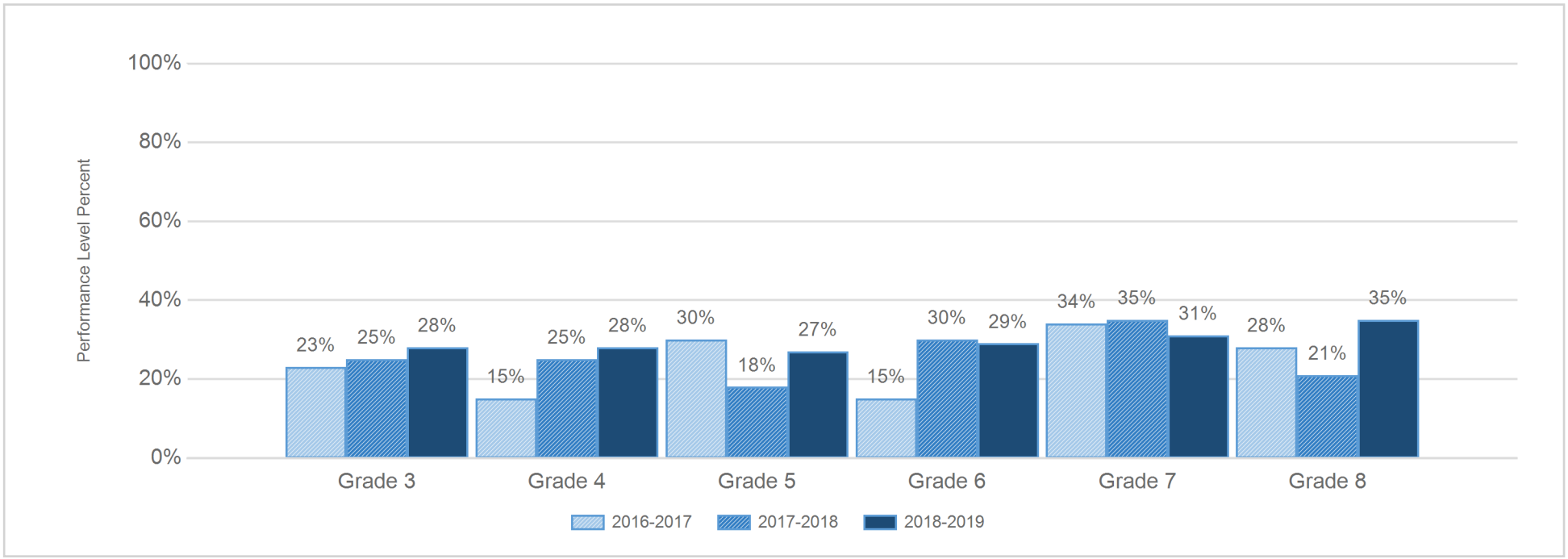
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	731	738	748	28%	17%	27%	*	*	28%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	59	731	738	734	29%	20%	19%	*	*	32%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	45	737	743	753	*	*	27%	*	*	31%	55%
Male	41	725	733	743	*	*	27%	*	*	24%	46%
Economically Disadvantaged Students	72	731	735	731	*	*	*	*	*	26%	33%
Non-Economically Disadvantaged Students	14	731	753	759	*	*	*	*	*	36%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	32	700	719	713	*	*	*	*	*	*	17%
Non-English Learners	54	750	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	727	748	755	24%	19%	29%	*	*	28%	57%
White	10	724	755	763	*	*	*	*	*	20%	67%
Hispanic	68	735	748	743	19%	16%	29%	*	*	35%	44%
Black or African American	30	711	742	739	*	*	*	*	*	13%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	53	734	753	760	*	21%	25%	*	*	38%	62%
Male	55	720	743	750	*	18%	33%	*	*	18%	53%
Economically Disadvantaged Students	97	727	745	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	11	732	759	765	*	*	*	*	*	27%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	31	726	729	720	*	*	35%	*	*	19%	17%
Non-English Learners	77	727	754	758	*	*	26%	*	*	31%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	731	751	756	15%	23%	35%	27%	0%	27%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	67	733	751	743	*	27%	39%	*	*	25%	44%
Black or African American	34	729	741	739	*	*	*	32%	0%	32%	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	*	762	N	N	N	N	N	N	65%
Female	43	739	757	761	*	*	37%	33%	0%	33%	64%
Male	62	725	744	750	*	*	34%	23%	0%	23%	52%
Economically Disadvantaged Students	86	733	748	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	19	721	761	766	*	*	*	*	*	26%	69%
Students with Disabilities	18	700	713	724	*	*	*	*	*	*	23%
Students without Disabilities	87	737	756	762	*	*	*	*	*	*	65%
English Learners	21	718	722	713	*	*	*	*	*	10%	11%
Non-English Learners	84	734	756	758	*	*	*	*	*	31%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	734	750	754	12%	21%	37%	*	*	29%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	70	733	752	743	*	23%	36%	*	*	29%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	51	738	757	762	*	*	37%	*	*	35%	64%
Male	56	730	744	748	*	*	38%	*	*	23%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	15	708	717	722	*	*	*	*	*	*	19%
Students without Disabilities	92	738	755	761	*	*	*	*	*	*	64%
English Learners	24	713	717	710	*	*	*	*	*	*	*
Non-English Learners	83	740	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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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	97	730	759	761	22%	24%	24%	*	*	31%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	55	734	*	747	*	24%	22%	*	*	38%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	794	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	54	733	765	769	*	22%	22%	*	*	39%	71%
Male	43	726	753	753	*	26%	26%	*	*	21%	55%
Economically Disadvantaged Students	74	729	756	743	*	*	*	*	*	30%	45%
Non-Economically Disadvantaged Students	23	732	768	771	*	*	*	*	*	35%	73%
Students with Disabilities	10	706	720	720	*	*	0%	*	*	10%	22%
Students without Disabilities	87	733	764	769	*	*	26%	*	*	33%	71%
English Learners	22	709	713	706	45%	*	*	*	*	23%	12%
Non-English Learners	75	736	765	763	15%	*	*	*	*	33%	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	733	758	762	23%	18%	24%	*	*	35%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	52	736	758	747	19%	*	29%	*	*	37%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	49	731	764	771	*	*	*	*	*	35%	71%
Male	39	736	753	753	*	*	*	*	*	36%	55%
Economically Disadvantaged Students	78	733	756	743	*	*	*	*	*	36%	45%
Non-Economically Disadvantaged Students	10	731	763	772	*	*	*	*	*	30%	72%
Students with Disabilities	10	720	720	721	*	*	*	*	*	10%	22%
Students without Disabilities	78	735	763	770	*	*	*	*	*	38%	71%
English Learners	20	686	713	708	*	*	*	*	*	*	12%
Non-English Learners	68	747	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
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	590	99.4	20.5	27.2	44.5	20.5	30.6	Not Met
White	*	*	*	37.3	54.1	*	27.7	Met Target†
Hispanic	378	99.5	22.8	27.9	28.8	22.8	31.4	Not Met
Black or African American	172	99.0	14.5	17.0	23.0	14.5	29.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	286	99.7	22.0	27.1	44.9	22.0		
Male	304	99.1	19.1	27.3	44.2	19.1		
Economically Disadvantaged Students	509	99.4	20.4	25.4	26.3	20.4	30.2	Not Met
Non-Economically Disadvantaged Students	81	99.2	21.0	34.2	54.9	21.0		
Students with Disabilities	88	99.0	11.4	10.7	17.4	11.4	16.8	Met Target†
Students without Disabilities	502	99.5	22.1	29.5	50.0	22.1		
English Learners	219	100.0	21.5	25.9	25.0	21.5	32	Not Met
Non-English Learners	371	99.0	19.9	27.8	46.5	19.9		
Homeless Students	10	100.0	10.0	20.0	17.1	10.0		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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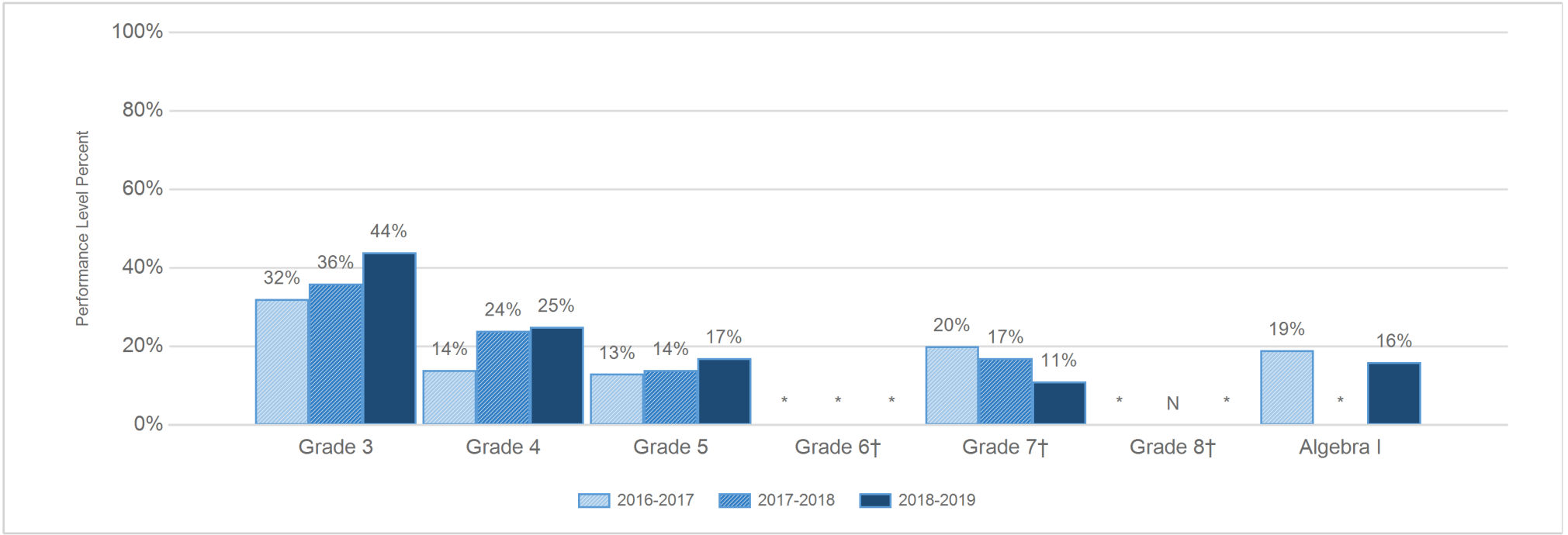
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	739	741	752	15%	19%	22%	*	*	44%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	63	744	742	739	*	19%	29%	*	*	44%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	48	742	743	751	*	*	*	*	*	46%	54%
Male	43	736	740	752	*	*	*	*	*	42%	56%
Economically Disadvantaged Students	73	741	740	737	*	*	*	*	*	44%	37%
Non-Economically Disadvantaged Students	18	732	747	761	*	*	*	*	*	44%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	37	726	735	728	*	*	27%	*	*	24%	26%
Non-English Learners	54	748	744	754	*	*	19%	*	*	57%	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	118	722	737	749	26%	30%	19%	*	*	25%	51%
White	12	711	744	757	*	0%	*	*	*	17%	62%
Hispanic	76	728	738	737	18%	30%	20%	32%	0%	32%	36%
Black or African American	30	711	728	731	*	40%	*	*	*	10%	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	56	724	737	749	27%	23%	20%	*	*	30%	50%
Male	62	721	737	749	26%	35%	19%	*	*	19%	52%
Economically Disadvantaged Students	98	724	736	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	20	714	741	759	*	*	*	*	*	20%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	41	725	726	722	*	37%	*	*	*	29%	18%
Non-English Learners	77	721	741	751	*	26%	*	*	*	22%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	724	738	747	12%	42%	29%	17%	0%	17%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	73	727	739	735	*	36%	32%	*	*	21%	30%
Black or African American	34	718	728	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	*	753	N	N	N	N	N	N	55%
Female	46	726	740	747	*	41%	24%	*	*	22%	47%
Male	65	722	737	747	*	43%	32%	*	*	14%	47%
Economically Disadvantaged Students	88	728	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	23	710	742	757	*	*	*	*	*	*	59%
Students with Disabilities	18	714	717	725	*	*	*	*	*	*	19%
Students without Disabilities	93	726	741	752	*	*	*	*	*	*	52%
English Learners	27	730	724	718	*	*	41%	*	*	26%	12%
Non-English Learners	84	722	741	749	*	*	25%	*	*	14%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	712	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	74	711	727	729	*	*	*	*	*	*	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	52	710	727	742	*	*	*	*	*	*	42%
Male	59	714	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	100	713	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	11	706	732	750	*	*	*	*	*	*	53%
Students with Disabilities	15	708	709	716	*	*	*	*	*	*	12%
Students without Disabilities	96	713	728	746	*	*	*	*	*	*	46%
English Learners	28	702	709	709	*	*	*	*	*	*	*
Non-English Learners	83	715	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	721	728	744	16%	48%	25%	*	*	11%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	60	721	*	733	17%	40%	33%	*	*	10%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	57	720	728	744	*	*	*	*	*	*	42%
Male	45	722	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	76	721	727	731	*	50%	*	*	*	11%	24%
Non-Economically Disadvantaged Students	26	720	728	751	*	42%	*	*	*	12%	53%
Students with Disabilities	10	704	709	718	*	*	0%	*	*	10%	13%
Students without Disabilities	92	722	730	749	*	*	28%	*	*	11%	48%
English Learners	27	715	713	716	*	*	*	*	*	*	10%
Non-English Learners	75	723	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	681	728	*	*	*	*	*	*	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	*	*	678	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	*	*	*	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	*	*	*	707	*	*	*	*	*	*	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	*	*	681	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%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	720	730	744	17%	49%	19%	16%	0%	16%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	54	726	731	728	*	46%	22%	*	*	20%	24%
Black or African American	28	714	722	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	*	752	N	N	N	N	N	N	51%
Female	50	718	730	745	*	52%	*	*	*	18%	44%
Male	40	722	731	743	*	45%	*	*	*	13%	41%
Economically Disadvantaged Students	80	720	729	727	*	*	21%	*	*	15%	23%
Non-Economically Disadvantaged Students	10	721	733	752	*	*	0%	*	*	20%	52%
Students with Disabilities	10	696	708	717	*	*	*	*	*	10%	12%
Students without Disabilities	80	723	733	748	*	*	*	*	*	16%	47%
English Learners	22	709	712	710	*	*	*	*	*	*	*
Non-English Learners	68	724	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	39.3%	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	134	*	*
3-4	106	*	*
5 or more	66	80.3%	19.7%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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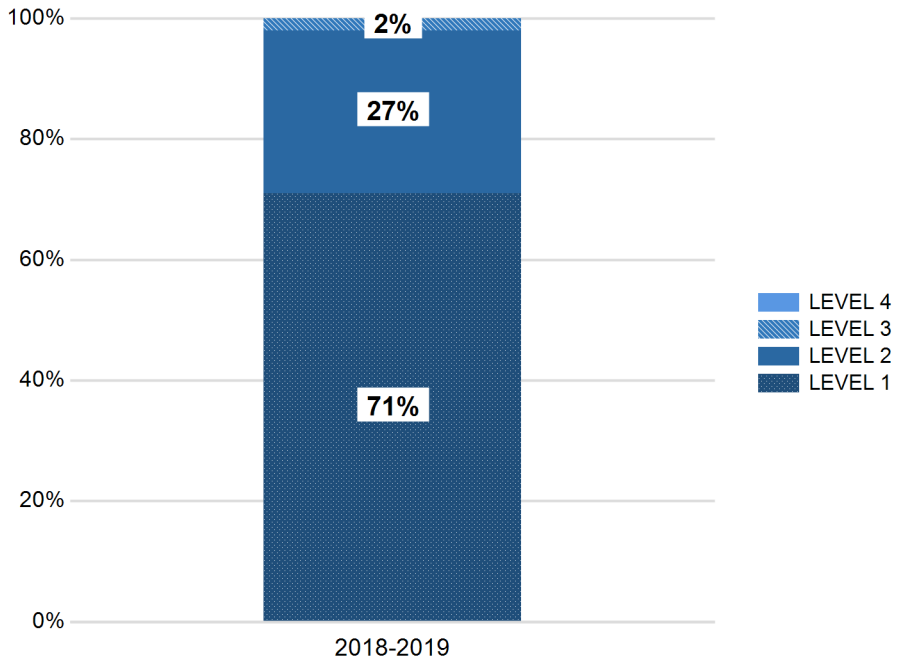
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	71	27	2	0
White	*	*	*	*
Hispanic	74	24	3	0
Black or African American	68	32	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	26	4	0
Male	72	28	0	0
Economically Disadvantaged Students	68	30	2	0
Non-Economically Disadvantaged Students	83	17	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	81	19	0	0
Non-English Learners	68	29	2	0
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
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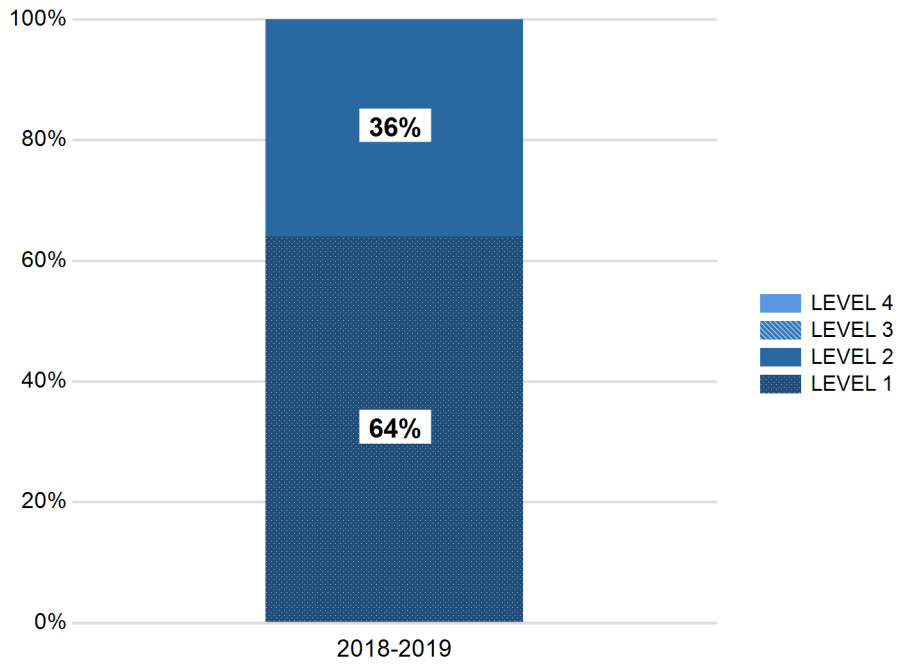
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	64	36	0	0
White	*	*	*	*
Hispanic	56	44	0	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	68	32	0	0
Male	60	40	0	0
Economically Disadvantaged Students	64	36	0	0
Non-Economically Disadvantaged Students	70	30	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	112
7	0	0	107
8	96	0	0
Total	96	0	219

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	112	0	0	0	0	0	0
7	107	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	219	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

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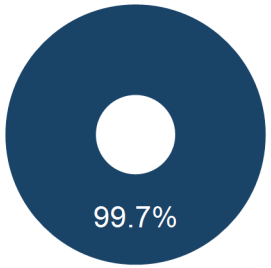
Visual and Performing Arts – Course Participation

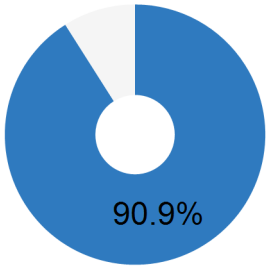
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

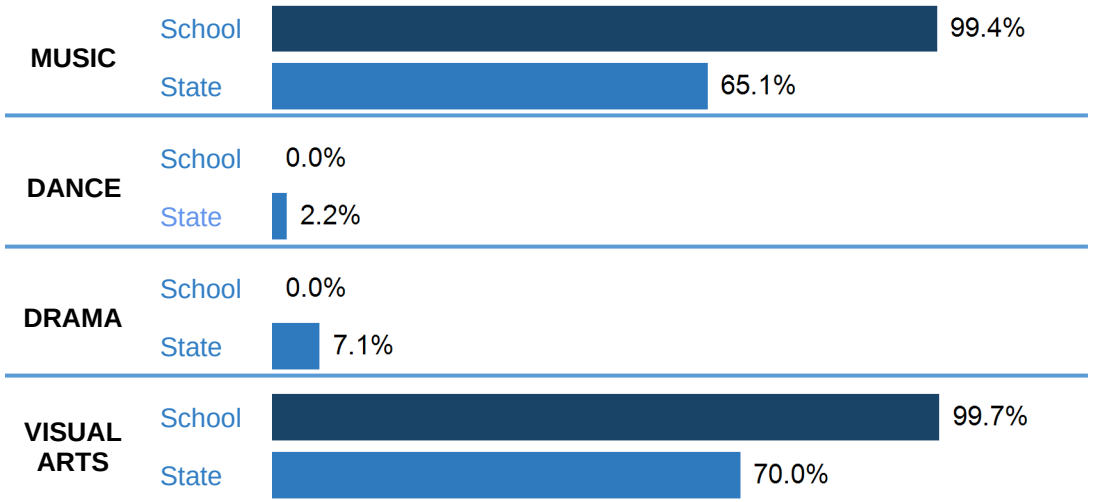


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

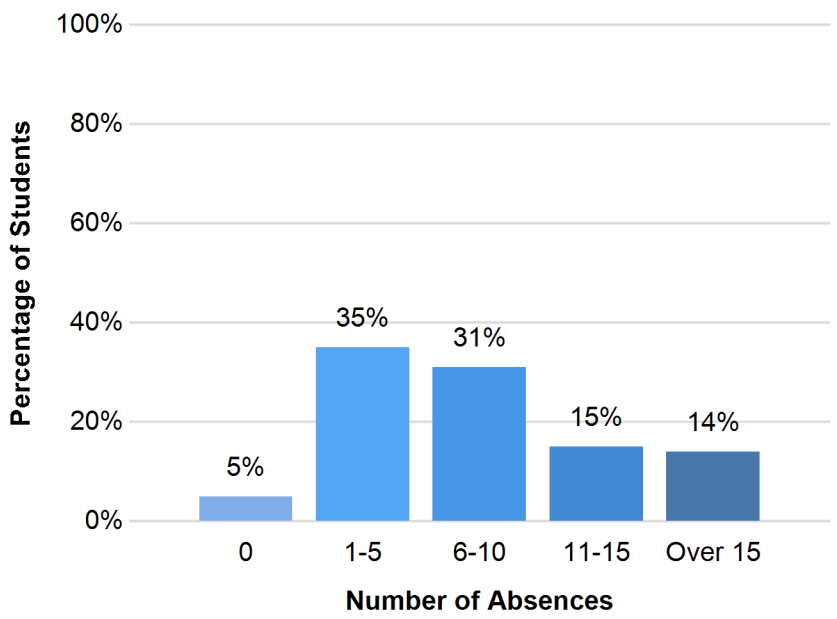
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	121	12.1	9.0	Not Met
White	*	*	9.0	Not Met
Hispanic	64	10.2	9.0	Not Met
Black or African American	47	16.0	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	51	10.1		
Male	70	14.0		
Economically Disadvantaged Students	89	11.0	9.0	Not Met
Students with Disabilities	38	27.1	9.0	Not Met
English Learners	20	7.0	9.0	Met
Homeless Students	11	55.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
2018-2019

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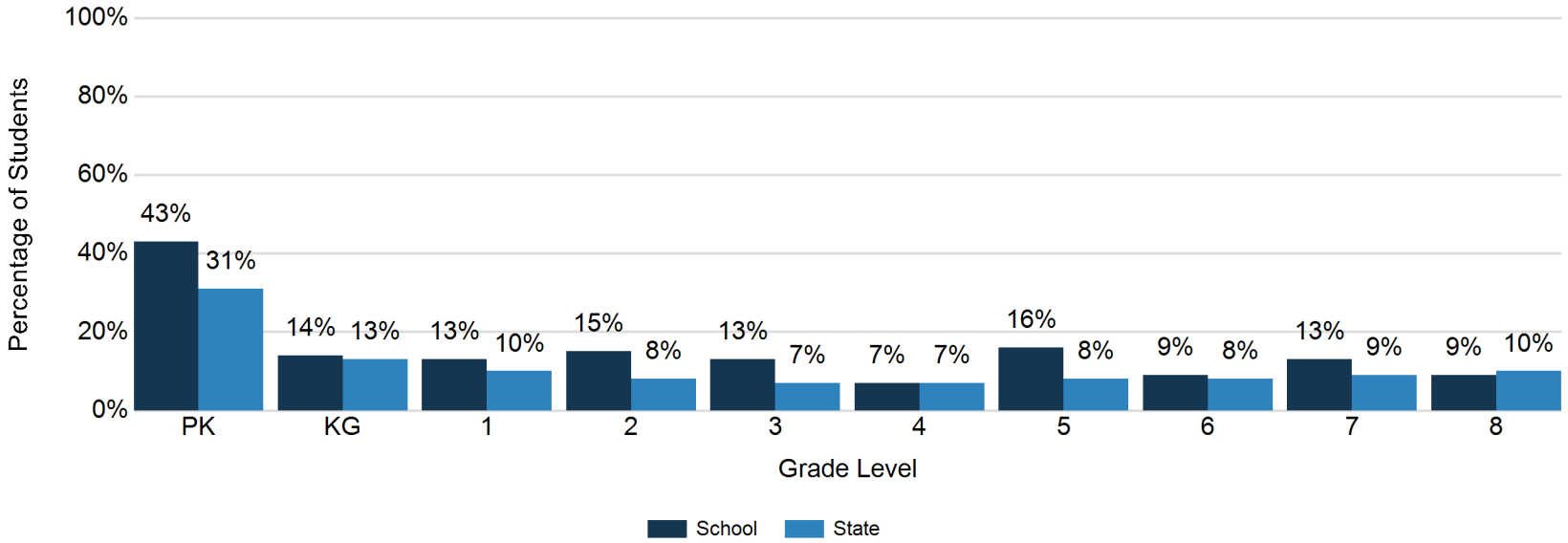
Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism by Grade

This graph shows the percentage of students by grade level who were chronically absent during the school year.



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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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	30
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	4.41

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	1	0	1
Ancestry	0	0	0
Gender	1	0	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	3	15	18
No Identified Nature	15		15

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	45	4.1%
Any Suspension	45	4.1%
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
157

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	81	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	10.5	10.8
Percentage of Teachers with 4 or more years experience in the district	70.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	544:1	297:1
Teachers to Administrators	41:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	85.2%	50.0%	48.4%	77.1%	54.9%
Male	50.7%	14.8%	50.0%	51.6%	22.9%	45.1%
White	7.3%	60.5%	50.0%	42.4%	83.6%	77.4%
Hispanic	61.9%	24.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	29.9%	13.6%	50.0%	15.0%	6.6%	13.9%
Asian	0.9%	1.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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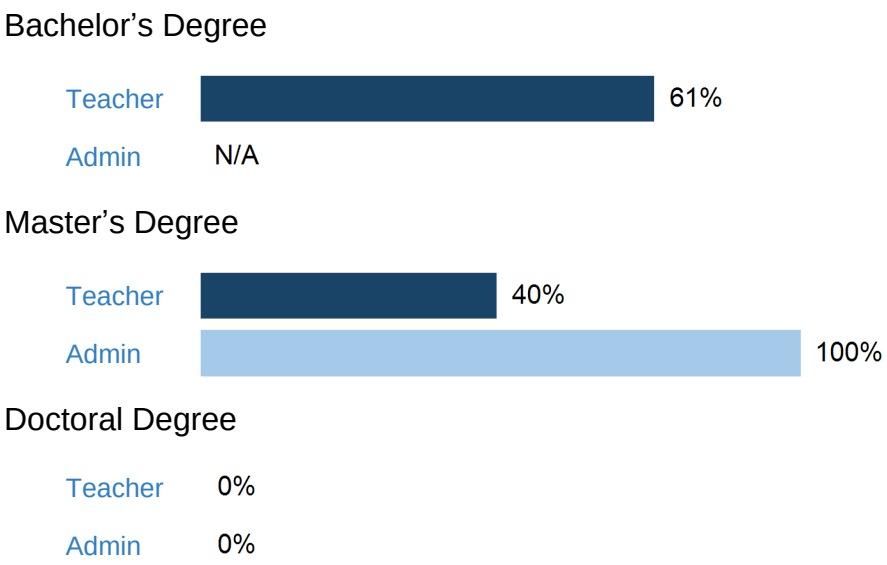
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.9%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	22.2%	26.2%	29.4%
Math Proficiency	21.0%	19.8%	20.5%
ELA Growth	50	44	53
Math Growth	42	41	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.7%	39.3%
Chronic Absenteeism	16.8%	13.8%	12.1%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Met Standard	Not Met	Met Target†	Not Met	No
White	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Curriculum includes: Children's Literacy Initiative, AVID, WE Schools, Peek-a-Pack, Junior Achievement • Heath & Wellness: Fresh Fruit and Vegetables & NFL Play 60 • Technology 1:1 Laptop Initiative in Grades 2-8
Mission, Vision, Theme:	At School No. 6 it is cool to be kind and BRIGHT--BULLY FREE, RESPECTFUL, have INTEGRITY, GRATEFUL, HONEST, TRUST-WORTHY. Our School 6 community shares in the love of learning as we aspire to become one of the best schools in America. A shared sense of community, high expectations, a love for learning and rigor enables our students to seek performance at high levels to be prepared for global competitiveness. Together we can and together we will!
Awards, Recognition, Accomplishments:	There is a keen focus on team and appreciating one another. Students and staff are recognized monthly with Appreciation Awarc ceremonies and/or recognition. Recently, we were awarded a School of Distinction for AVID, Bronze for Healthy Alliance, and Fresh Fruits and Vegetables Recipient.

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Courses, Curriculum, Instruction:	Curriculum used includes Reading Street, Everyday Mathematics, Connected Math Project, LEADS Literacy is Essential for Adolescent Development and Success.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) All 6-8th grade students have the opportunity to participate in district sports and athletics.
Clubs and Activities:	Arts: Theatre, General Band, General Music, Stage Crew, Creative Arts Clubs: AVID Ambassador, Character Education Club, Newsletter, Broadcast Journalism, Junior Achievement

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Before and After School Programs:	"Academic Strategies, Intensification and Intervention Early Risers (A.M.) and Academic Enrichment (P.M.) classes include Literature & Culture, Visual Arts, Musical Theater, Character Education & Life Skills, Reader's Theater I, Stage Crew & Design, NFL Play 60, Reader's Theater II, Explorations in Mathematics, Author Study, Dance & Movement, Project Based Learning & Technology, Theater Performance & Production, Video Production" "
Staff and Professional Learning:	"All faculty meetings focus on the vision and mission of the school. In addition to the School wide professional development plan, the use of the Charlotte Danielson Rubric for Teaching and Learning guides our instruction, improves teaching and learning and supports the needs of our students. Objectives and SMART Goals are in alignment to the Elizabeth Public Schools Steps to Success.

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This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Student Supports and Services:	"All English Language Learners are supported via their native language and English as a Second Language. Students with disabilities are placed in least restrictive settings with services in English Language Arts and Mathematics or in a self contained setting. Students Intervention and Referral services are designed to assist students who are experiencing learning, behavior or health difficulties.
Student Health and Wellness:	At School No. 6 we are the recipients of the Bronze Award via the Health Alliance. In addition, we are actively implementing healthy eating and lifestyles via the award of Fresh Fruits and Vegetables Program.
Parent and Community Involvement:	We have an active Parent Teacher Organization with monthly gatherings to meet the needs of our school community. School wide initiatives include, parent community trainings, assemblies, community events and charity events. Partnerships with local organizations include but are not limited to; The Elizabeth Fire Department, Jefferson Park Ministries, Playground Project Go Local Foodtruck Festival, Annual Trunk or Treat and Karen Civil Music Appreciation Live Civil Day.

NJ SCHOOL PERFORMANCE REPORT

Toussaint Louverture-Marquis de Lafayette School No. 6
(39-1320-120)
Grades Offered: PK-08
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 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.

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers "School Climate Surveys are administered three times per school year. This efficient survey is generated and analyzed for school improvement efforts including but not limited to communication, school culture, safety and a love for our school."
Facilities:	Built in 1923 located on the north side of the city of Elizabeth, home to 1019 students in PreK-8, we have air conditioning in our media center, auditorium, two gymnasiums and eight classrooms. Unique features include an outdoor garden courtyard, playground, instrumental band room, Autistic Sensory Room, two Science labs and a bi-level state of the art auditorium.

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Toussaint Louverture-Marquis de Lafayette School No. 6
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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.

Other Information	Our school administration consists of one principal and two vice principals. Our educational staff includes 93 certified teachers, two guidance counselors, a school nurse, school social worker, paraprofessionals and CDA classroom assistants who along with our custodial, kitchen and office staff are all invaluable in keeping our school working efficiently and effectively. Our students come to school at 8:20 a.m. dressed for success in our district uniform of khaki skirts/pants and white/navy blue colored shirts. Our school day ends at 3:05. Students are welcome to join us for breakfast at 7:45 a.m. and even participate in our After School Enrichment Program that ends at 4:05 p.m. At School Number 6, we believe every child should receive a high quality education. We set high expectations for our students so they can have excellent educational experiences that allow them to make significant academic gains in their learning. Here at School Number 6, we understand the value of uniting the school and the family. We believe that teachers and families working together as active participants will make a positive difference in student achievements. When we work together, many great things can be accomplished.

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

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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	Union
District	Elizabeth Public Schools
Principal Name	Dr. Michael Wansaw
Address	132 Shelley Avenue ELIZABETH, NJ 07208
Phone Number	908-436-5850
Email Address	wansawmi@epsnj.org
Website	https://www.epsnj.org/Domain/33

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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	41	44	44
KG	73	67	42
1	70	88	64
2	58	79	78
3	55	67	69
4	73	57	64
5	88	57	54
6	63	67	62
7	61	44	64
8	63	40	45
Total	645	610	586

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.6%	46.1%	46.6%
Male	52.4%	53.9%	53.4%
Economically Disadvantaged Students	46.2%	38.5%	39.4%
Students with Disabilities	12.4%	20.2%	18.6%
English Learners	21.9%	8.9%	8.0%
Homeless Students	0.5%	0.7%	0.0%
Students in Foster Care	0.3%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.3%	30.7%	30.2%
Hispanic	65.0%	60.0%	60.8%
Black or African American	4.5%	5.4%	5.3%
Asian	3.3%	3.9%	3.8%
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%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	41	44	44
KG - Half Day	0	0	0
KG - Full Day	73	67	42

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	58.2%
Spanish	32.8%
Portuguese	5.8%
Arabic	1.0%
Other Languages	2.2%

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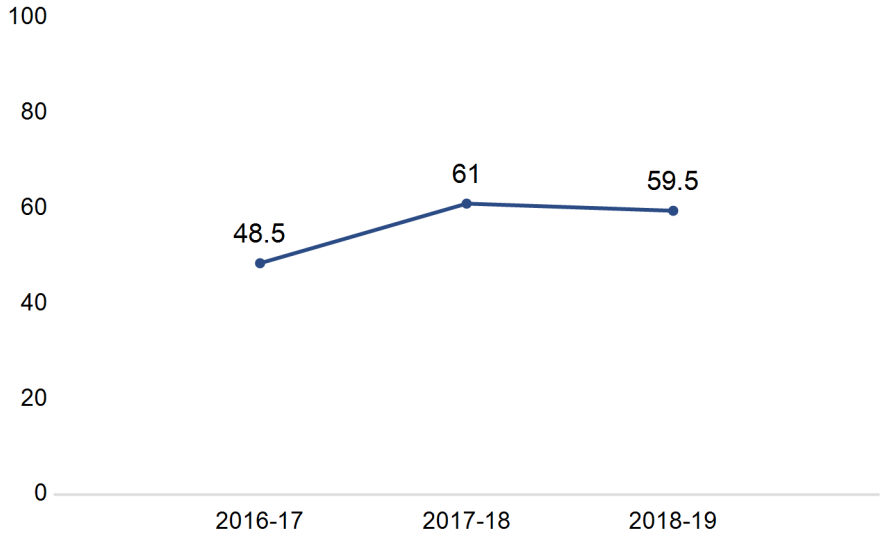
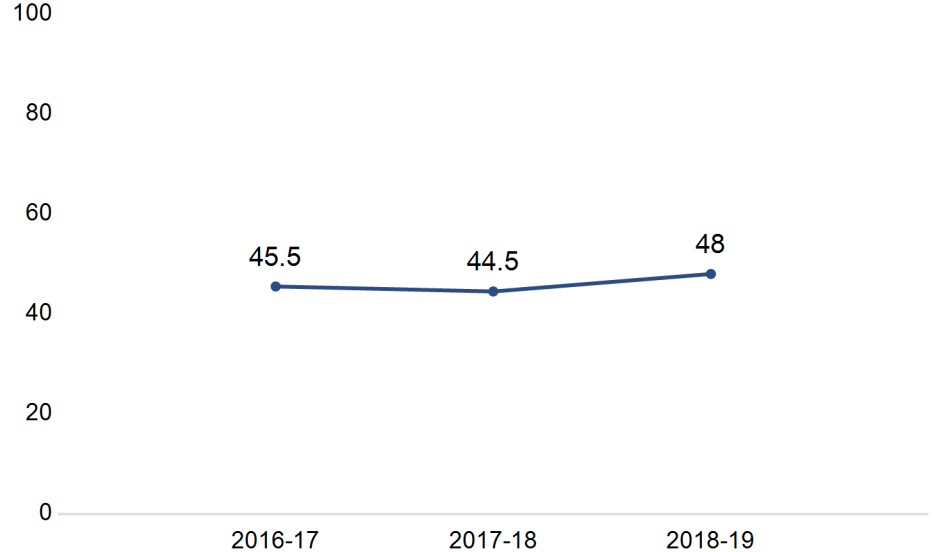
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	61	59.5	45.5	44.5	48
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59.5	63	50	Met Standard	48	44	50	Met Standard
White	66.5	63	50	Exceeds Standard	55.5	47.5	52	Met Standard
Hispanic	57.5	63	49	Met Standard	43.5	44	47	Met Standard
Black or African American	*	61	45	**	*	39	43	**
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	61	64	53	N	34.5	43	50	N
Male	59	61	47	N	58	44	51	N
Economically Disadvantaged Students	55	63	48	Met Standard	40	43	46	Met Standard
Students with Disabilities	59	52	43	Met Standard	34	41	45	Not Met
English Learners	54	65	52	Met Standard	63	45	50	**
Homeless Students	N	64	43	N	N	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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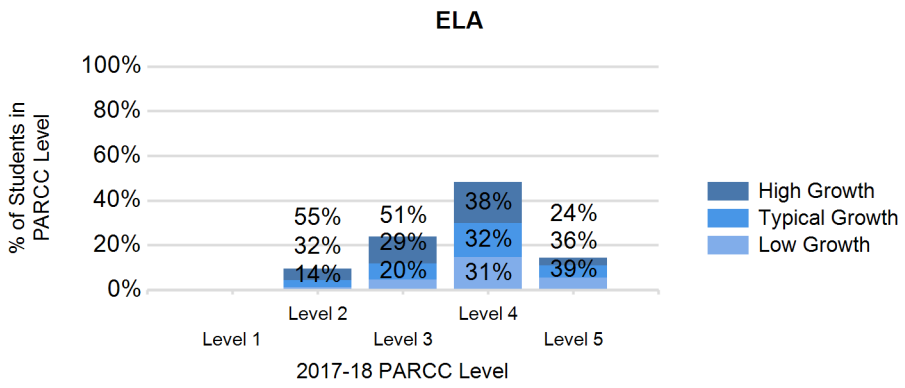
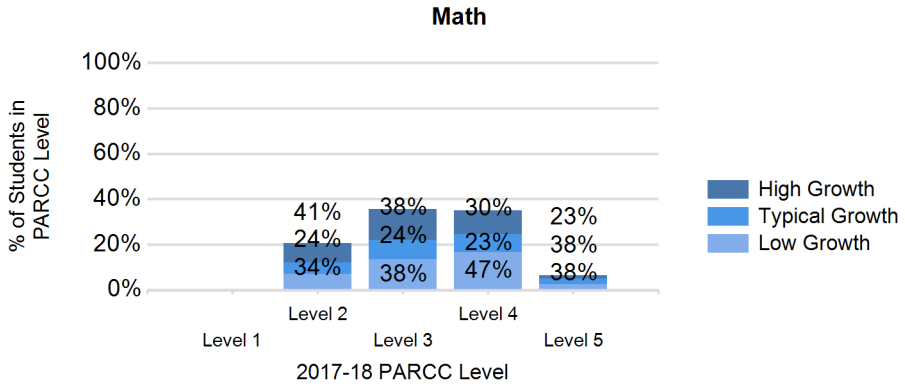
Student Growth by Performance Level

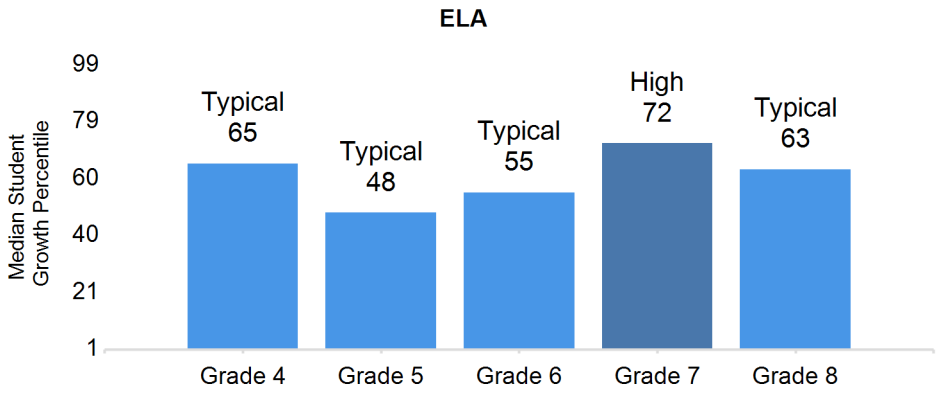
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

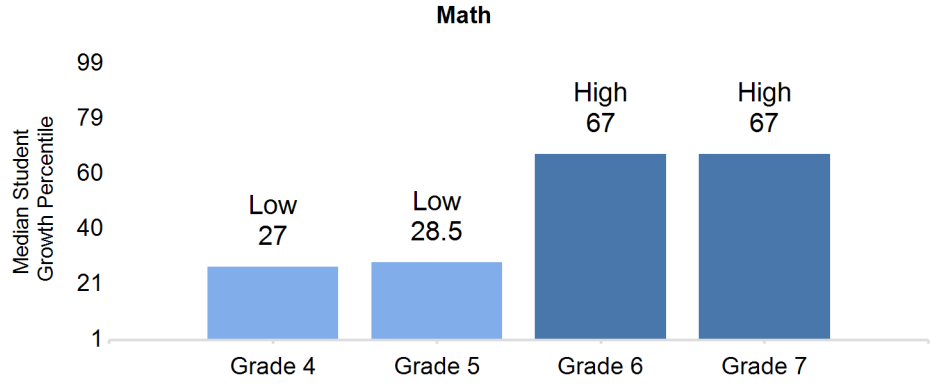




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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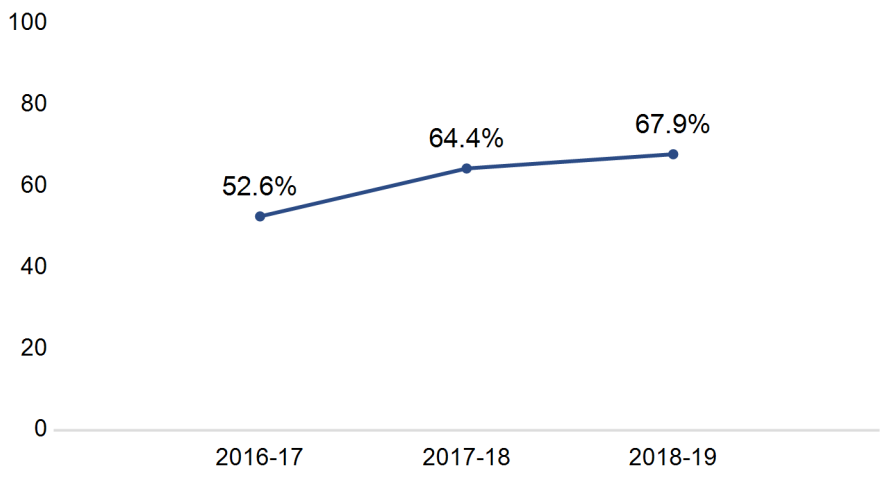
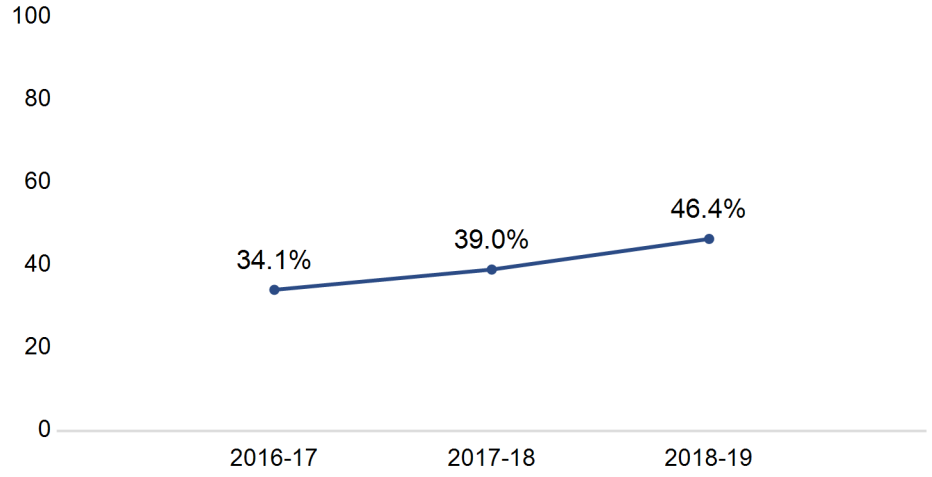
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	87.5%	96.4%	99.4%	88.4%	96.4%	99.4%
Proficiency Rate for Federal Accountability	52.6%	64.4%	67.9%	34.1%	39.0%	46.4%
Annual Target	43.2%	45.2%	47.1%	36.6%	38.9%	41.2%
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	312	99.4	67.9	52.8	57.9	67.9	47.1	Met Target
White	113	99.1	75.2	63.5	66.9	75.2	47.2	Met Target
Hispanic	173	100.0	61.3	53.5	43.9	61.3	45.7	Met Target
Black or African American	12	92.3	91.7	42.5	38.5	91.7	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	71.4	79.5	82.9	71.4	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	157	100.0	70.1	59.1	64.8	70.1		
Male	155	98.8	65.8	46.6	51.3	65.8		
Economically Disadvantaged Students	103	100.0	56.3	50.4	40.0	56.3	39	Met Target
Non-Economically Disadvantaged Students	209	99.1	73.7	62.8	67.9	73.7		
Students with Disabilities	38	97.6	26.3	18.8	22.7	26.3	37.2	Met Target†
Students without Disabilities	274	99.6	73.7	57.8	65.1	73.7		
English Learners	37	100.0	48.6	40.3	29.3	48.6	35.4	Met Target
Non-English Learners	275	99.3	70.5	58.3	60.6	70.5		
Homeless Students	N	N	N	34.3	29.1	N		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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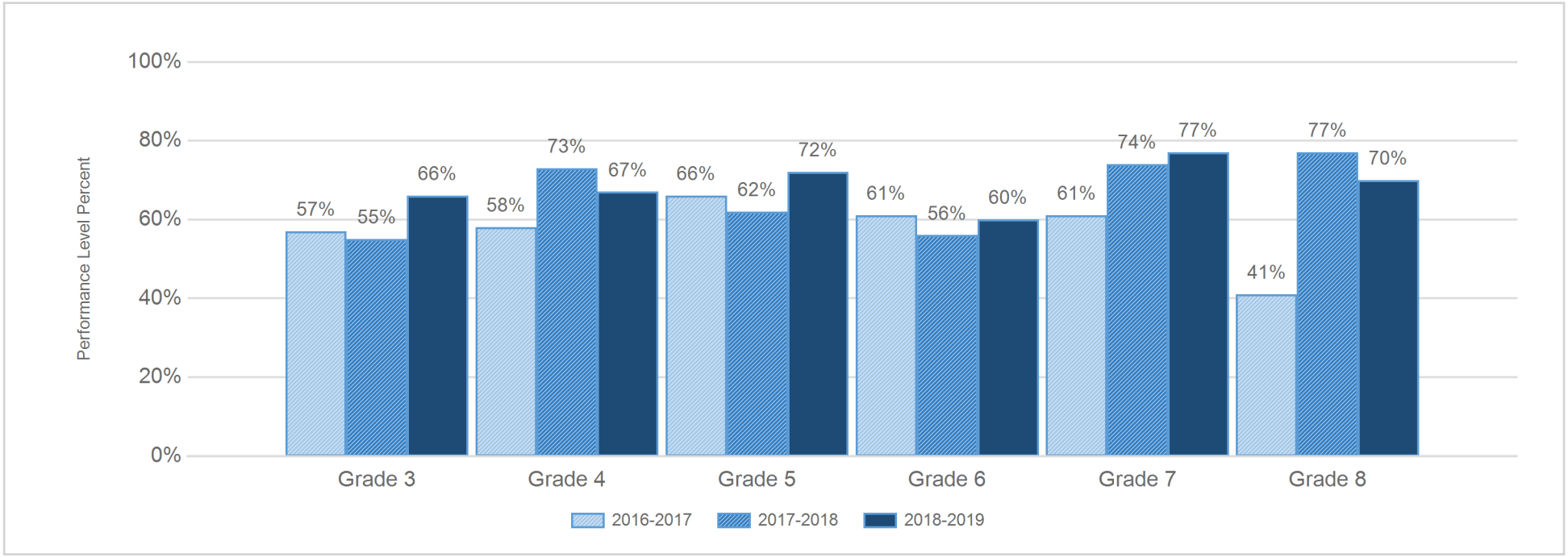
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	763	738	748	*	*	15%	*	*	66%	50%
White	22	754	750	757	*	*	*	*	*	64%	60%
Hispanic	35	765	738	734	*	*	*	*	*	63%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	37	760	743	753	*	*	*	*	*	62%	55%
Male	30	767	733	743	*	*	*	*	*	70%	46%
Economically Disadvantaged Students	20	762	735	731	*	*	*	*	*	60%	33%
Non-Economically Disadvantaged Students	47	764	753	759	*	*	*	*	*	68%	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	*	*	719	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	761	748	755	*	*	20%	47%	20%	67%	57%
White	17	764	755	763	0%	*	*	*	*	76%	67%
Hispanic	26	757	748	743	*	*	*	*	*	58%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	27	761	753	760	*	*	*	*	*	67%	62%
Male	22	760	743	750	*	*	*	*	*	68%	53%
Economically Disadvantaged Students	18	750	745	740	*	*	*	*	*	50%	40%
Non-Economically Disadvantaged Students	31	767	759	765	*	*	*	*	*	77%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	726	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

Report Key:
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****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	767	751	756	0%	*	23%	*	*	72%	58%
White	19	774	757	764	0%	*	*	*	*	84%	68%
Hispanic	25	760	751	743	0%	*	*	*	*	60%	44%
Black or African American	*	*	741	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	*	762	N	N	N	N	N	N	65%
Female	24	768	757	761	0%	*	*	*	*	71%	64%
Male	23	765	744	750	0%	*	*	*	*	74%	52%
Economically Disadvantaged Students	12	765	748	740	0%	*	*	*	*	67%	39%
Non-Economically Disadvantaged Students	35	767	761	766	0%	*	*	*	*	74%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	761	750	754	*	0%	38%	*	*	60%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	33	760	752	743	0%	0%	42%	*	*	58%	43%
Black or African American	N	N	741	738	N	N	N	N	N	N	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	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	24	766	757	762	*	0%	*	*	*	67%	64%
Male	29	756	744	748	*	0%	*	*	*	55%	48%
Economically Disadvantaged Students	23	756	748	740	*	0%	*	*	*	48%	39%
Non-Economically Disadvantaged Students	30	764	758	763	*	0%	*	*	*	70%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

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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	57	772	759	761	*	*	*	46%	32%	77%	63%
White	18	784	772	769	0%	0%	*	*	*	89%	72%
Hispanic	36	763	*	747	*	*	*	*	*	69%	50%
Black or African American	*	*	746	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	30	777	765	769	*	*	*	*	*	80%	71%
Male	27	767	753	753	*	*	*	*	*	74%	55%
Economically Disadvantaged Students	18	749	756	743	*	*	*	*	*	56%	45%
Non-Economically Disadvantaged Students	39	783	768	771	*	*	*	*	*	87%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	N	N	713	706	N	N	N	N	N	N	12%
Non-English Learners	57	772	765	763	*	*	*	46%	32%	77%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
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2018-2019

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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	37	767	758	762	*	*	*	*	*	70%	63%
White	15	771	770	770	0%	*	*	*	*	73%	72%
Hispanic	20	763	758	747	*	*	*	*	*	65%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	16	776	764	771	*	*	*	*	*	81%	71%
Male	21	760	753	753	*	*	*	*	*	62%	55%
Economically Disadvantaged Students	12	759	756	743	*	*	*	*	*	67%	45%
Non-Economically Disadvantaged Students	25	771	763	772	*	*	*	*	*	72%	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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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	317	99.4	46.4	27.2	44.5	46.4	41.2	Met Target
White	113	99.1	45.1	37.3	54.1	45.1	42.9	Met Target
Hispanic	178	100.0	44.9	27.9	28.8	44.9	41.7	Met Target
Black or African American	12	92.3	66.7	17.0	23.0	66.7	**	**
Asian, Native Hawaiian, or Pacific Islander	14	100.0	57.1	55.9	76.5	57.1	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	159	100.0	40.9	27.1	44.9	40.9		
Male	158	98.8	51.9	27.3	44.2	51.9		
Economically Disadvantaged Students	105	100.0	36.2	25.4	26.3	36.2	37.6	Met Target†
Non-Economically Disadvantaged Students	212	99.1	51.4	34.2	54.9	51.4		
Students with Disabilities	38	97.6	*	10.7	17.4	*	27.4	Not Met
Students without Disabilities	279	99.6	*	29.5	50.0	*		
English Learners	42	100.0	42.9	25.9	25.0	42.9	39.2	Met Target
Non-English Learners	275	99.3	46.9	27.8	46.5	46.9		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

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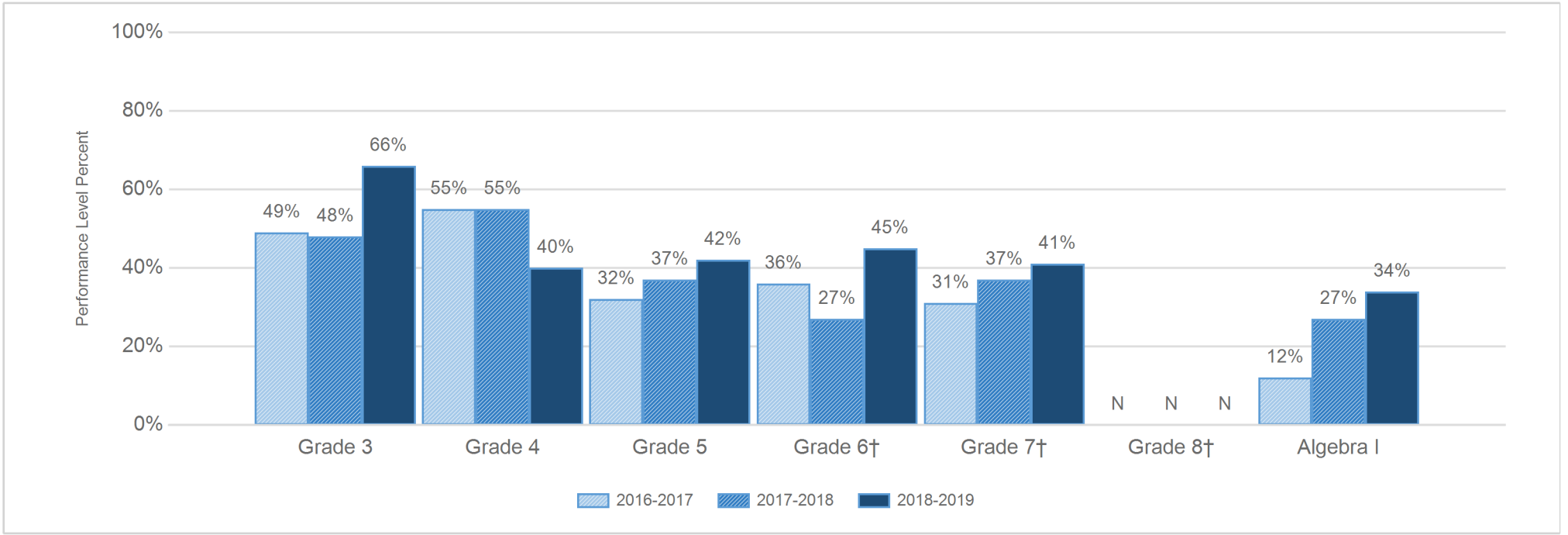
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	761	741	752	*	*	19%	46%	21%	66%	55%
White	22	753	750	760	*	*	*	*	*	59%	66%
Hispanic	36	763	742	739	0%	*	*	*	*	67%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	38	759	743	751	*	*	*	*	*	61%	54%
Male	30	764	740	752	*	*	*	*	*	73%	56%
Economically Disadvantaged Students	21	760	740	737	*	*	*	*	*	62%	37%
Non-Economically Disadvantaged Students	47	761	747	761	*	*	*	*	*	68%	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	742	737	749	*	22%	30%	*	*	40%	51%
White	18	745	744	757	*	*	*	*	*	44%	62%
Hispanic	26	739	738	737	*	*	*	*	*	35%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	28	737	737	749	*	*	*	*	*	32%	50%
Male	22	749	737	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	18	739	736	734	*	*	*	*	*	28%	32%
Non-Economically Disadvantaged Students	32	744	741	759	*	*	*	*	*	47%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	746	738	747	*	*	38%	*	*	42%	47%
White	19	745	744	755	*	*	*	*	*	42%	58%
Hispanic	26	747	739	735	0%	*	*	*	*	42%	30%
Black or African American	*	*	728	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	*	753	N	N	N	N	N	N	55%
Female	24	739	740	747	*	*	*	*	*	33%	47%
Male	24	752	737	747	*	*	*	*	*	50%	47%
Economically Disadvantaged Students	12	744	737	732	*	*	*	*	*	33%	27%
Non-Economically Disadvantaged Students	36	746	742	757	*	*	*	*	*	44%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	*	*	724	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	744	726	741	*	22%	31%	*	*	45%	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	35	739	727	729	*	29%	31%	*	*	37%	24%
Black or African American	N	N	714	722	N	N	N	N	N	N	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	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	24	737	727	742	*	*	*	*	*	33%	42%
Male	31	749	725	740	*	*	*	*	*	55%	40%
Economically Disadvantaged Students	24	741	725	726	*	*	*	*	*	38%	21%
Non-Economically Disadvantaged Students	31	746	732	750	*	*	*	*	*	52%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	743	728	744	*	22%	33%	*	*	41%	42%
White	18	748	733	751	*	*	*	*	*	33%	53%
Hispanic	37	738	*	733	*	30%	*	41%	0%	41%	26%
Black or African American	*	*	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	31	744	728	744	*	*	*	*	*	45%	42%
Male	27	742	727	743	*	*	*	*	*	37%	42%
Economically Disadvantaged Students	18	725	727	731	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	40	751	728	751	*	*	*	*	*	50%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	38	743	730	744	*	*	37%	34%	0%	34%	42%
White	15	741	737	752	*	*	*	*	*	27%	53%
Hispanic	21	747	731	728	*	*	*	*	*	43%	24%
Black or African American	*	*	722	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	*	752	N	N	N	N	N	N	51%
Female	16	738	730	745	*	*	*	*	*	25%	44%
Male	22	746	731	743	*	*	*	*	*	41%	41%
Economically Disadvantaged Students	12	732	729	727	*	*	*	*	*	25%	23%
Non-Economically Disadvantaged Students	26	748	733	752	*	*	*	*	*	38%	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	65.4%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	82.4%	17.6%
3-4	19	78.9%	21.1%
5 or more	10	90.0%	10.0%

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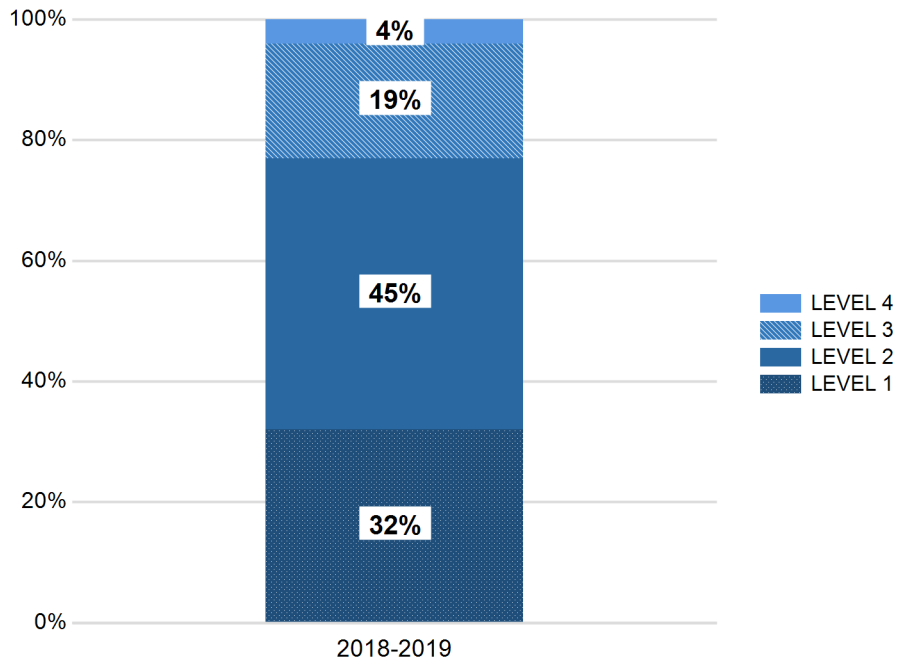
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	45	19	4
White	22	50	28	0
Hispanic	42	35	15	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	38	46	17	0
Male	26	43	22	9
Economically Disadvantaged Students	33	50	8	8
Non-Economically Disadvantaged Students	31	43	23	3
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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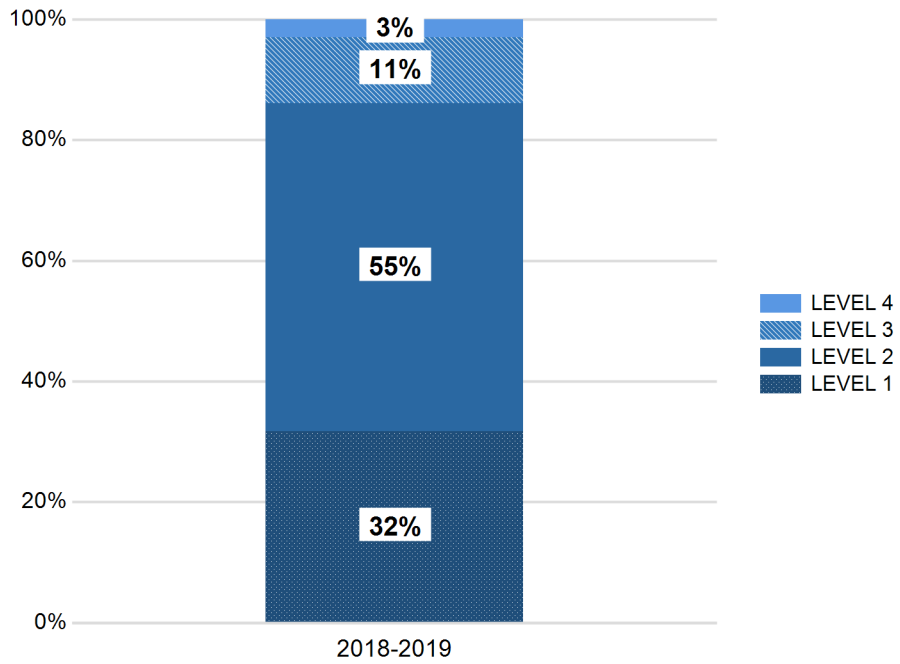
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	32	55	11	3
White	47	47	0	7
Hispanic	24	57	19	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	38	50	13	0
Male	27	59	9	5
Economically Disadvantaged Students	25	67	8	0
Non-Economically Disadvantaged Students	35	50	12	4
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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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	62
7	0	0	64
8	44	0	1
Total	44	0	127

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	55	0	0	0	0	0	0
7	56	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	111	0	0	0	0	0	0

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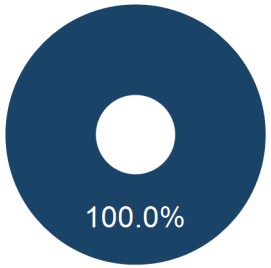
Visual and Performing Arts – Course Participation

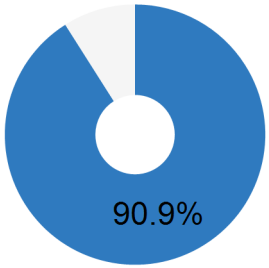
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

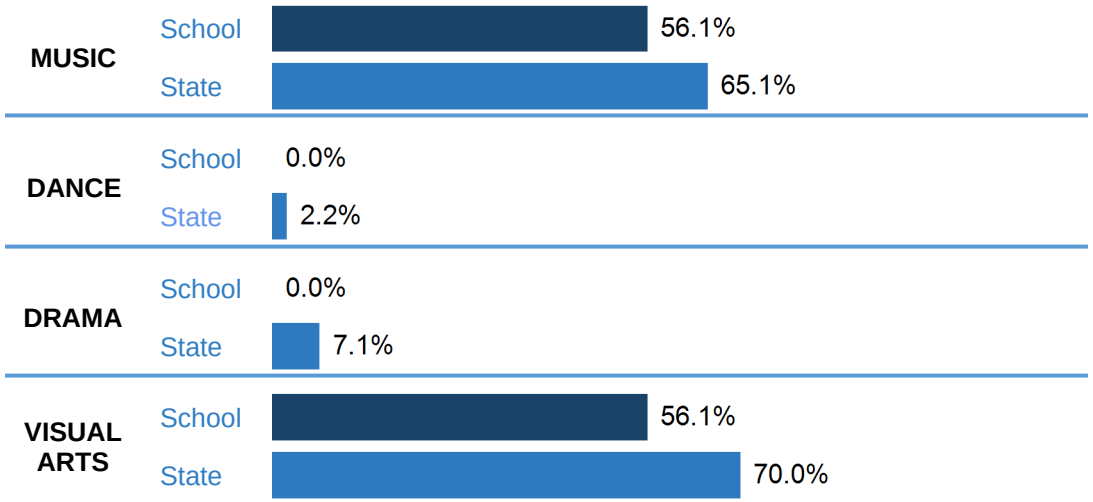


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

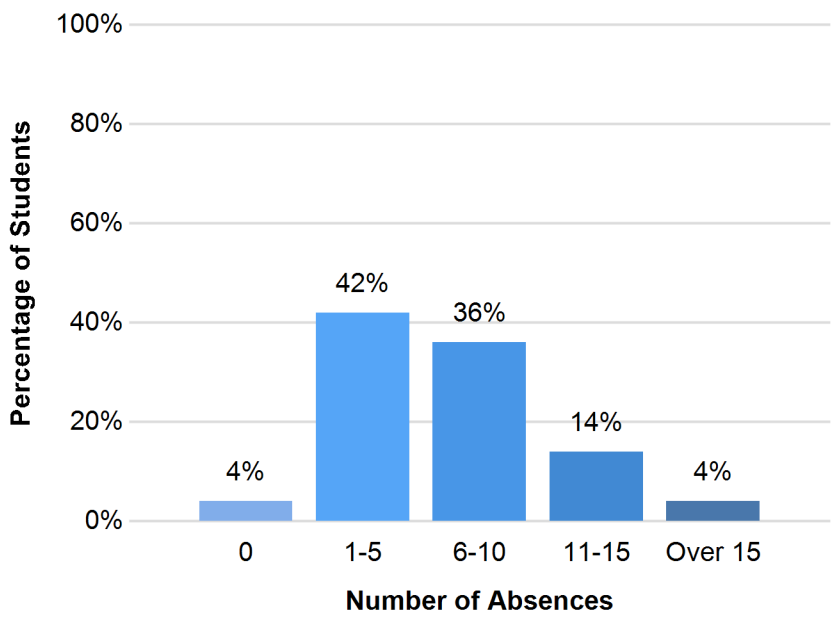
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	18	3.6	9.0	Met
White	7	4.2	9.0	Met
Hispanic	8	2.7	9.0	Met
Black or African American	1	5.6	**	**
Asian, Native Hawaiian, or Pacific	2	8.3	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	5	2.1		
Male	13	5.1		
Economically Disadvantaged Students	6	3.6	9.0	Met
Students with Disabilities	7	10.8	9.0	Not Met
English Learners	3	7.1	9.0	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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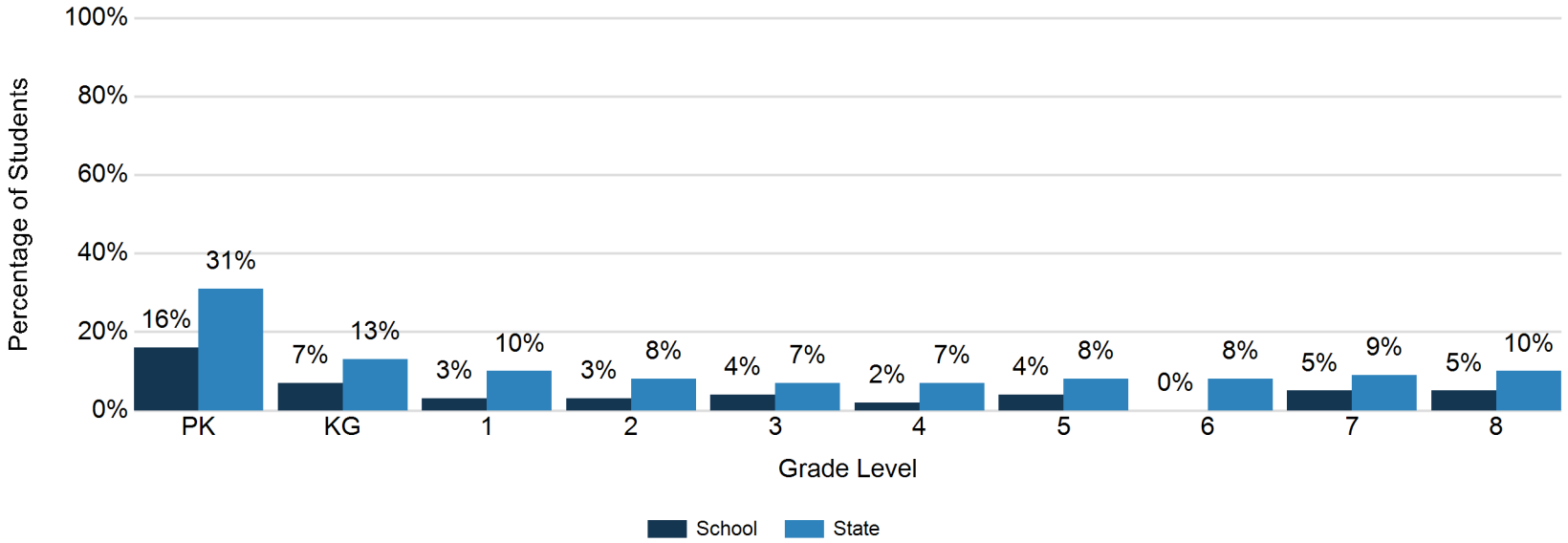
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.02

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	1		1

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	*	*
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
15

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Victor Mravlag School No. 21
(39-1320-240)
Grades Offered: PK-08
2018-2019

Report Key:
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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	54	118,214
Average years experience in public schools	9.6	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	79.6%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	586:1	297:1
Teachers to Administrators	54:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.6%	88.9%	0.0%	48.4%	77.1%	54.9%
Male	53.4%	11.1%	100.0%	51.6%	22.9%	45.1%
White	30.2%	61.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	60.8%	31.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	5.3%	5.6%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.9%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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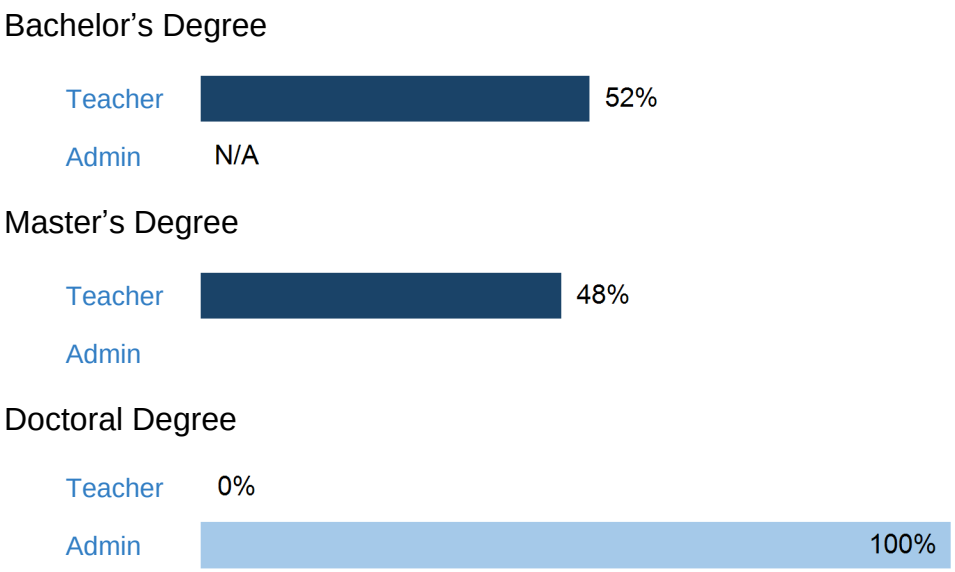
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	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	97.3%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.6%	64.4%	67.9%
Math Proficiency	34.1%	39.0%	46.4%
ELA Growth	48	61	60
Math Growth	46	44	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		73.3%	65.4%
Chronic Absenteeism	5.9%	7.0%	3.6%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target	Met Standard	Met Standard	Exceeds Target	Met	No
White	Met Target	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target	Met Standard	**	**	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Courses, Curriculum, Instruction • Clubs and Activities • Staff
Mission, Vision, Theme:	Our school's vision is aligned to the district's vision of being one of the best school systems in America which we will accomplish by providing excellent educational experiences and services to ALL students. Our vision encompasses three pillars: strong academics for each child, targeted enrichment and intervention programs, and community/neighborhood activities and events.
Awards, Recognition, Accomplishments:	Victor Mravlag School No. 21 is a National Blue Ribbon School. The National Blue Ribbon Schools Program recognizes public and private elementary, middle, and high schools based on their overall academic excellence or their progress in closing achievement gaps among student subgroups. For students in grades 7 and 8, we have a chapter of the National Junior Honor Society, the four pillars of which are leadership, citizenship, scholarship, and character.

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Courses, Curriculum, Instruction:	Victor Mravlag School No. 21 is at the forefront of educational innovation. Teachers in grades K-3 participate in the Children's Literacy Initiative (CLI), a classroom coaching and professional development program aimed at improving literacy instruction and achievement. Students in grades 4-8 participate in Renzulli Learning, an interactive online system that provides a personalized learning environment for students, resulting in increased engagement and higher academic performance.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	Students at School No. 21 participate in numerous extra-curricular activities and clubs such as the National Junior Honor Society (NJHS), EarlyAct Rotary Club, Student Government, Instrumental Music, Chorus, and the Advancement Via Individual Determination (AVID) Program. In addition, students in grades K-1 receive library classes, while students in grades 2-5 receive classes in computer literacy.

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Before and After School Programs:	For students in grades K-4, we offer afterschool programs that focus on targeted reading intervention and additional learning opportunities in language arts and mathematics. For students in grades 5-8, we offer afterschool enrichment opportunities in the visual and performing arts and technology. These programs run from November through April and are taught by our dedicated teachers.
Staff and Professional Learning:	Teachers in grades K-3 participate in The Children's Literacy Initiative (CLI). This unique partnership provides teachers with 25 hours of on-site coaching and extensive professional development in classroom culture and best practices in literacy. The goal of the program is to improve literacy rates in our school. In addition, teachers participate in professional learning communities during their common planning time, as well as district-wide professional development opportunities.
Postsecondary Information:	Students in grades 7 and 8 participate in the Advancement Via Individual Determination (AVID) Program. AVID develops learning, study, and academic behavioral skills that are essential for success in rigorous coursework. Students receive instruction and support to prepare them for college from a trained AVID Elective teacher as well as academic strategies such as writing to learn, organization, and critical reading. AVID helps schools develop a culture of college readiness for all students.

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Student Supports and Services:	English Language Learners (ELLs) and special education students receive in-class support in language arts/literacy (LAL) and mathematics from our bilingual/ESL and special education teachers, respectively. LAL and math intervention classes are offered to struggling students during the school day and after school, as is targeted reading intervention for struggling readers. Intervention and referral services assist students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	Physical education classes are offered to students in all grade levels to promote health and wellness. Students also engage in physical activity and play during recess. The breakfast, lunch, and afterschool meal programs provide students with nutritious and healthy food choices.
Parent and Community Involvement:	Victor Mravlag School No. 21 has a dedicated staff and an active PTA. Together, we examine, evaluate, and adjust our practices so that we may more effectively attend to the social, emotional, and academic needs of both our students and our families. In-school and after school activities for students and their families include Family Paint Night, Move-and-Groove, Movie Night, Fun & Games, Seasonal Dances, and Trunk-or-Treat.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
Facilities:	Victor Mravlag School No. 21 was built in 2013. Our beautiful, air conditioned school includes state-of-the-art science and computer labs, a large media center, an art studio with kiln, instrumental and choral music studios equipped with sound-proof practice rooms, a gymnasium, a main office suite with conference room, and a multi-purpose cafetorium. The building is furnished with office space for CST, guidance, and speech services, as well as for small group instruction.

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
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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	Union
District	Elizabeth Public Schools
Principal Name	Mrs. Chihui Alfaro
Address	612 Pulaski Street ELIZABETH, NJ 07202
Phone Number	908-436-4860
Email Address	alfaroch@epsnj.org
Website	http://www.epsnj.org/domain/40
Facebook	https://www.facebook.com/halloran22/
Twitter	https://twitter.com/halloran_22?lang=en

NJ SCHOOL PERFORMANCE REPORT

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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	105	173	174
KG	0	3	4
1	0	0	8
2	52	59	52
3	84	105	99
4	136	159	146
5	138	145	164
6	149	153	150
7	143	154	154
8	144	147	148
Total	951	1,098	1,099

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	55.9%	55.8%	53.8%
Male	44.1%	44.2%	46.2%
Economically Disadvantaged Students	67.8%	69.9%	68.6%
Students with Disabilities	6.0%	11.6%	11.2%
English Learners	1.1%	2.8%	3.2%
Homeless Students	0.2%	0.3%	0.1%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.9%	14.3%	12.9%
Hispanic	66.7%	69.3%	68.8%
Black or African American	12.5%	12.8%	14.7%
Asian	4.6%	3.3%	3.3%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	105	173	174
KG - Half Day	0	0	0
KG - Full Day	0	3	4

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	46.7%
English	43.4%
Portuguese	4.6%
Bengali	1.5%
Arabic	1.3%
Other Languages	2.5%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

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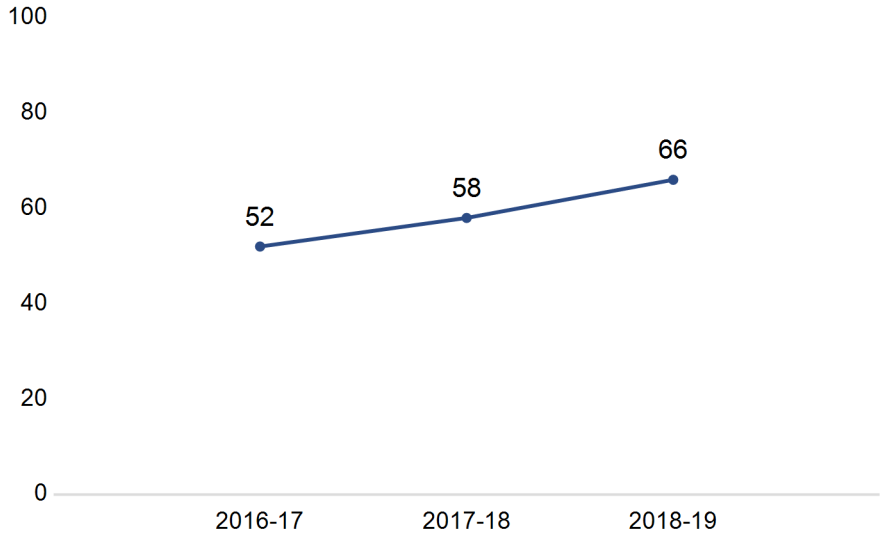
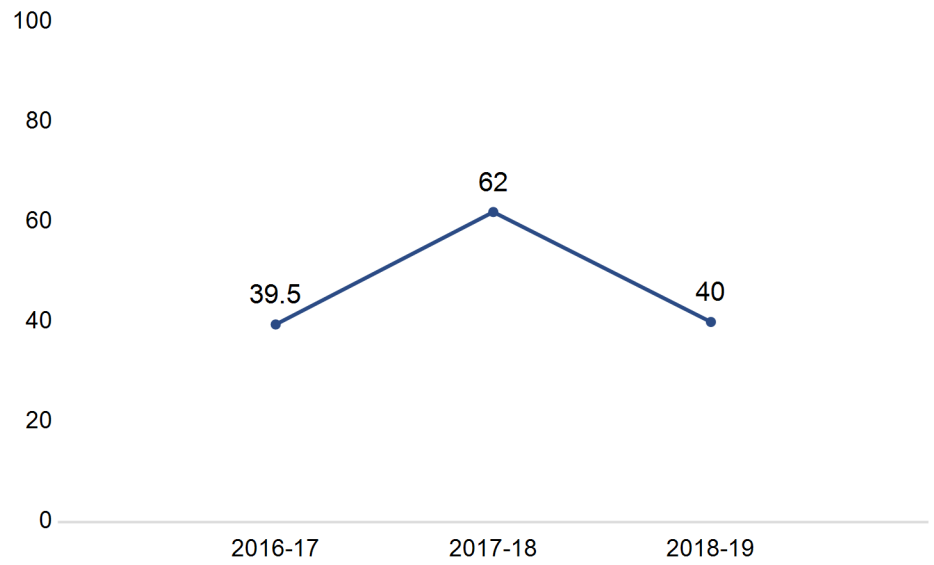
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	52	58	66	39.5	62	40
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	66	63	50	Exceeds Standard	40	44	50	Met Standard
White	69	63	50	Exceeds Standard	44	47.5	52	Met Standard
Hispanic	67	63	49	Exceeds Standard	38	44	47	Not Met
Black or African American	61.5	61	45	Exceeds Standard	43.5	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52	68.5	59	Met Standard	49	62	60	Met Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	69	64	53	N	40.5	43	50	N
Male	63	61	47	N	40	44	51	N
Economically Disadvantaged Students	65	63	48	Exceeds Standard	41	43	46	Met Standard
Students with Disabilities	*	52	43	**	*	41	45	**
English Learners	61	65	52	Exceeds Standard	40	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	N	68	42	N	N	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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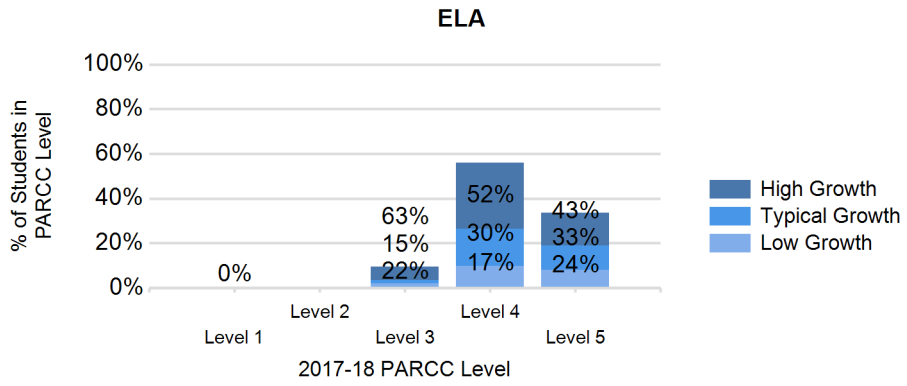
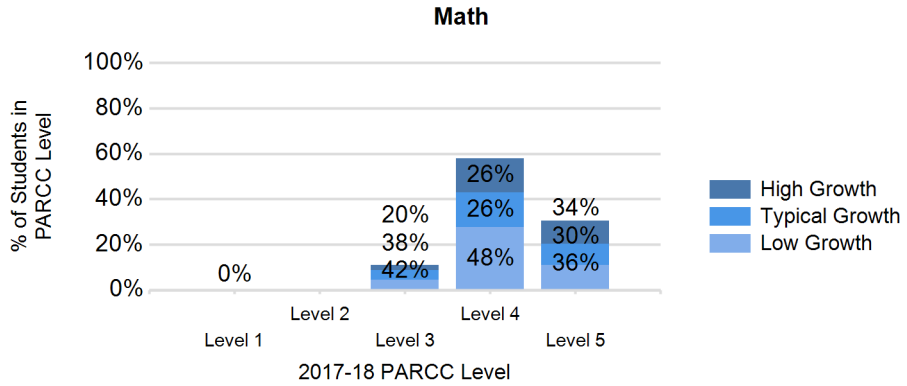
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth by Performance Level

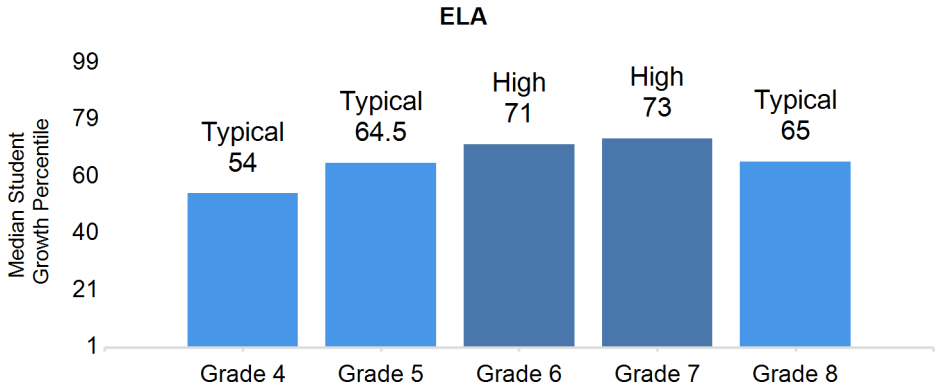
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

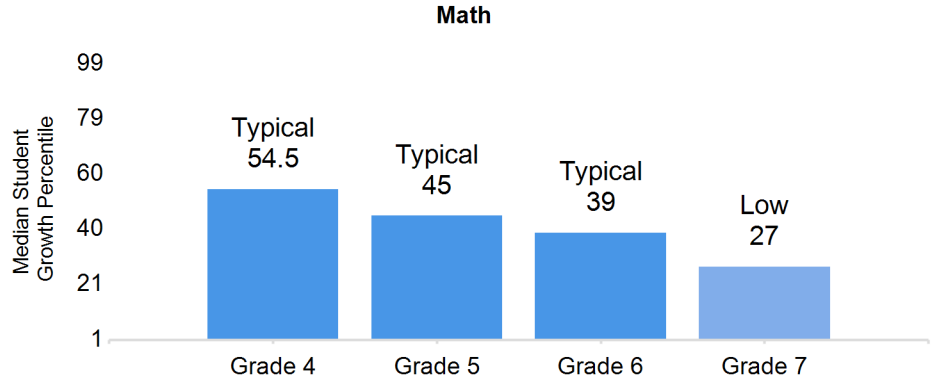




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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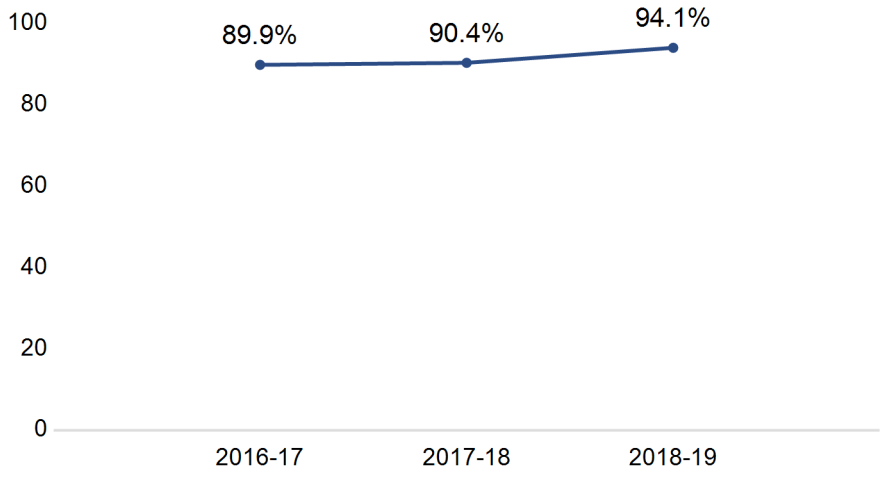
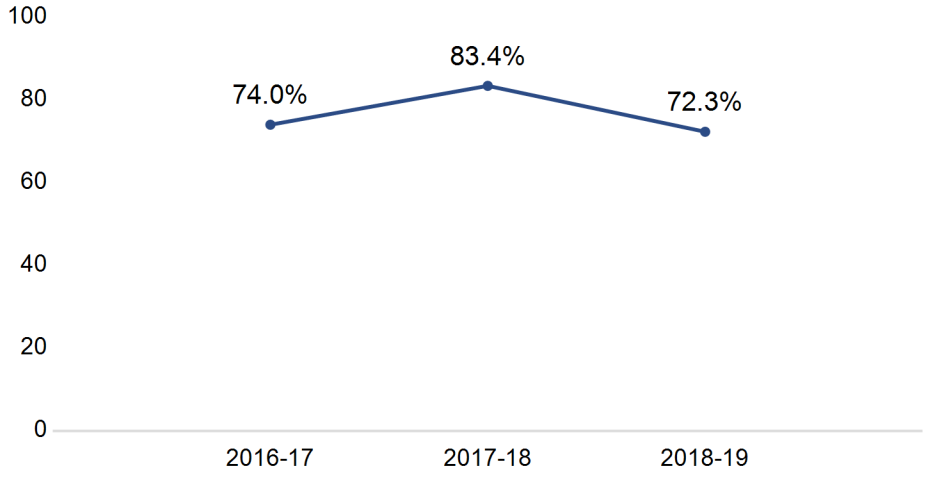
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.7%	99.6%	97.9%	98.7%	99.6%
Proficiency Rate for Federal Accountability	89.9%	90.4%	94.1%	74.0%	83.4%	72.3%
Annual Target	80.0%	80.0%	80.0%	73.4%	73.8%	74.1%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Goal	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	781	99.6	94.1	52.8	57.9	94.1	80	Met Goal
White	110	98.2	96.4	63.5	66.9	96.4	80	Met Goal
Hispanic	516	99.8	92.6	53.5	43.9	92.6	80	Met Goal
Black or African American	120	100.0	97.5	42.5	38.5	97.5	80	Met Goal
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	453	99.8	95.1	59.1	64.8	95.1		
Male	328	99.4	92.7	46.6	51.3	92.7		
Economically Disadvantaged Students	526	99.4	93.5	50.4	40.0	93.5	80	Met Goal
Non-Economically Disadvantaged Students	255	100.0	95.3	62.8	67.9	95.3		
Students with Disabilities	*	*	*	18.8	22.7	*	**	**
Students without Disabilities	*	*	*	57.8	65.1	*		
English Learners	153	100.0	90.8	40.3	29.3	90.8	80	Met Goal
Non-English Learners	628	99.5	94.9	58.3	60.6	94.9		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	N	N	N	40.7	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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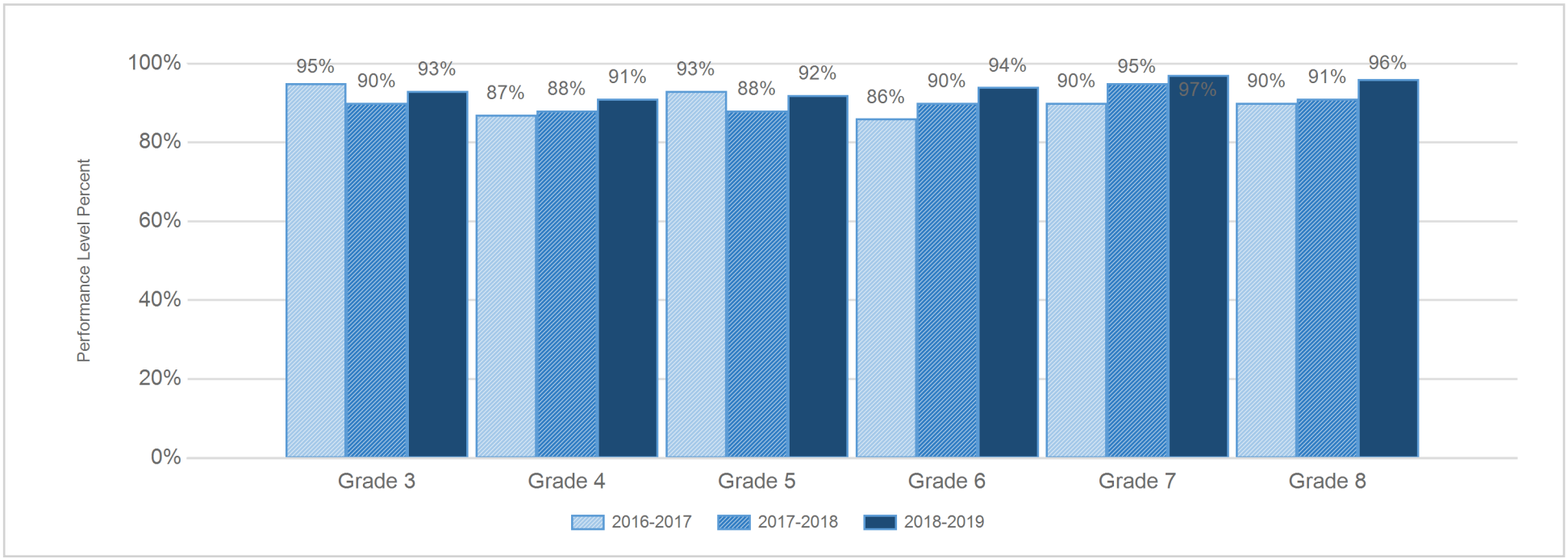
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	804	738	748	*	0%	*	42%	52%	93%	50%
White	16	813	750	757	0%	0%	*	*	*	94%	60%
Hispanic	61	801	738	734	*	0%	*	44%	48%	92%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	61	806	743	753	*	0%	*	*	*	95%	55%
Male	28	800	733	743	*	0%	*	*	*	89%	46%
Economically Disadvantaged Students	52	804	735	731	*	0%	*	*	*	92%	33%
Non-Economically Disadvantaged Students	37	805	753	759	*	0%	*	*	*	95%	61%
Students with Disabilities	N	N	700	719	N	N	N	N	N	N	24%
Students without Disabilities	89	804	743	754	*	0%	*	42%	52%	93%	56%
English Learners	*	*	719	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	746	751	*	*	*	*	*	*	54%
Homeless Students	N	N	720	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	784	748	755	0%	*	*	50%	41%	91%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	84	784	748	743	0%	*	*	46%	42%	88%	44%
Black or African American	30	781	742	739	0%	0%	0%	67%	33%	100%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	73	788	753	760	0%	*	*	*	*	92%	62%
Male	64	780	743	750	0%	*	*	*	*	91%	53%
Economically Disadvantaged Students	102	783	745	740	0%	*	*	*	*	91%	40%
Non-Economically Disadvantaged Students	35	788	759	765	0%	*	*	*	*	91%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	*	*	729	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	786	751	756	0%	0%	8%	62%	30%	92%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	82	782	751	743	0%	0%	*	*	*	90%	44%
Black or African American	25	789	741	739	0%	0%	*	*	*	92%	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	*	762	N	N	N	N	N	N	65%
Female	79	788	757	761	0%	0%	*	*	*	91%	64%
Male	59	783	744	750	0%	0%	*	*	*	93%	52%
Economically Disadvantaged Students	92	783	748	740	0%	0%	*	*	*	90%	39%
Non-Economically Disadvantaged Students	46	791	761	766	0%	0%	*	*	*	96%	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	N	N	722	713	N	N	N	N	N	N	11%
Non-English Learners	138	786	756	758	0%	0%	8%	62%	30%	92%	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	787	750	754	0%	0%	*	*	*	94%	56%
White	15	788	756	762	0%	0%	0%	*	*	100%	65%
Hispanic	102	786	752	743	0%	0%	*	*	*	93%	43%
Black or African American	18	790	741	738	0%	0%	*	*	*	94%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	74	792	757	762	0%	0%	*	*	*	97%	64%
Male	68	780	744	748	0%	0%	*	*	*	91%	48%
Economically Disadvantaged Students	98	786	748	740	0%	0%	*	*	*	92%	39%
Non-Economically Disadvantaged Students	44	788	758	763	0%	0%	*	*	*	100%	67%
Students with Disabilities	*	*	717	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	755	761	*	*	*	*	*	*	64%
English Learners	N	N	717	710	N	N	N	N	N	N	*
Non-English Learners	142	787	755	756	0%	0%	*	*	*	94%	*
Homeless Students	N	N	733	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	142	800	759	761	0%	0%	*	*	*	97%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	96	797	*	747	0%	0%	*	*	*	97%	50%
Black or African American	22	812	746	741	0%	0%	0%	*	*	100%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	87	803	765	769	0%	0%	*	*	*	99%	71%
Male	55	796	753	753	0%	0%	*	*	*	95%	55%
Economically Disadvantaged Students	97	799	756	743	0%	0%	*	*	*	97%	45%
Non-Economically Disadvantaged Students	45	803	768	771	0%	0%	*	*	*	98%	73%
Students with Disabilities	N	N	720	720	N	N	N	N	N	N	22%
Students without Disabilities	142	800	764	769	0%	0%	*	*	*	97%	71%
English Learners	N	N	713	706	N	N	N	N	N	N	12%
Non-English Learners	142	800	765	763	0%	0%	*	*	*	97%	65%
Homeless Students	N	N	725	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

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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	135	795	758	762	*	*	*	47%	49%	96%	63%
White	21	797	770	770	0%	0%	0%	*	*	100%	72%
Hispanic	92	793	758	747	*	*	*	47%	48%	95%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	80	799	764	771	*	*	*	*	*	96%	71%
Male	55	790	753	753	*	*	*	*	*	96%	55%
Economically Disadvantaged Students	87	796	756	743	*	*	*	*	*	99%	45%
Non-Economically Disadvantaged Students	48	793	763	772	*	*	*	*	*	92%	72%
Students with Disabilities	N	N	720	721	N	N	N	N	N	N	22%
Students without Disabilities	135	795	763	770	*	*	*	47%	49%	96%	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	N	N	742	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
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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	781	99.6	72.3	27.2	44.5	72.3	74.1	Met Target†
White	110	98.2	74.5	37.3	54.1	74.5	80	Met Target†
Hispanic	516	99.8	70.7	27.9	28.8	70.7	72.6	Met Target†
Black or African American	120	100.0	74.2	17.0	23.0	74.2	71.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	80	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	453	99.8	70.4	27.1	44.9	70.4		
Male	328	99.4	75.0	27.3	44.2	75.0		
Economically Disadvantaged Students	526	99.4	71.7	25.4	26.3	71.7	72.9	Met Target†
Non-Economically Disadvantaged Students	255	100.0	73.7	34.2	54.9	73.7		
Students with Disabilities	*	*	*	10.7	17.4	*	**	**
Students without Disabilities	*	*	*	29.5	50.0	*		
English Learners	153	100.0	77.1	25.9	25.0	77.1	80	Met Target†
Non-English Learners	628	99.5	71.2	27.8	46.5	71.2		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	18.5	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
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Grades Offered: PK-08
2018-2019

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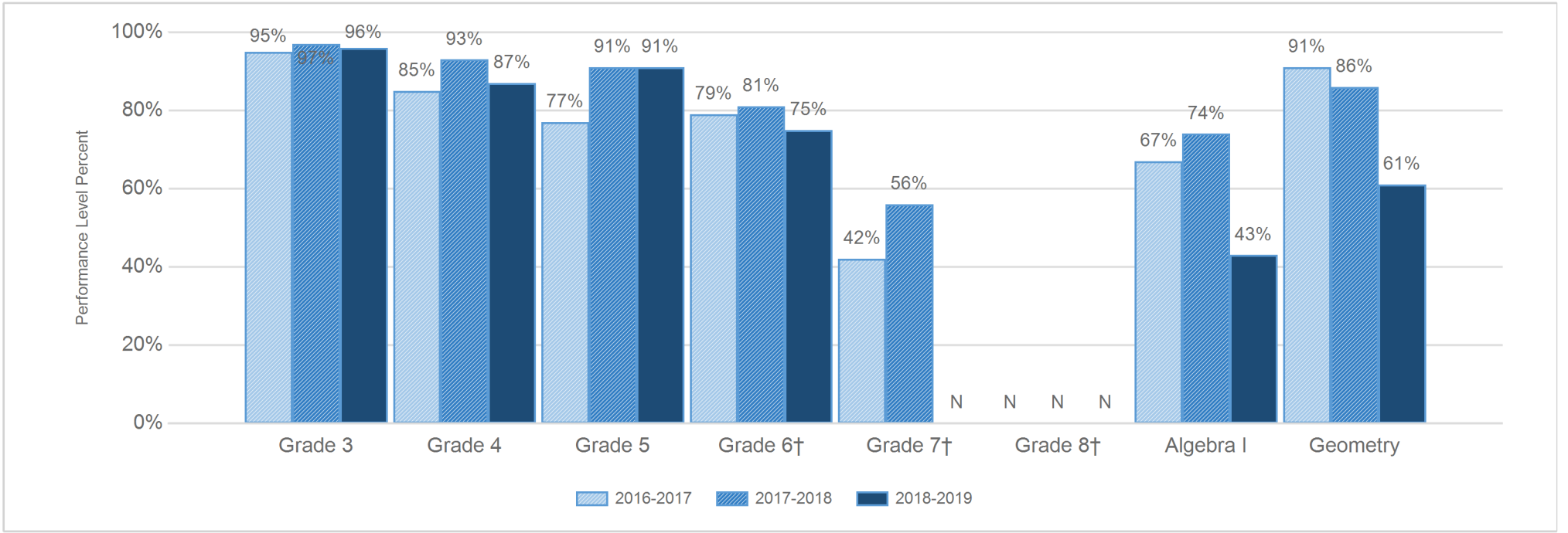
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-250)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	793	741	752	0%	*	*	39%	56%	96%	55%
White	16	804	750	760	0%	0%	0%	*	*	100%	66%
Hispanic	61	791	742	739	0%	*	*	39%	54%	93%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	61	794	743	751	0%	*	*	*	*	97%	54%
Male	28	791	740	752	0%	*	*	*	*	93%	56%
Economically Disadvantaged Students	52	794	740	737	0%	*	*	38%	58%	96%	37%
Non-Economically Disadvantaged Students	37	793	747	761	0%	*	*	41%	54%	95%	67%
Students with Disabilities	N	N	716	731	N	N	N	N	N	N	31%
Students without Disabilities	89	793	744	756	0%	*	*	39%	56%	96%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	729	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	137	780	737	749	0%	*	*	58%	28%	87%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	84	780	738	737	0%	*	*	61%	26%	87%	36%
Black or African American	30	776	728	731	0%	*	*	*	*	80%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	73	780	737	749	0%	*	*	53%	32%	85%	50%
Male	64	781	737	749	0%	*	*	64%	25%	89%	52%
Economically Disadvantaged Students	102	781	736	734	0%	*	*	*	*	87%	32%
Non-Economically Disadvantaged Students	35	780	741	759	0%	*	*	*	*	86%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	*	*	726	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	138	778	738	747	0%	*	*	56%	35%	91%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	82	776	739	735	0%	*	*	60%	30%	90%	30%
Black or African American	25	774	728	729	0%	*	*	*	*	84%	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	*	753	N	N	N	N	N	N	55%
Female	79	774	740	747	0%	*	*	57%	32%	89%	47%
Male	59	783	737	747	0%	*	*	54%	39%	93%	47%
Economically Disadvantaged Students	92	775	737	732	0%	*	*	59%	32%	90%	27%
Non-Economically Disadvantaged Students	46	782	742	757	0%	*	*	50%	41%	91%	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	N	N	724	718	N	N	N	N	N	N	12%
Non-English Learners	138	778	741	749	0%	*	*	56%	35%	91%	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	765	726	741	0%	*	20%	*	*	75%	41%
White	15	770	737	749	0%	0%	*	*	*	87%	51%
Hispanic	102	763	727	729	0%	*	20%	*	*	74%	24%
Black or African American	18	766	714	722	0%	0%	*	*	*	78%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	74	764	727	742	0%	*	19%	*	*	74%	42%
Male	68	766	725	740	0%	*	21%	*	*	76%	40%
Economically Disadvantaged Students	98	766	725	726	0%	*	*	*	*	77%	21%
Non-Economically Disadvantaged Students	44	762	732	750	0%	*	*	*	*	73%	53%
Students with Disabilities	*	*	709	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	728	746	*	*	*	*	*	*	46%
English Learners	N	N	709	709	N	N	N	N	N	N	*
Non-English Learners	142	765	729	743	0%	*	20%	*	*	75%	*
Homeless Students	N	N	712	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	728	744	N	N	N	N	N	N	42%
White	N	N	733	751	N	N	N	N	N	N	53%
Hispanic	N	N	*	733	N	N	N	N	N	N	26%
Black or African American	N	N	717	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	N	N	728	744	N	N	N	N	N	N	42%
Male	N	N	727	743	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	727	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	728	751	N	N	N	N	N	N	53%
Students with Disabilities	N	N	709	718	N	N	N	N	N	N	13%
Students without Disabilities	N	N	730	749	N	N	N	N	N	N	48%
English Learners	N	N	713	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	730	745	N	N	N	N	N	N	44%
Homeless Students	N	N	714	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	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%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

Report Key:
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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	746	730	744	*	22%	34%	*	*	43%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	145	744	731	728	*	24%	32%	*	*	41%	24%
Black or African American	*	*	722	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	*	752	N	N	N	N	N	N	51%
Female	131	742	730	745	*	*	37%	*	*	37%	44%
Male	82	752	731	743	*	*	28%	*	*	52%	41%
Economically Disadvantaged Students	139	746	729	727	*	22%	35%	*	*	42%	23%
Non-Economically Disadvantaged Students	74	746	733	752	*	23%	31%	*	*	45%	52%
Students with Disabilities	N	N	708	717	N	N	N	N	N	N	12%
Students without Disabilities	213	746	733	748	*	22%	34%	*	*	43%	47%
English Learners	*	*	712	710	*	*	*	*	*	*	*
Non-English Learners	*	*	733	745	*	*	*	*	*	*	*
Homeless Students	N	N	722	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	754	718	737	0%	*	36%	*	*	61%	35%
White	*	*	721	743	*	*	*	*	*	*	43%
Hispanic	43	752	719	724	0%	0%	40%	60%	0%	60%	17%
Black or African American	*	*	710	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	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	36	758	720	738	0%	*	*	*	*	69%	36%
Male	28	749	716	736	0%	*	*	*	*	50%	34%
Economically Disadvantaged Students	45	751	717	722	0%	*	*	*	*	51%	16%
Non-Economically Disadvantaged Students	19	761	719	743	0%	*	*	*	*	84%	43%
Students with Disabilities	N	N	699	712	N	N	N	N	N	N	*
Students without Disabilities	64	754	720	741	0%	*	36%	*	*	61%	*
English Learners	N	N	709	708	N	N	N	N	N	N	*
Non-English Learners	64	754	721	738	0%	*	36%	*	*	61%	*
Homeless Students	N	N	705	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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DLM Alternate Assessment - Participation

This table shows the number of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with different types of significant cognitive disabilities.

Grade	ELA: # Students Tested	Math: # Students Tested
3	N	N
4	N	N
5	N	N
6	N	N
7	N	N
8	N	N

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	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	*	*	*
3-4	*	*	*
5 or more	23	60.9%	39.1%

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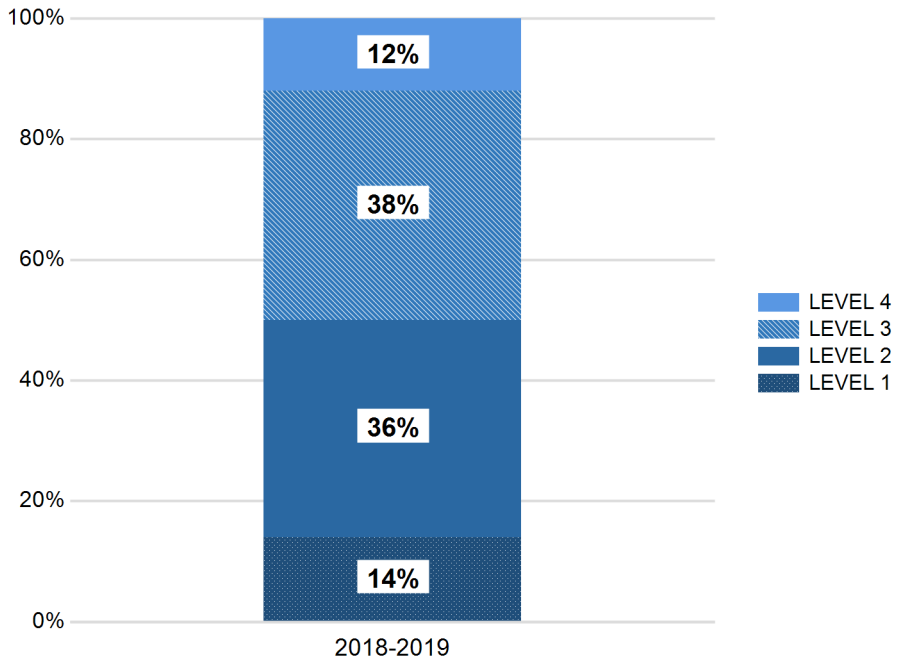
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	14	36	38	12
White	*	*	*	*
Hispanic	17	40	34	9
Black or African American	8	28	56	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	20	35	37	8
Male	7	36	41	17
Economically Disadvantaged Students	16	38	40	5
Non-Economically Disadvantaged Students	11	30	35	24
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	14	36	38	12
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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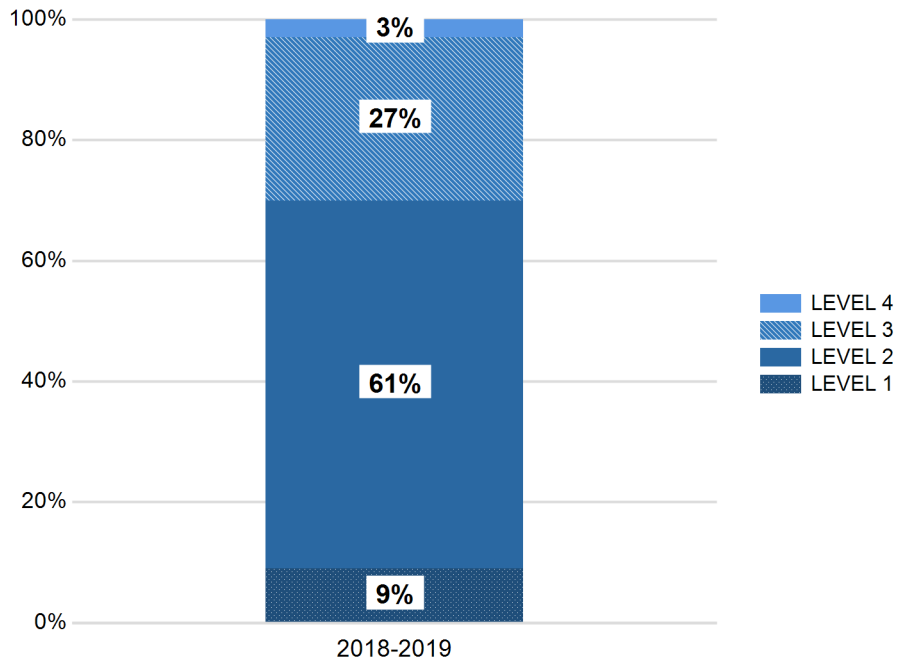
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	9	61	27	3
White	0	71	24	5
Hispanic	10	64	26	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	10	64	25	1
Male	7	58	29	5
Economically Disadvantaged Students	8	62	26	3
Non-Economically Disadvantaged Students	10	60	27	2
Students with Disabilities	N	N	N	N
Students without Disabilities	9	61	27	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	150
7	142	0	12
8	84	64	0
Total	226	64	162

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	150	0	0	0	0	0	0
7	154	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	304	0	0	0	0	0	0

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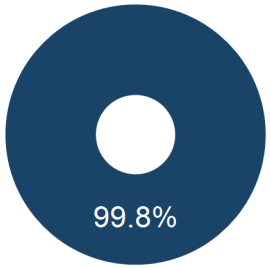
Visual and Performing Arts – Course Participation

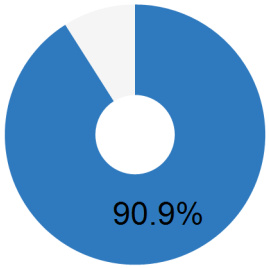
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

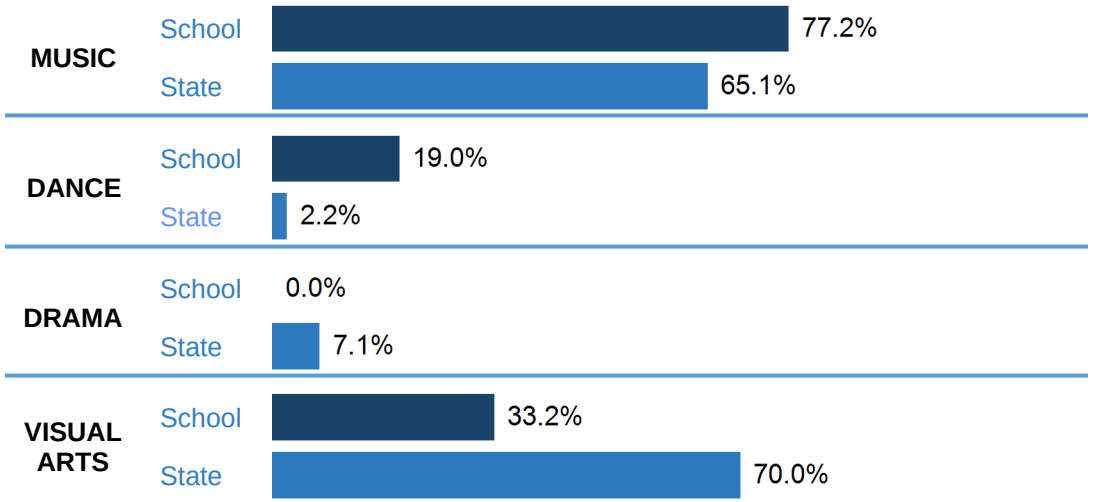


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

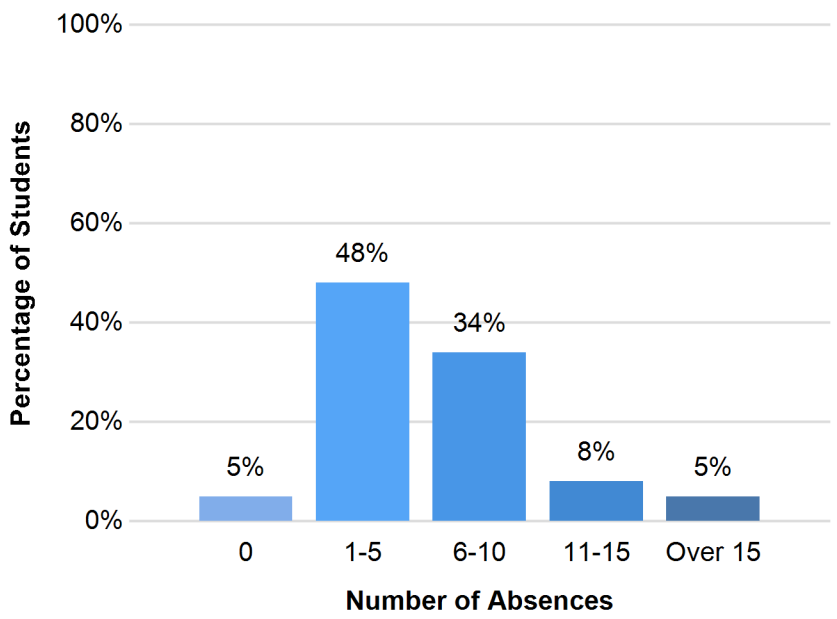
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	3.4	8.3	Met
White	3	2.5	8.3	Met
Hispanic	18	3.2	8.3	Met
Black or African American	7	5.3	8.3	Met
Asian, Native Hawaiian, or Pacific	*	*	8.3	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	N	N	N	N
Female	18	3.7		
Male	11	3.0		
Economically Disadvantaged Students	24	4.2	8.3	Met
Students with Disabilities	5	22.7	8.3	Not Met
English Learners	2	8.7	8.3	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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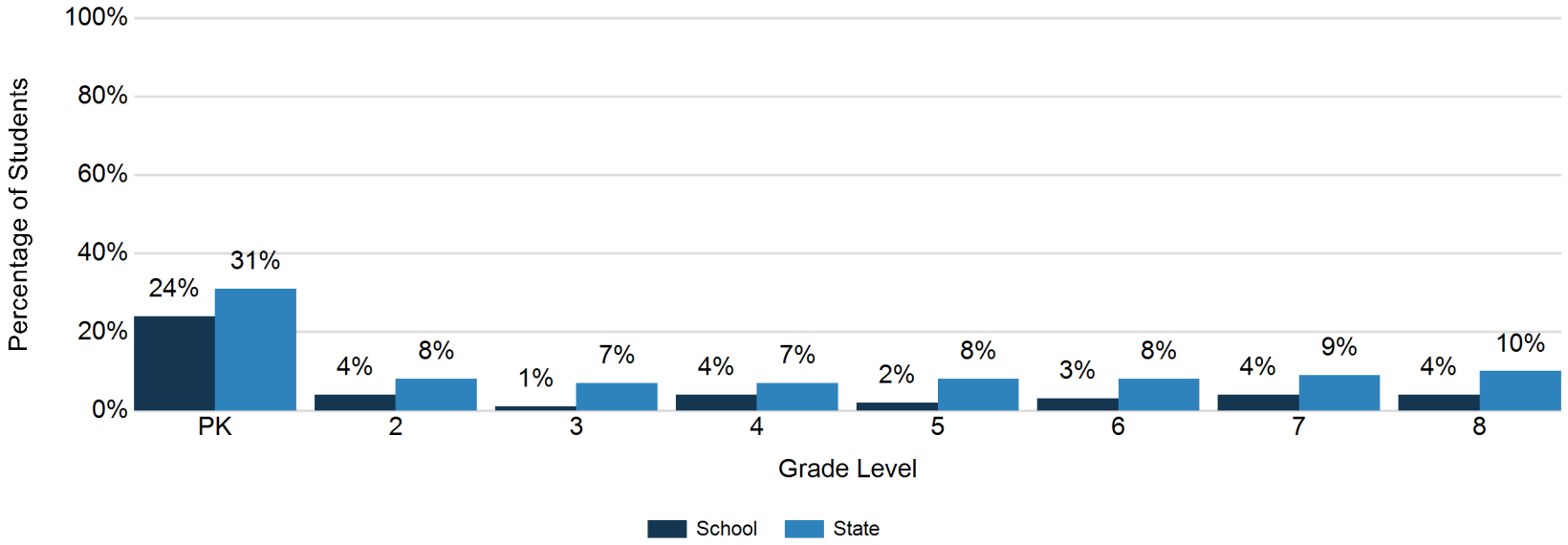
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	12
Weapons	0
Vandalism	5
Substances	3
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	22
Incidents Per 100 Students Enrolled	2.00

Police Notifications

This table shows, by incident type, the number of cases where an incident led to police notification.

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	1	0	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	4	5
No Identified Nature	7		7

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	21	1.9%
Any Suspension	22	2.0%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
32

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	71	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	11.8	10.8
Percentage of Teachers with 4 or more years experience in the district	78.9%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	76.9%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	13:1
Students to Administrators	366:1	297:1
Teachers to Administrators	24:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators– Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.8%	81.7%	100.0%	48.4%	77.1%	54.9%
Male	46.2%	18.3%	0.0%	51.6%	22.9%	45.1%
White	12.9%	74.6%	66.7%	42.4%	83.6%	77.4%
Hispanic	68.8%	18.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.7%	4.2%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	2.8%	33.3%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	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%

NJ SCHOOL PERFORMANCE REPORT

William F. Halloran School No.22
(39-1320-250)
Grades Offered: PK-08
2018-2019

Report Key:
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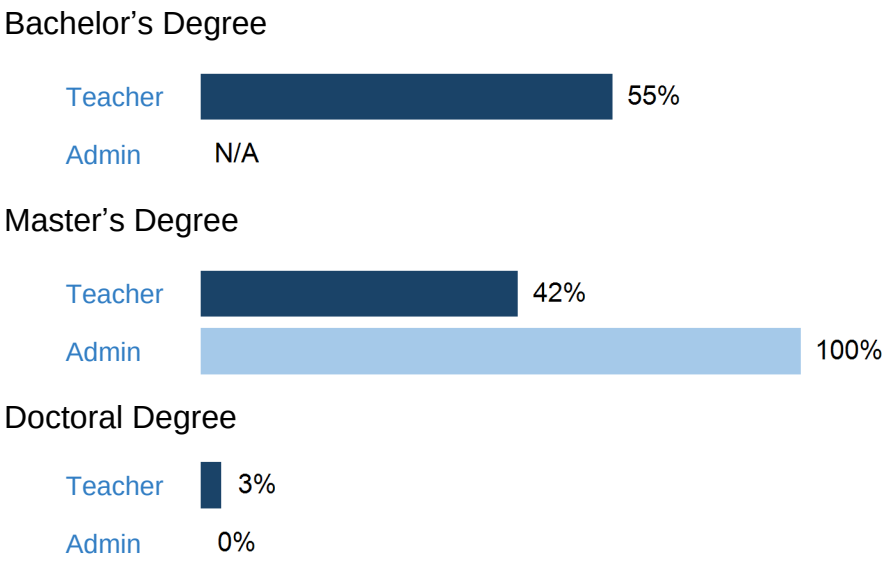
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators - 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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.5%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	89.9%	90.4%	94.1%
Math Proficiency	74.0%	83.4%	72.3%
ELA Growth	52	58	66
Math Growth	40	62	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		67.9%	50.0%
Chronic Absenteeism	3.0%	3.7%	3.4%

† 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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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

NJ SCHOOL PERFORMANCE REPORT

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Goal	Met Target†	Exceeds Standard	Met Standard	Met Target	Met	No
White	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Goal	Met Target†	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	Met Goal	Met Target	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	Not Met	No
English Learners	Met Goal	Met Target†	Exceeds Standard	Met Standard	Met Standard	Not Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Nationally Recognized Blue Ribbon School 1997, 2001, 2014. New Jersey Future Ready School 2019 • New Jersey Title I Distinguished School, Franklin Covey's "Leader in Me" School. Microsoft Showcase School 2018, 2019. National HP Showcase School 2019. • Gifted and Talented School based on academics, performing and visual arts and physical education.
Mission, Vision, Theme:	William F. Halloran School No. 22 located in Elizabeth, NJ is dedicated in ensuring that every child achieves excellence. In keeping with this mission statement the Elizabeth Board of Education has created and implemented the 3 E's-Equity, Expectations, and Excellence. At School 22 we will ensure that all students are college and career ready by implementing rigorous academic tasks and activities that promote high levels of critical thinking, problem solving, and authentic learning opportunities for every student.
Awards, Recognition, Accomplishments:	The school has earned multiple recognitions and continues to excel. It is a Nationally Recognized Blue Ribbon School in years 1997, 2007 and 2014. It has recently been awarded the New Jersey Title I Distinguished Award. Halloran's students are consistently exposed to curriculum designed to recognize their diversity and to prepare them to meet the demands of a globalized society. In 2019, they were also recognized as a "Leader in Me" School for a third year based on character education, social emotional learning opportunites and student leadership opportunities throughout the school day.

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Courses, Curriculum, Instruction:	At William F. Halloran School Number 22, we provide opportunities for interdisciplinary learning, enrichment, and reinforcement in all disciplines as part of the gifted and talented curriculum. Classroom assignments are driven by data and collaboration with teachers in all classes. Every classroom is equipped with state-of-the-art technological equipment which includes One to One learning, SMART boards, Z Spaces, Ladibugs, SMART tables, and a MakerSpace Learning Studio where innovative learning is centered around authenitc learning opportunities for all students.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) William F. Halloran School 22 has multiple middle school sports available with travelling teams which include Fall and Spring Sports as part of the Elizabeth Public Schools. We are also the proud school of three students that represented the New Jersey Little League Midatlantic champions in the Little League World Series as part of the "Elmora Troopers" baseball team in 2019.
Clubs and Activities:	As part of the gifted and talented curriculum, School 22 has the RLS (Renzulli Learning) periods based on student interests. RLS classes include astronomy, chess, MakerSpace, STEM periods, Finance classes, and Ceramics. Leadership classes based on Franklin Covey's 7 Habits of Highly Effective People are also embedded in student schedules to teacher students character education and effective leadership models for success in and outside of school.

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Before and After School Programs:	School 22 offers after school enrichment programs from October to May that extends until 4:05 on Tuesdays, Wednesdays and Thursdays. Students incorporate Gifted and Talented Learning utilizing Renzulli learning. The RLS system includes an online survey and project development tools that assist students in creating independent and team projects. This teacher-facilitated approach allows students the opportunity to explore their unique interests in depth.
Staff and Professional Learning:	School 22 Staff and Faculty are dedicated and up to date with student learning to challenge student thinking across the curriculum. The district provides professional development throughout the school year and has an extensive professional development team. Each school also has a School Improvement Panel to discuss instructional trends to ensure students are fully prepared for High School, College and beyond.

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Parent and Community Involvement:	The school has an involved PTO and a Parent Academy throughout the school year. The school administration and leadership team knows that parent and family connection is crucial to student success. The school administration schedules "walk in" times for parents monthly entitled "Coffee and Chat" to discuss parental concerns.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers School Climate Surveys are administered throughout the year to ensure administration knows the "pulse" of the school ensuring a safe and warm learning climate focused on collaboration and inclusion. Surveys are given throughout the school year by the School Safety and School Climate Committee.
Facilities:	William F. Halloran moved into a brand new building in September of 2017. It is a brand new state of the art building with full science labs beginning in grade 4, Art rooms, band, choral and strings music rooms and a beautiful dance studio. The school also has a full library and technology lab in addition to one to one laptops for each child in grades 2-8.

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Early Childhood Education:	William F. Hallora School No. 22 also house an Annex with 12 Pre-Kindergarten Classes.

NJ SCHOOL PERFORMANCE REPORT

Winfield Scott School No. 2
(39-1320-100)
Grades Offered: PK-08
2018-2019

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Winfield Scott School No. 2
(39-1320-100)
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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	Union
District	Elizabeth Public Schools
Principal Name	Mr. Samuel Etienne
Address	125 MADISON AVE ELIZABETH, NJ 07201-2420
Phone Number	908-436-6150
Email Address	etiennsa@epsnj.org
Website	https://www.epsnj.org/Domain/19

NJ SCHOOL PERFORMANCE REPORT

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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	113	116	120
KG	82	63	72
1	76	78	67
2	64	66	64
3	62	68	64
4	67	51	64
5	72	66	53
6	65	67	54
7	49	63	61
8	42	54	52
Total	692	692	671

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.9%	51.7%	50.5%
Male	50.1%	48.3%	49.5%
Economically Disadvantaged Students	87.1%	90.0%	75.3%
Students with Disabilities	7.7%	8.4%	9.2%
English Learners	19.9%	21.1%	22.4%
Homeless Students	2.0%	3.6%	4.2%
Students in Foster Care	1.0%	1.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	4.5%	4.8%	4.3%
Hispanic	45.8%	48.4%	56.0%
Black or African American	48.6%	44.8%	38.2%
Asian	1.0%	1.3%	1.0%
Native Hawaiian or Pacific Islander	0.1%	0.4%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	113	116	120
KG - Half Day	0	0	0
KG - Full Day	82	63	72

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	43.5%
Spanish	42.3%
Haitian	8.8%
Portuguese	1.9%
French	1.0%
Other Languages	2.4%

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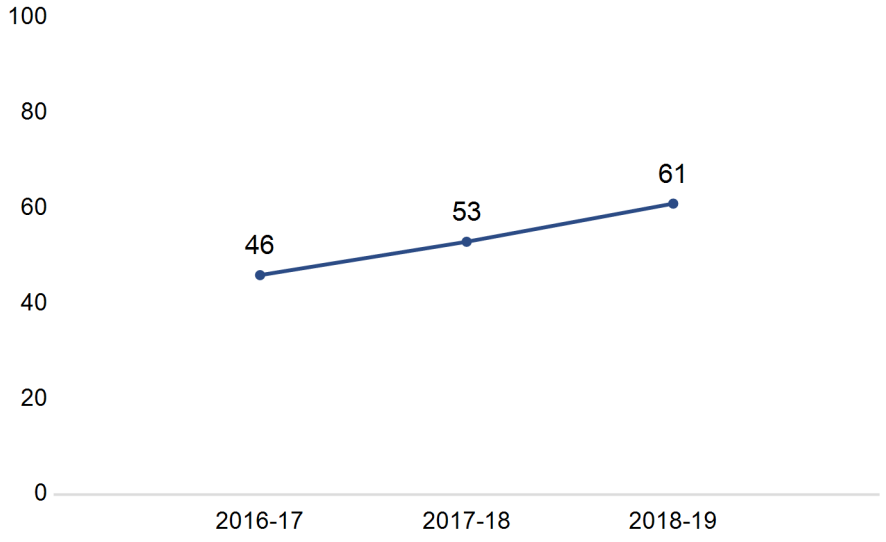
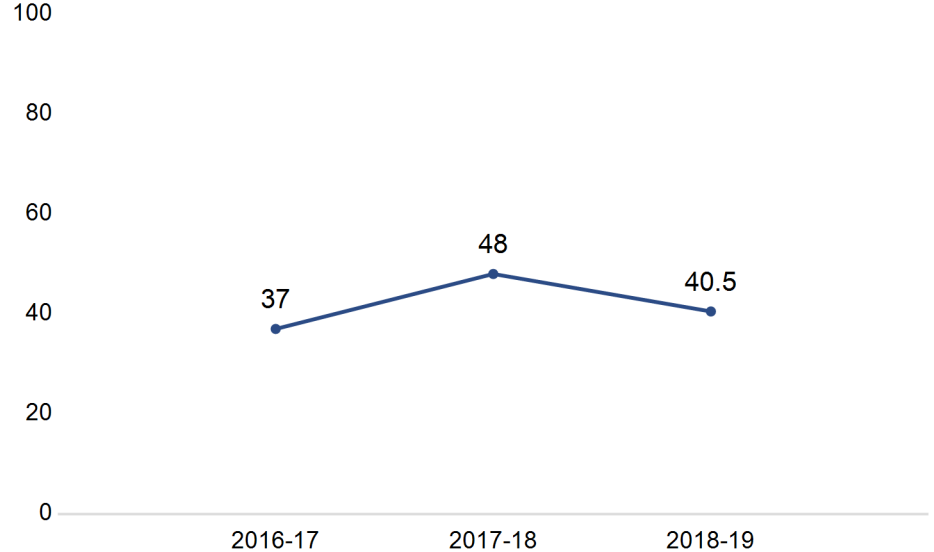
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	53	61	37	48	40.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Winfield Scott School No. 2
(39-1320-100)
Grades Offered: PK-08
2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	61	63	50	Exceeds Standard	40.5	44	50	Met Standard
White	43	63	50	**	62.5	47.5	52	**
Hispanic	58.5	63	49	Met Standard	37	44	47	Not Met
Black or African American	63	61	45	Exceeds Standard	40	39	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	65	64	53	N	37	43	50	N
Male	59	61	47	N	42	44	51	N
Economically Disadvantaged Students	61	63	48	Exceeds Standard	40	43	46	Met Standard
Students with Disabilities	43	52	43	Met Standard	26	41	45	Not Met
English Learners	67.5	65	52	Exceeds Standard	49.5	45	50	Met Standard
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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(39-1320-100)
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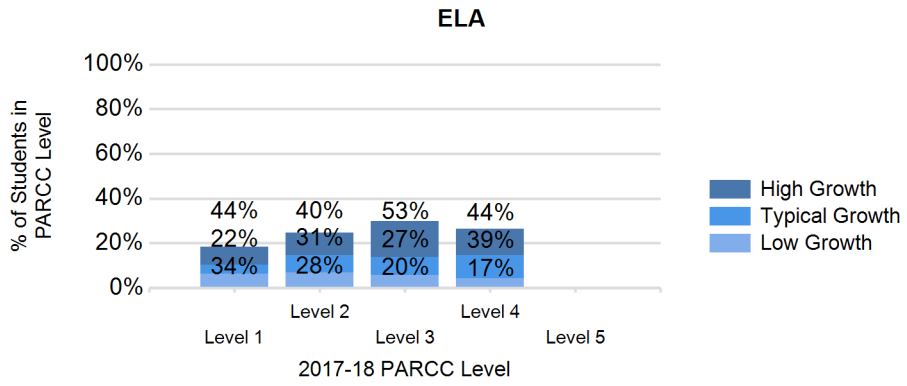
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

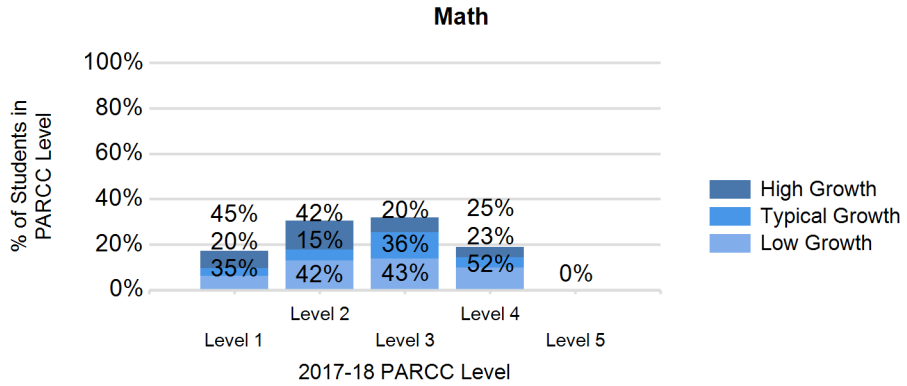
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** | **Typical Growth: Between 35 and 65** | **High Growth: Greater than 65**

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

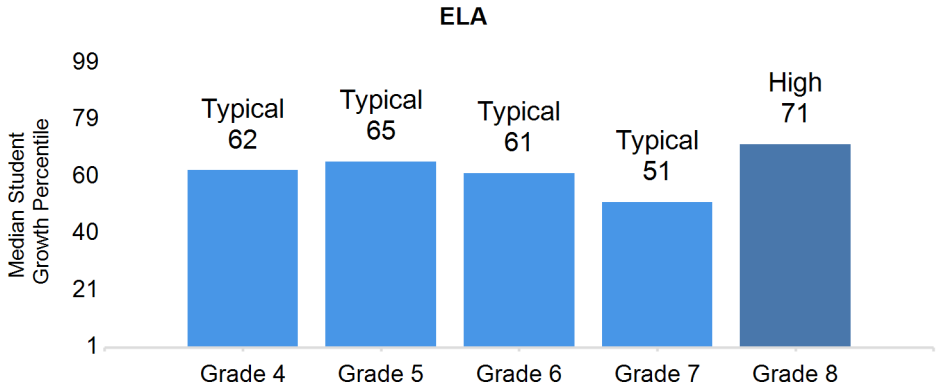
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

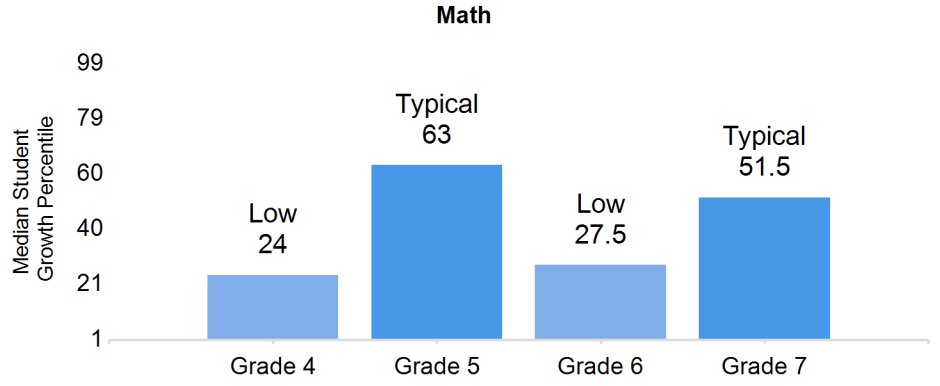




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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(39-1320-100)
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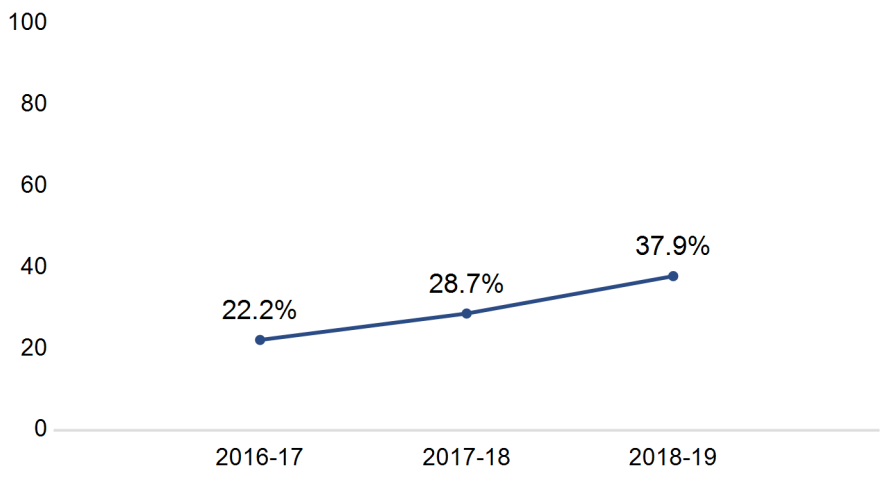
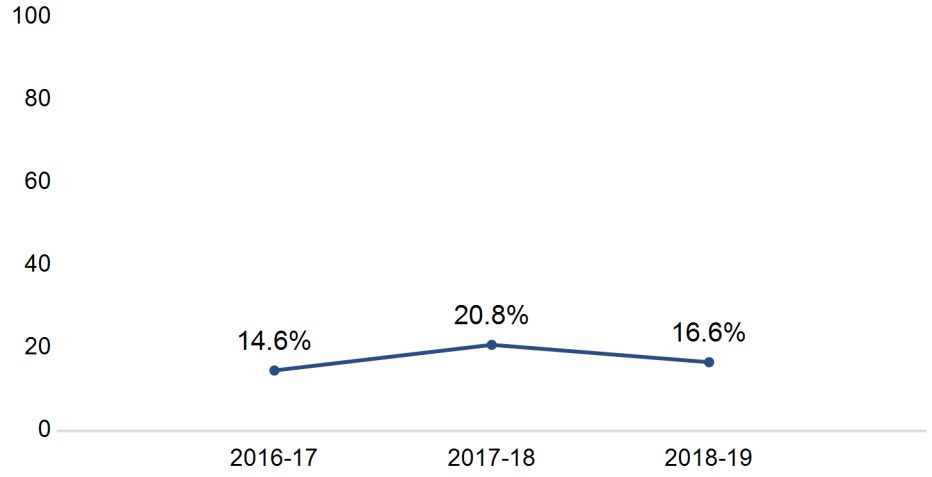
English Language Arts and Mathematics Performance Trends

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	98.7%	99.2%	99.7%	98.0%	99.3%	99.5%
Proficiency Rate for Federal Accountability	22.2%	28.7%	37.9%	14.6%	20.8%	16.6%
Annual Target	21.1%	24.2%	27.3%	19.4%	22.6%	25.8%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	356	99.7	37.9	52.8	57.9	37.9	27.3	Met Target
White	15	100.0	33.3	63.5	66.9	33.3	**	**
Hispanic	185	99.5	43.2	53.5	43.9	43.2	24.8	Met Target
Black or African American	151	100.0	31.8	42.5	38.5	31.8	30.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	171	100.0	39.8	59.1	64.8	39.8		
Male	185	99.5	36.2	46.6	51.3	36.2		
Economically Disadvantaged Students	317	99.7	39.1	50.4	40.0	39.1	27.3	Met Target
Non-Economically Disadvantaged Students	39	100.0	28.2	62.8	67.9	28.2		
Students with Disabilities	64	100.0	14.1	18.8	22.7	14.1	15.2	Met Target†
Students without Disabilities	292	99.7	43.2	57.8	65.1	43.2		
English Learners	128	100.0	29.7	40.3	29.3	29.7	18.4	Met Target
Non-English Learners	228	99.6	42.5	58.3	60.6	42.5		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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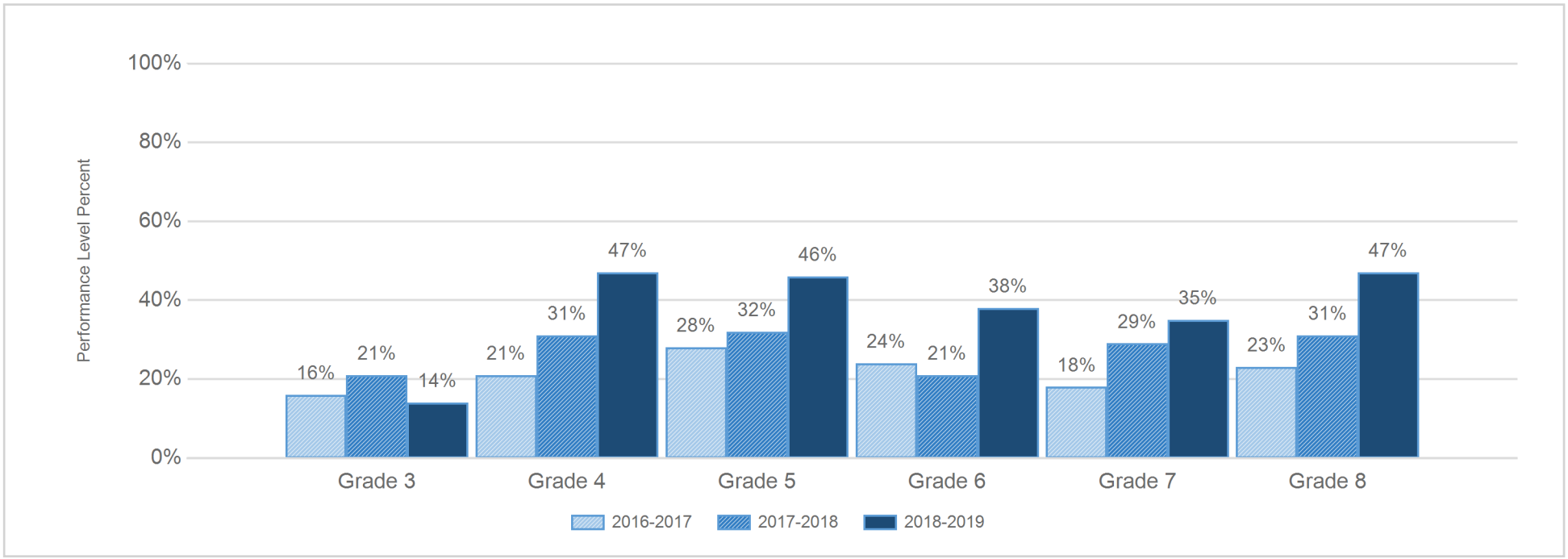
English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	715	738	748	27%	41%	17%	*	*	14%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	30	717	738	734	37%	*	*	*	*	20%	36%
Black or African American	30	716	729	731	*	53%	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	30	721	743	753	*	43%	*	*	*	13%	55%
Male	33	709	733	743	*	39%	*	*	*	15%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	700	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	743	754	*	*	*	*	*	*	56%
English Learners	20	710	719	713	*	*	*	*	*	*	17%
Non-English Learners	43	717	746	751	*	*	*	*	*	*	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-100)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	739	748	755	18%	19%	16%	*	*	47%	57%
White	*	*	755	763	*	*	*	*	*	*	67%
Hispanic	40	739	748	743	*	*	*	*	*	50%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	768	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	31	742	753	760	*	*	*	*	*	42%	62%
Male	31	736	743	750	*	*	*	*	*	52%	53%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	759	765	*	*	*	*	*	*	69%
Students with Disabilities	10	718	713	725	*	*	0%	*	*	30%	25%
Students without Disabilities	52	743	752	761	*	*	19%	*	*	50%	64%
English Learners	19	717	729	720	*	*	*	*	*	21%	17%
Non-English Learners	43	748	754	758	*	*	*	*	*	58%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	740	751	756	*	*	23%	*	*	46%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	30	747	751	743	*	*	*	*	*	60%	44%
Black or African American	23	730	741	739	*	*	*	*	*	30%	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	*	*	*	762	*	*	*	*	*	*	65%
Female	25	743	757	761	*	*	*	*	*	48%	64%
Male	31	738	744	750	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	713	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	756	762	*	*	*	*	*	*	65%
English Learners	14	730	722	713	*	*	*	*	*	36%	11%
Non-English Learners	42	743	756	758	*	*	*	*	*	50%	60%
Homeless Students	*	*	741	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	739	750	754	*	*	36%	38%	0%	38%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	*	*	752	743	*	*	*	*	*	*	43%
Black or African American	33	736	741	738	*	*	52%	*	*	24%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	26	743	757	762	*	*	38%	42%	0%	42%	64%
Male	35	736	744	748	*	*	34%	34%	0%	34%	48%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	758	763	*	*	*	*	*	*	67%
Students with Disabilities	10	716	717	722	*	*	*	*	*	10%	19%
Students without Disabilities	51	744	755	761	*	*	*	*	*	43%	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	731	759	761	23%	18%	24%	*	*	35%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	35	727	*	747	*	*	*	*	*	29%	50%
Black or African American	22	734	746	741	*	*	*	*	*	41%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	31	742	765	769	*	*	*	*	*	52%	71%
Male	31	719	753	753	*	*	*	*	*	19%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	768	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	10	696	713	706	*	*	0%	*	*	10%	12%
Non-English Learners	52	738	765	763	*	*	29%	*	*	40%	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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(39-1320-100)
Grades Offered: PK-08
2018-2019

Report Key:
***** Data is not displayed in order to protect student privacy
****** Accountability calculations require 20 or more students
N No Data is available to display
† This indicates a table specific note,see note below table

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	57	742	758	762	18%	19%	*	*	*	47%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	29	735	758	747	*	*	*	*	*	38%	49%
Black or African American	25	753	750	741	*	*	*	*	*	60%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	27	747	764	771	*	*	*	*	*	48%	71%
Male	30	739	753	753	*	*	*	*	*	47%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

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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	362	99.5	16.6	27.2	44.5	16.6	25.8	Not Met
White	15	100.0	13.3	37.3	54.1	13.3	**	**
Hispanic	191	99.1	18.8	27.9	28.8	18.8	25.3	Not Met
Black or African American	151	100.0	11.9	17.0	23.0	11.9	26.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	173	99.5	13.9	27.1	44.9	13.9		
Male	189	99.5	19.0	27.3	44.2	19.0		
Economically Disadvantaged Students	317	99.4	16.7	25.4	26.3	16.7	25.7	Not Met
Non-Economically Disadvantaged Students	45	100.0	15.6	34.2	54.9	15.6		
Students with Disabilities	64	100.0	*	10.7	17.4	*	13.6	Not Met
Students without Disabilities	298	99.4	*	29.5	50.0	*		
English Learners	135	100.0	16.3	25.9	25.0	16.3	26.9	Not Met
Non-English Learners	227	99.2	16.7	27.8	46.5	16.7		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

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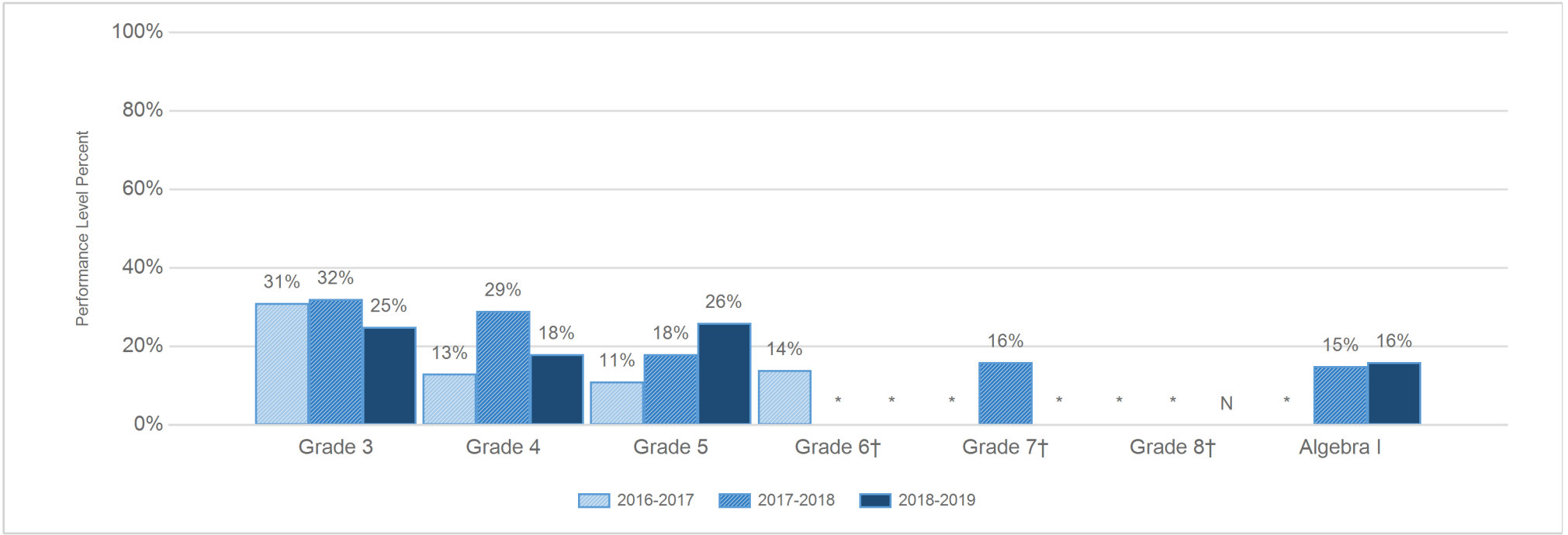
Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	725	741	752	23%	29%	23%	*	*	25%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	31	726	742	739	*	*	*	*	*	26%	40%
Black or African American	30	724	730	735	*	*	*	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	30	729	743	751	*	*	*	*	*	23%	54%
Male	35	720	740	752	*	*	*	*	*	26%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	716	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	744	756	*	*	*	*	*	*	60%
English Learners	22	732	735	728	*	*	*	*	*	27%	26%
Non-English Learners	43	721	744	754	*	*	*	*	*	23%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	723	737	749	20%	39%	23%	*	*	18%	51%
White	*	*	744	757	*	*	*	*	*	*	62%
Hispanic	44	724	738	737	*	30%	30%	*	*	20%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	769	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	31	722	737	749	*	42%	*	*	*	16%	50%
Male	35	724	737	749	*	37%	*	*	*	20%	52%
Economically Disadvantaged Students	55	724	736	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	11	718	741	759	*	*	*	*	*	*	63%
Students with Disabilities	10	713	713	726	*	*	*	*	*	10%	25%
Students without Disabilities	56	725	740	754	*	*	*	*	*	20%	56%
English Learners	23	709	726	722	*	*	*	*	*	*	18%
Non-English Learners	43	731	741	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-100)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	58	734	738	747	*	34%	33%	*	*	26%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	32	739	739	735	*	*	38%	*	*	34%	30%
Black or African American	23	724	728	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	*	*	*	753	*	*	*	*	*	*	55%
Female	26	729	740	747	*	38%	*	*	*	12%	47%
Male	32	738	737	747	*	31%	*	*	*	38%	47%
Economically Disadvantaged Students	*	*	737	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	742	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	717	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	741	752	*	*	*	*	*	*	52%
English Learners	16	732	724	718	*	*	*	*	*	25%	12%
Non-English Learners	42	735	741	749	*	*	*	*	*	26%	49%
Homeless Students	*	*	736	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	712	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	*	*	727	729	*	*	*	*	*	*	24%
Black or African American	34	708	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	27	713	727	742	*	*	*	*	*	*	42%
Male	37	711	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	*	*	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	10	692	709	716	*	*	*	*	*	*	12%
Students without Disabilities	54	715	728	746	*	*	*	*	*	*	46%
English Learners	12	712	709	709	*	*	*	*	*	*	*
Non-English Learners	52	711	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	720	728	744	*	*	*	*	*	*	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	41	723	*	733	*	*	*	*	*	*	26%
Black or African American	22	712	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	35	723	728	744	*	*	*	*	*	*	42%
Male	33	718	727	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	57	722	727	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	11	714	728	751	*	*	*	*	*	*	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	16	716	713	716	*	*	*	*	*	*	10%
Non-English Learners	52	722	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	718	730	744	*	46%	23%	*	*	16%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	29	718	731	728	*	55%	*	*	*	14%	24%
Black or African American	25	722	722	725	*	40%	*	*	*	16%	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	*	752	N	N	N	N	N	N	51%
Female	26	722	730	745	*	50%	*	*	*	19%	44%
Male	31	716	731	743	*	42%	*	*	*	13%	41%
Economically Disadvantaged Students	*	*	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	10	697	712	710	*	*	*	*	*	*	*
Non-English Learners	47	723	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.0%	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	63	*	*
3-4	57	*	*
5 or more	42	88.1%	11.9%

NJ SCHOOL PERFORMANCE REPORT

Winfield Scott School No. 2
(39-1320-100)
Grades Offered: PK-08
2018-2019

Report Key:
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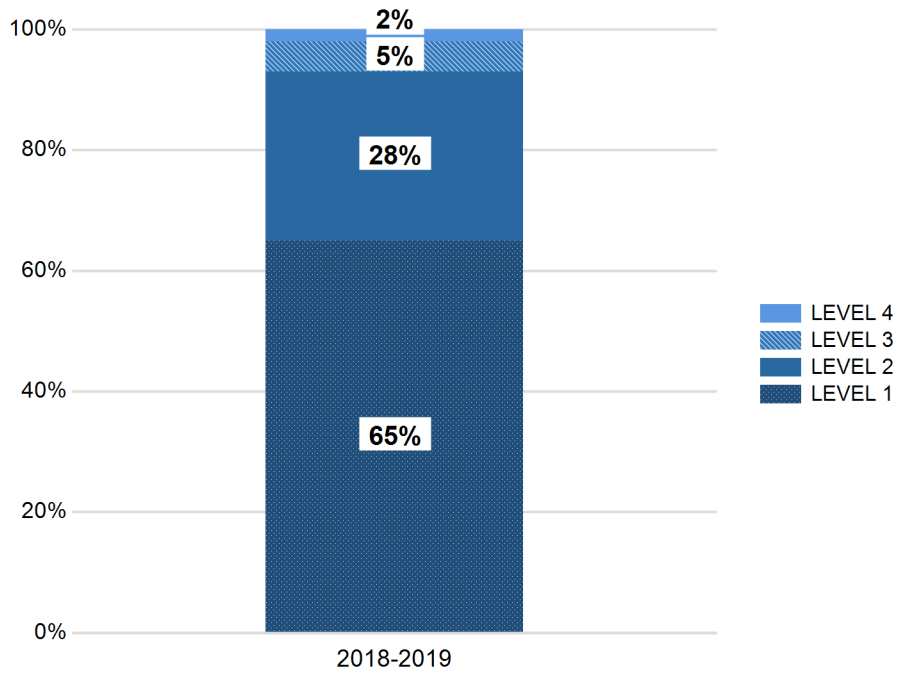
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	28	5	2
White	*	*	*	*
Hispanic	63	31	3	3
Black or African American	68	27	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	80	16	4	0
Male	53	38	6	3
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	88	13	0	0
Non-English Learners	56	34	7	2
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-100)
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2018-2019

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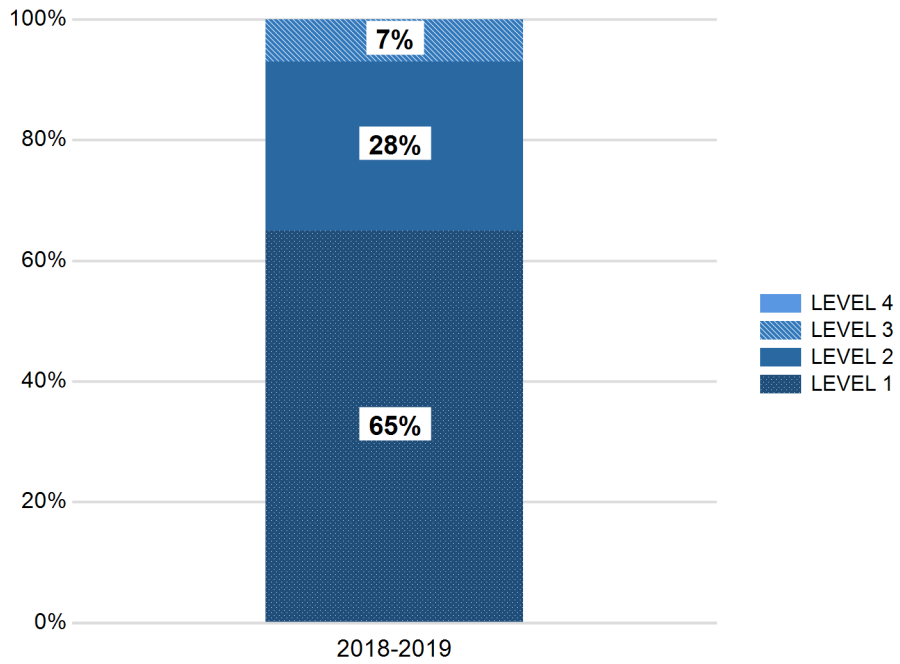
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	65	28	7	0
White	*	*	*	*
Hispanic	67	23	10	0
Black or African American	63	33	4	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	31	4	0
Male	65	26	10	0
Economically Disadvantaged Students	68	23	9	0
Non-Economically Disadvantaged Students	50	50	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	54
7	0	0	61
8	52	0	0
Total	52	0	115

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	54	0	0	0	0	0	0
7	61	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	115	0	0	0	0	0	0

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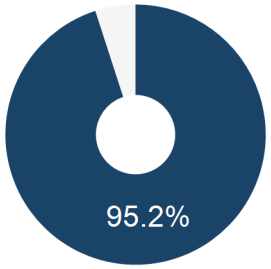
Visual and Performing Arts – Course Participation

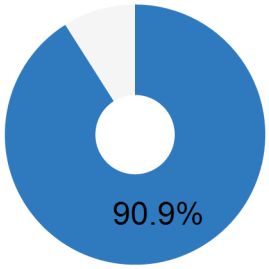
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

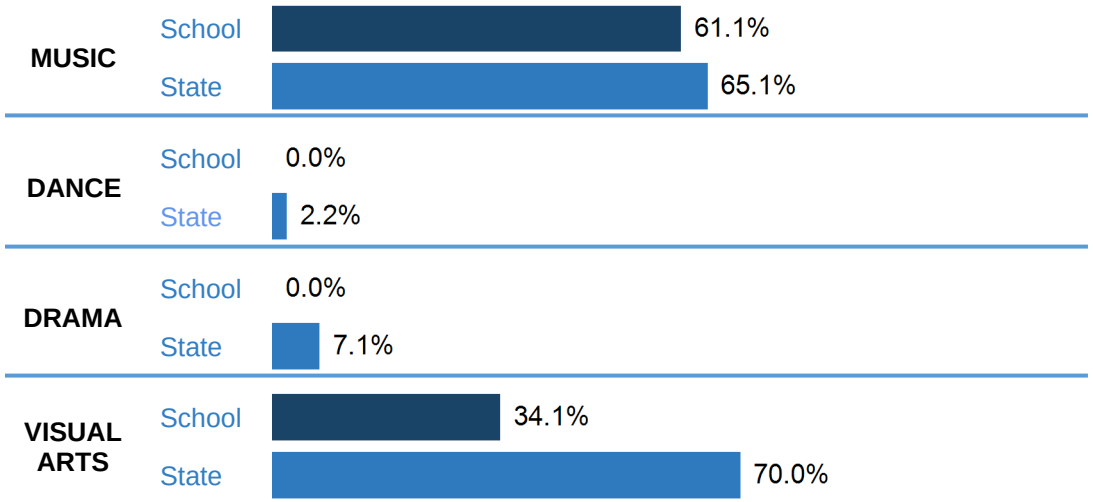


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

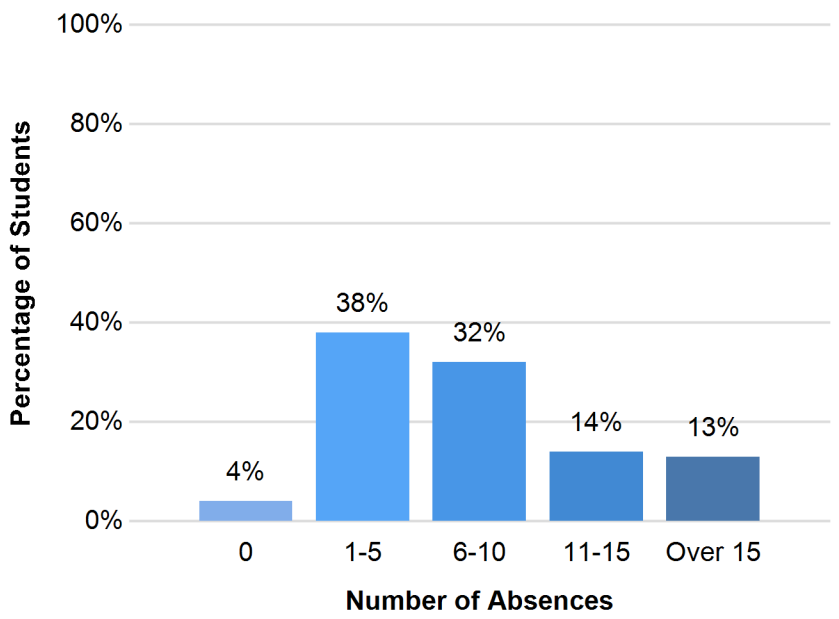
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	11.7	9.0	Not Met
White	3	11.5	9.0	Not Met
Hispanic	29	9.5	9.0	Not Met
Black or African American	35	14.1	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	27	9.2		
Male	42	14.2		
Economically Disadvantaged Students	56	11.4	9.0	Not Met
Students with Disabilities	19	22.6	9.0	Not Met
English Learners	10	6.6	9.0	Met
Homeless Students	13	54.2		
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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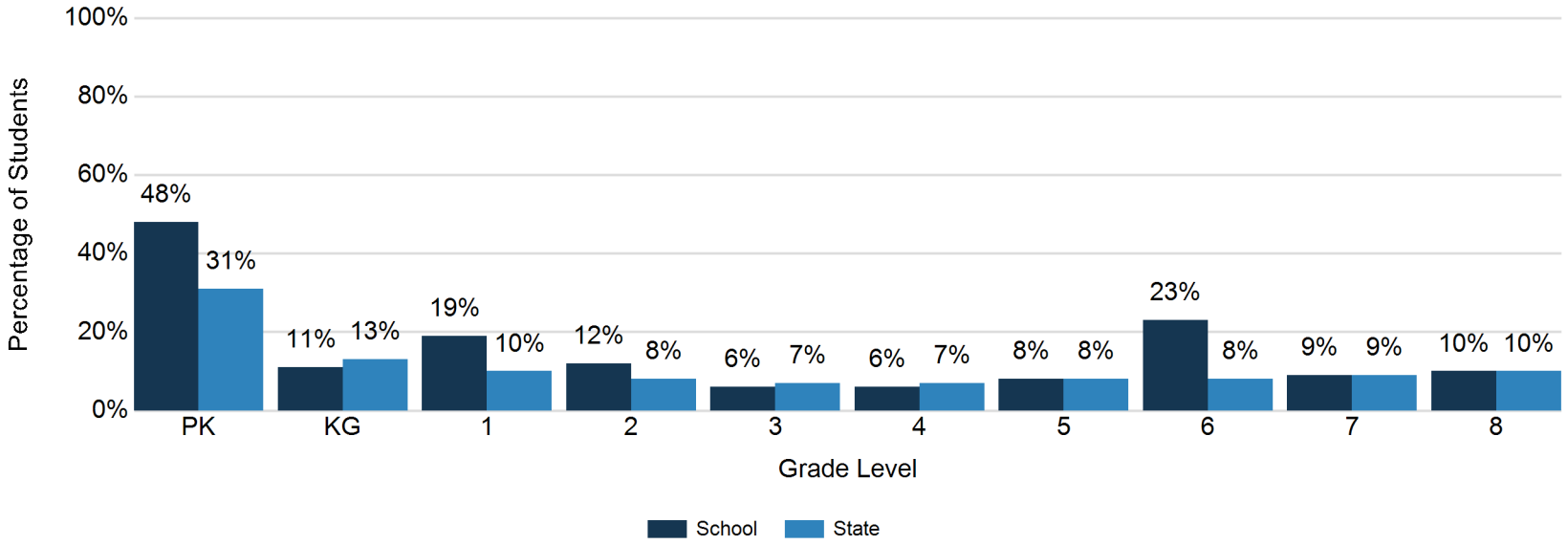
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	66
Weapons	3
Vandalism	3
Substances	2
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	77
Incidents Per 100 Students Enrolled	11.48

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	1
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	2	4	6
No Identified Nature	6		6

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	13	1.9%
Out-of-School Suspensions	75	11.2%
Any Suspension	81	12.1%
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
242

NJ SCHOOL PERFORMANCE REPORT

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1

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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	65.6%	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	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	336:1	297:1
Teachers to Administrators	31:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	50.5%	87.1%	50.0%	48.4%	77.1%	54.9%
Male	49.5%	12.9%	50.0%	51.6%	22.9%	45.1%
White	4.3%	59.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	56.0%	25.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	38.2%	12.9%	100.0%	15.0%	6.6%	13.9%
Asian	1.0%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%

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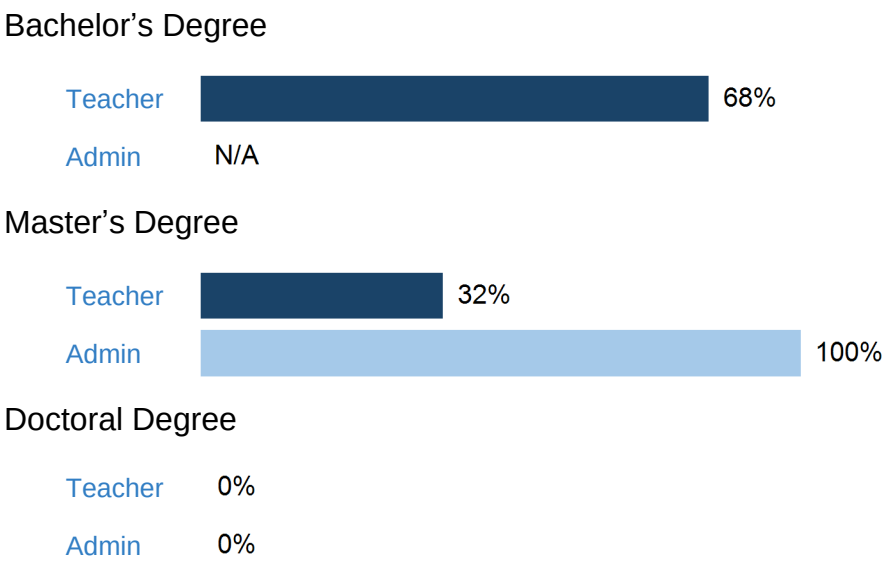
Teachers and Administrators - Level of Education

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.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.1%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

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.

NJ SCHOOL PERFORMANCE REPORT

Winfield Scott School No. 2
(39-1320-100)
Grades Offered: PK-08
2018-2019

Report Key:
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	22.2%	28.7%	37.9%
Math Proficiency	14.6%	20.8%	16.6%
ELA Growth	46	53	61
Math Growth	37	48	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.1%	36.0%
Chronic Absenteeism	13.3%	10.7%	11.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Met Standard	Met Target†	Not Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Met Standard	Met Standard	Met	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• There is a one-to-one laptop initiative in grades 2 through 8, children in grades PreK-1 access laptops and tablets. • The Advancement Via Individual Determination (AVID) program is offered to our 7th and 8th graders • WE Program, Healthy Fruits and Vegetables Program, Kids Dig In Union County, Panorama
Mission, Vision, Theme:	"Our Vision: Winfield Scott school No. 2 will be one of the highest performing urban schools in the nation. Our Mission: To provide an innovative and personalized learning environment that ensures that every child achieves excellence."
Awards, Recognition, Accomplishments:	Our students gave back to the community under the direction of the Student Leadership Council. Students in Winfield Scott School No. 2 collected Pennies for Patients, raised money for the Leukemia Foundation and donated to the American Heart Association by participating in Jump for Heart and Hoops for Heart and various other community service projects.

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Courses, Curriculum, Instruction:	Winfield Scott School No. 2 embraces our district's 3E's, Equity, Excellence and Expectations. We believe that by focusing on the the E's our students will achieve the next level of success. With an emphasis on language arts literacy and mathematics and by promoting social and emotional learning for all students we are confident that our students will meet their academic goals.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys) Students in grades 6-8 can participate in volleyball, swim, basketball, soccer, etc.
Clubs and Activities:	To further enhance academic achievement, the school annually holds Family Math Night, Bedtime with Books, and a STEM and Art Fair. Family Math Night allows families to come together to work on math activities that the children participate in during their Everyday Math lessons. Our highest academic achieving middle grade students are inducted into the National Junior Honor Society. At School 2 there is a Chess Club, an after school Science Club, as well as a theater program.

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Before and After School Programs:	Our school provides our students with the opportunity to participate in tutoring, academic enrichment and/or sports themed after school program. Students can select activities from the arts, newspapers, basketball, etc.
Staff and Professional Learning:	"Our school Professional Development Committee and School Improvement Panel, worked collaboratively to provide job embedded, professional development, in all academic areas including language arts literacy, social studies, science and mathematics, concentrating on higher order thinking skills, and questioning. Our partnership with the National Urban Alliance promoted identifying student strengths and using those strengths as a springboard for deeper student inquiry.
Postsecondary Information:	All of our 8th graders take the PSAT exam in order to begin the process of encouraging all our students to pursue post secondary education. The Advancement Via Individual Determination (AVID) program/system, is designed to help students prepare for high school and college through a commitment to self-advancement and academics. AVID includes an elective class, an academic binder, self-reflections and trips to various colleges and universities.

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Student Supports and Services:	Our school has access to bilingual instructors who service approximately 80-90 students who speak Arabic, French/Creole and Spanish etc. We also have resource teachers, personal assistants, a nurse, a social worker and a Child Study team case managers who provide related services i.e. speech, counseling, nursing services and occupational therapy.
Student Health and Wellness:	Our school school has partnered with the YMCA next door to our building to encourage healthy living in the community. The students gave back to the community and themselves under the leadership of the Student Leadership Council by working on service learning projects. Our scholars collected Pennies for Patients, raised money for the Leukemia Foundation and for the American Heart Association through participating in Jump for Heart and Hoops for Heart. Our students collect can foods for the food pantry.
Parent and Community Involvement:	We acknowledge the important partnership between the school and the home, by encouraging and welcoming parents to play an active role in their children's education. Our Parent Teacher Organization (PTO), guidance department, and social worker arrange various workshops on relevant topics.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Below are the NJSCS (New Jersey School Climate Survey) Overall scores are below. The following are the results of our staff survey. These scores reflect the percentage of students who answered affirmatively. Physical Environment 65.1, Teaching and Learning 72.9, Morale in the School Community 64.4, Parental Support and Engagement 93, Safety 68.4, Emotional Environment 59.1.
Facilities:	"Erected in 1916, the school has recently celebrated it's 100th year anniversary. The gymnasium floors have been renovated and air conditioning was installed througout the building. We also have Starboards in every classroom.

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How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

Notes from the New Jersey Department of Education:

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School Contact Information

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	Union
District	Elizabeth Public Schools
Principal Name	Ms. Doris Farrell
Address	529 EDGAR RD ELIZABETH, NJ 07202-3301
Phone Number	908-436-6200
Email Address	farrelldo@epsnj.org
Website	https://www.epsnj.org/Domain/31

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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	43	45	44
KG	81	74	86
1	66	72	82
2	64	58	57
3	71	68	51
4	84	67	67
5	65	76	69
6	59	56	79
7	60	59	57
8	51	59	65
Total	644	634	657

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	51.7%	51.3%	51.9%
Male	48.3%	48.7%	48.1%
Economically Disadvantaged Students	83.9%	83.6%	79.0%
Students with Disabilities	5.6%	5.7%	6.2%
English Learners	18.9%	23.2%	22.1%
Homeless Students	1.4%	0.5%	1.5%
Students in Foster Care	0.3%	0.5%	0.5%
Military-Connected Students	0.2%	0.2%	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	10.4%	8.8%	8.4%
Hispanic	77.3%	80.0%	80.5%
Black or African American	10.6%	9.9%	9.6%
Asian	1.6%	0.9%	1.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	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	0	0	0
PK - Full Day	43	45	44
KG - Half Day	0	0	0
KG - Full Day	81	74	86

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	57.5%
English	33.5%
Portuguese	4.3%
Haitian	2.1%
Other Languages	2.6%

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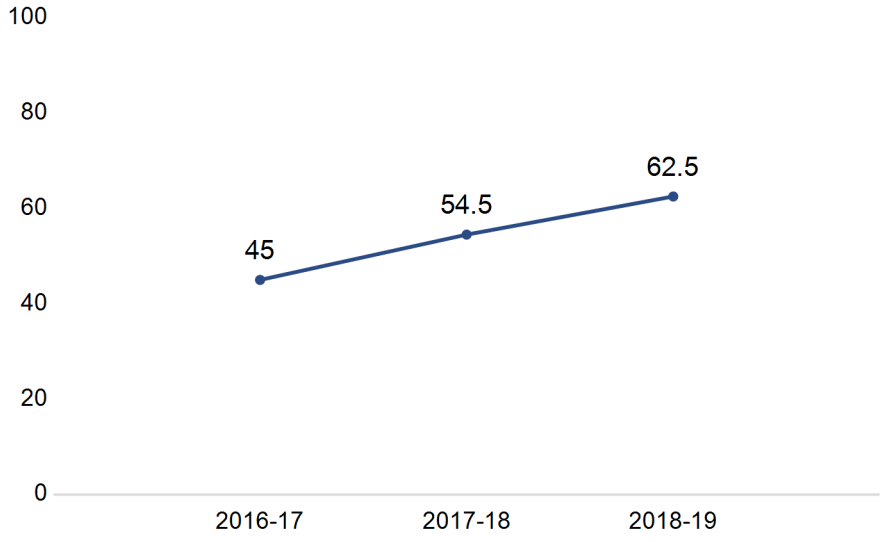
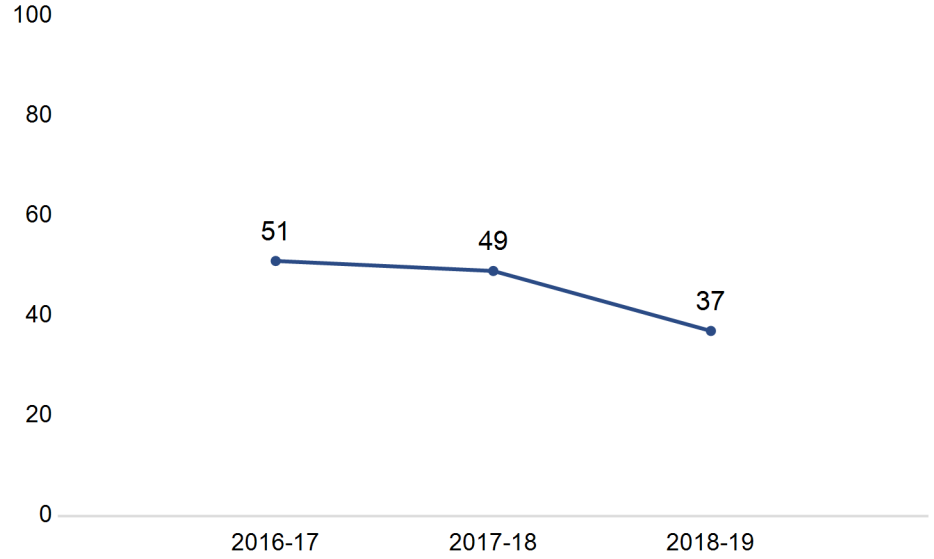
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is measures by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.





Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	54.5	62.5	51	49	37
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62.5	63	50	Exceeds Standard	37	44	50	Not Met
White	51.5	63	50	Met Standard	37	47.5	52	Not Met
Hispanic	63	63	49	Exceeds Standard	37	44	47	Not Met
Black or African American	64.5	61	45	Exceeds Standard	35	39	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	68.5	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	65	64	53	N	38	43	50	N
Male	60	61	47	N	35.5	44	51	N
Economically Disadvantaged Students	64.5	63	48	Exceeds Standard	38	43	46	Not Met
Students with Disabilities	53	52	43	Met Standard	42	41	45	Met Standard
English Learners	71.5	65	52	Exceeds Standard	37.5	45	50	Not Met
Homeless Students	*	64	43	N	*	44	44	N
Students in Foster Care	*	68	42	N	*	32	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N

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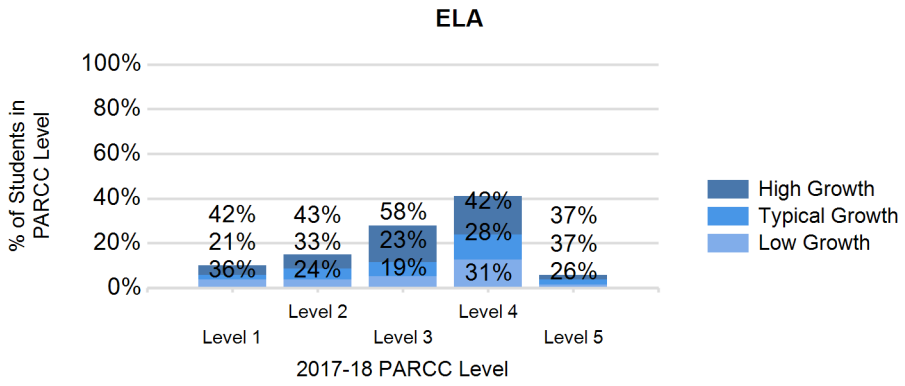
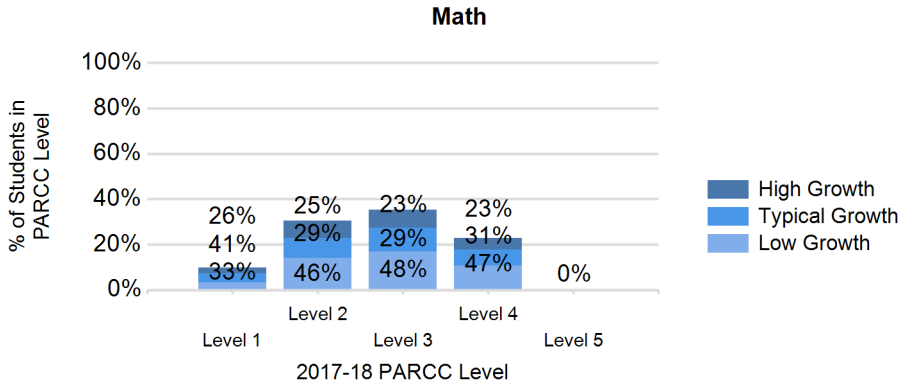
Student Growth by Performance Level

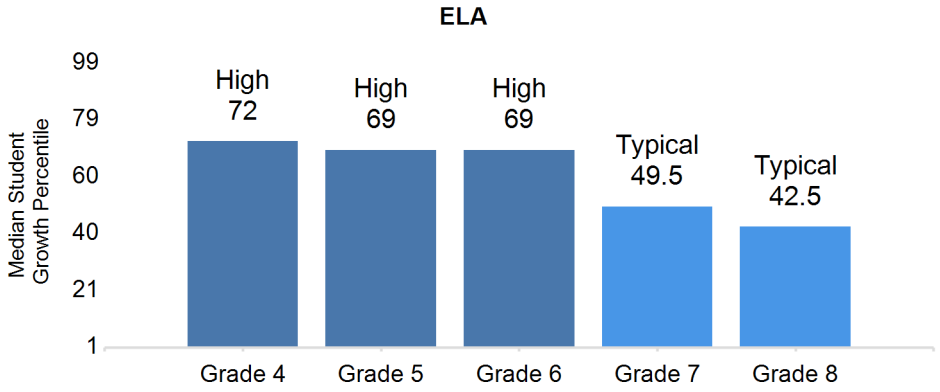
These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

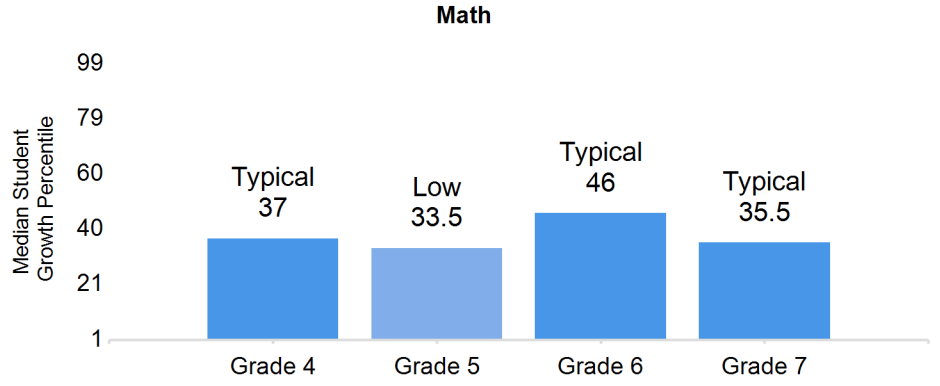




Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade.





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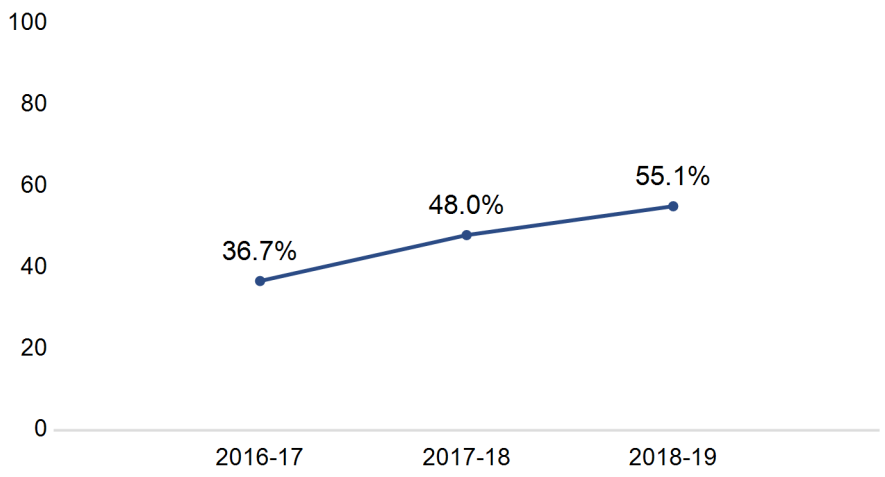
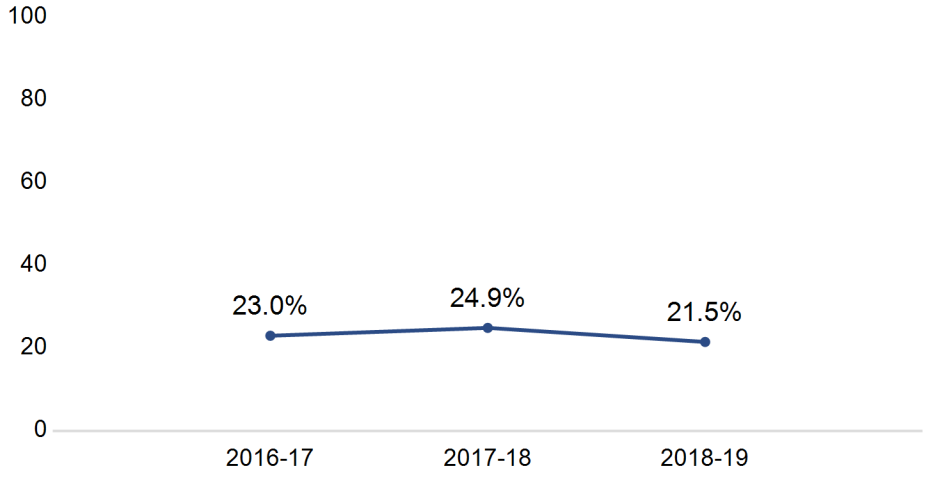
English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	99.3%	100.0%	99.8%	99.3%	100.0%
Proficiency Rate for Federal Accountability	36.7%	48.0%	55.1%	23.0%	24.9%	21.5%
Annual Target	42.5%	44.4%	46.4%	25.9%	28.8%	31.6%
Met Annual Target?	Not Met	Met Target	Met Target	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
Grades Offered: PK-08
2018-2019

Report Key:
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† This indicates a table specific note,see note below table

English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	392	100.0	55.1	52.8	57.9	55.1	46.4	Met Target
White	33	100.0	48.5	63.5	66.9	48.5	45.5	Met Target
Hispanic	313	100.0	56.9	53.5	43.9	56.9	46.2	Met Target
Black or African American	40	100.0	42.5	42.5	38.5	42.5	45.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	79.5	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	208	100.0	58.2	59.1	64.8	58.2		
Male	184	100.0	51.6	46.6	51.3	51.6		
Economically Disadvantaged Students	331	100.0	54.7	50.4	40.0	54.7	46.3	Met Target
Non-Economically Disadvantaged Students	61	100.0	57.4	62.8	67.9	57.4		
Students with Disabilities	47	100.0	19.1	18.8	22.7	19.1	24.2	Met Target†
Students without Disabilities	345	100.0	60.0	57.8	65.1	60.0		
English Learners	127	100.0	55.1	40.3	29.3	55.1	36.8	Met Target
Non-English Learners	265	100.0	55.1	58.3	60.6	55.1		
Homeless Students	*	*	*	34.3	29.1	*		
Students In Foster Care	*	*	*	40.7	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
Grades Offered: PK-08
2018-2019

Report Key:
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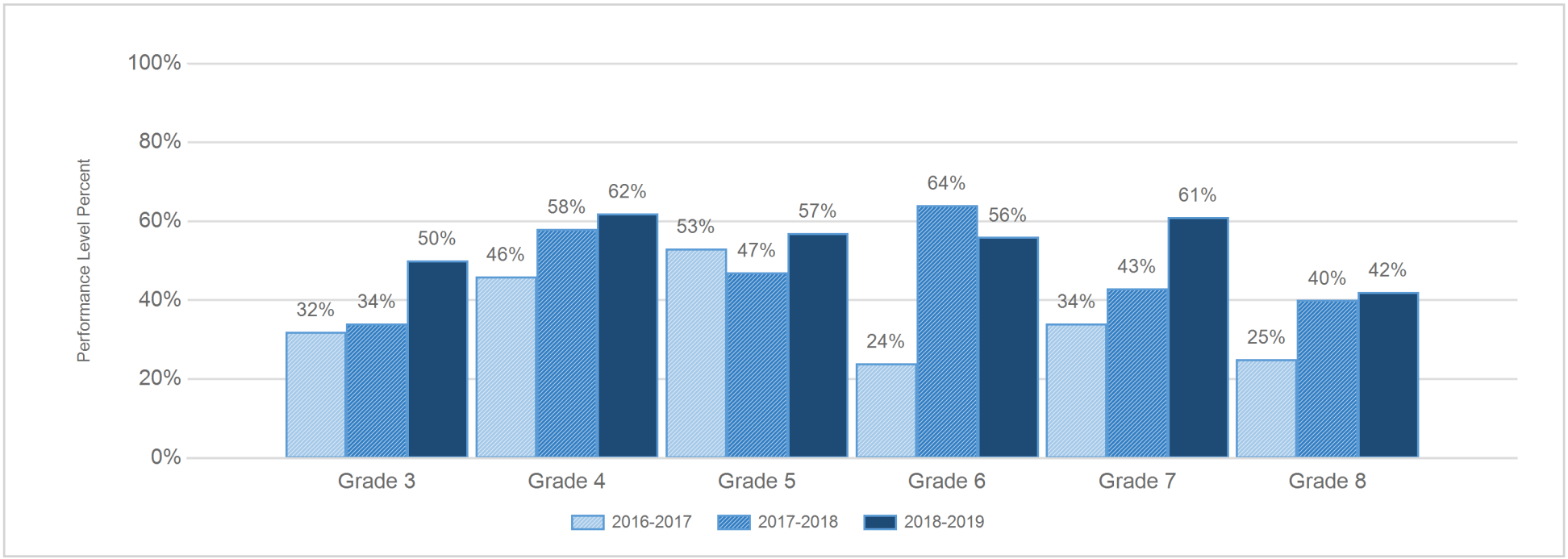
English Language Arts Assessment - Performance Trends

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.



NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	749	738	748	*	*	34%	*	*	50%	50%
White	*	*	750	757	*	*	*	*	*	*	60%
Hispanic	45	748	738	734	*	*	33%	*	*	49%	36%
Black or African American	*	*	729	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	27	741	743	753	*	*	*	*	*	37%	55%
Male	23	759	733	743	*	*	*	*	*	65%	46%
Economically Disadvantaged Students	*	*	735	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	753	759	*	*	*	*	*	*	61%
Students with Disabilities	N	N	700	719	N	N	N	N	N	N	24%
Students without Disabilities	50	749	743	754	*	*	34%	*	*	50%	56%
English Learners	16	740	719	713	*	*	*	*	*	38%	17%
Non-English Learners	34	754	746	751	*	*	*	*	*	56%	54%
Homeless Students	*	*	720	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	761	748	755	*	*	25%	45%	17%	62%	57%
White	10	750	755	763	*	*	0%	*	*	60%	67%
Hispanic	46	764	748	743	*	*	28%	*	*	63%	44%
Black or African American	*	*	742	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	33	770	753	760	*	*	*	*	*	70%	62%
Male	32	752	743	750	*	*	*	*	*	53%	53%
Economically Disadvantaged Students	54	760	745	740	*	*	*	*	*	59%	40%
Non-Economically Disadvantaged Students	11	768	759	765	*	*	*	*	*	73%	69%
Students with Disabilities	*	*	713	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	752	761	*	*	*	*	*	*	64%
English Learners	15	755	729	720	*	*	*	*	*	60%	17%
Non-English Learners	50	763	754	758	*	*	*	*	*	62%	60%
Homeless Students	*	*	726	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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(39-1320-220)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	753	751	756	*	16%	23%	*	*	57%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	54	756	751	743	*	*	19%	*	*	63%	44%
Black or African American	*	*	741	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	*	*	*	762	*	*	*	*	*	*	65%
Female	32	760	757	761	*	*	*	*	*	66%	64%
Male	38	747	744	750	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	56	753	748	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	14	755	761	766	*	*	*	*	*	50%	69%
Students with Disabilities	10	729	713	724	*	*	*	*	*	20%	23%
Students without Disabilities	60	757	756	762	*	*	*	*	*	63%	65%
English Learners	*	*	722	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	758	*	*	*	*	*	*	60%
Homeless Students	N	N	741	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	752	750	754	*	13%	23%	*	*	56%	56%
White	*	*	756	762	*	*	*	*	*	*	65%
Hispanic	70	752	752	743	*	*	21%	*	*	57%	43%
Black or African American	*	*	741	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	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	45	762	757	762	*	*	*	*	*	62%	64%
Male	39	741	744	748	*	*	*	*	*	49%	48%
Economically Disadvantaged Students	71	749	748	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	13	767	758	763	*	*	*	*	*	69%	67%
Students with Disabilities	10	708	717	722	*	*	*	*	*	10%	19%
Students without Disabilities	74	758	755	761	*	*	*	*	*	62%	64%
English Learners	*	*	717	710	*	*	*	*	*	*	*
Non-English Learners	*	*	755	756	*	*	*	*	*	*	*
Homeless Students	*	*	733	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
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2018-2019

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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	61	755	759	761	*	*	23%	43%	18%	61%	63%
White	*	*	772	769	*	*	*	*	*	*	72%
Hispanic	42	758	*	747	*	*	26%	*	*	64%	50%
Black or African American	12	744	746	741	*	*	*	*	*	50%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	794	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	40	759	765	769	*	*	*	*	*	65%	71%
Male	21	748	753	753	*	*	*	*	*	52%	55%
Economically Disadvantaged Students	49	754	756	743	*	*	*	*	*	61%	45%
Non-Economically Disadvantaged Students	12	760	768	771	*	*	*	*	*	58%	73%
Students with Disabilities	*	*	720	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	764	769	*	*	*	*	*	*	71%
English Learners	*	*	713	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	765	763	*	*	*	*	*	*	65%
Homeless Students	*	*	725	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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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	64	740	758	762	16%	*	28%	*	*	42%	63%
White	*	*	770	770	*	*	*	*	*	*	72%
Hispanic	55	740	758	747	18%	*	25%	*	*	45%	49%
Black or African American	*	*	750	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	*	769	N	N	N	N	N	N	69%
Female	33	742	764	771	*	*	*	*	*	45%	71%
Male	31	737	753	753	*	*	*	*	*	39%	55%
Economically Disadvantaged Students	*	*	756	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	763	772	*	*	*	*	*	*	72%
Students with Disabilities	*	*	720	721	*	*	*	*	*	*	22%
Students without Disabilities	*	*	763	770	*	*	*	*	*	*	71%
English Learners	*	*	713	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	764	764	*	*	*	*	*	*	65%
Homeless Students	*	*	742	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	*	760	N	N	N	N	N	N	62%
Migrant Students	N	N	*	718	N	N	N	N	N	N	27%

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Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	400	100.0	21.5	27.2	44.5	21.5	31.6	Not Met
White	35	100.0	22.9	37.3	54.1	22.9	37.8	Not Met
Hispanic	319	100.0	21.6	27.9	28.8	21.6	30.5	Not Met
Black or African American	40	100.0	17.5	17.0	23.0	17.5	27.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	55.9	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	212	100.0	19.3	27.1	44.9	19.3		
Male	188	100.0	23.9	27.3	44.2	23.9		
Economically Disadvantaged Students	333	100.0	20.1	25.4	26.3	20.1	31	Not Met
Non-Economically Disadvantaged Students	67	100.0	28.4	34.2	54.9	28.4		
Students with Disabilities	47	100.0	10.6	10.7	17.4	10.6	16.8	Met Target†
Students without Disabilities	353	100.0	22.9	29.5	50.0	22.9		
English Learners	135	100.0	20.7	25.9	25.0	20.7	30.3	Not Met
Non-English Learners	265	100.0	21.9	27.8	46.5	21.9		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	*	*	*	18.5	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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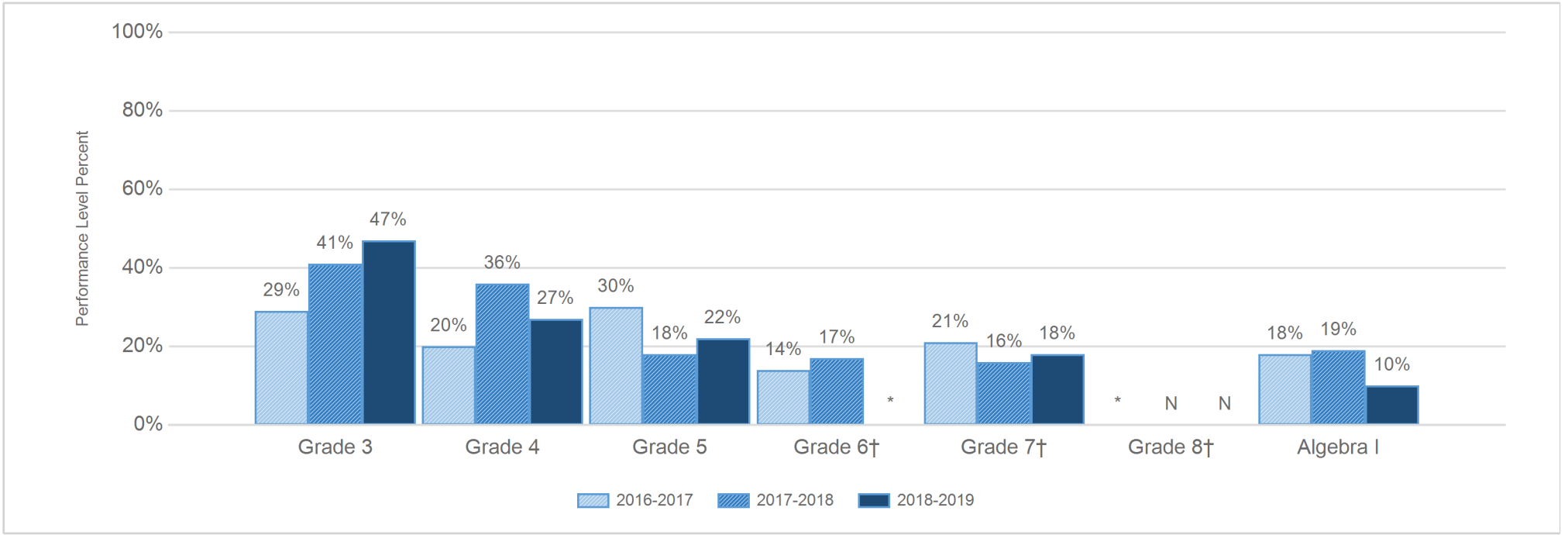
Mathematics Assessment – Performance Trends

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.

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
Grades Offered: PK-08
2018-2019

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 3

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	747	741	752	*	*	35%	*	*	47%	55%
White	*	*	750	760	*	*	*	*	*	*	66%
Hispanic	46	745	742	739	*	*	37%	*	*	43%	40%
Black or African American	*	*	730	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	28	738	743	751	*	*	*	*	*	39%	54%
Male	23	758	740	752	*	*	*	*	*	57%	56%
Economically Disadvantaged Students	*	*	740	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	747	761	*	*	*	*	*	*	67%
Students with Disabilities	N	N	716	731	N	N	N	N	N	N	31%
Students without Disabilities	51	747	744	756	*	*	35%	*	*	47%	60%
English Learners	17	729	735	728	*	*	*	*	*	12%	26%
Non-English Learners	34	756	744	754	*	*	*	*	*	65%	58%
Homeless Students	*	*	729	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	733	737	749	*	*	36%	*	*	27%	51%
White	10	725	744	757	*	*	*	*	*	20%	62%
Hispanic	48	734	738	737	*	*	40%	27%	0%	27%	36%
Black or African American	*	*	728	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	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	34	734	737	749	*	*	32%	*	*	29%	50%
Male	33	731	737	749	*	*	39%	*	*	24%	52%
Economically Disadvantaged Students	54	734	736	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	13	729	741	759	*	*	*	*	*	31%	63%
Students with Disabilities	*	*	713	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	740	754	*	*	*	*	*	*	56%
English Learners	17	732	726	722	*	*	*	*	*	35%	18%
Non-English Learners	50	733	741	751	*	*	*	*	*	24%	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	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
Schoolwide	73	728	738	747	*	37%	29%	*	*	22%	47%
White	*	*	744	755	*	*	*	*	*	*	58%
Hispanic	56	729	739	735	*	30%	32%	*	*	23%	30%
Black or African American	*	*	728	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	*	*	*	753	*	*	*	*	*	*	55%
Female	32	729	740	747	*	34%	31%	*	*	22%	47%
Male	41	728	737	747	*	39%	27%	*	*	22%	47%
Economically Disadvantaged Students	57	727	737	732	*	*	*	*	*	23%	27%
Non-Economically Disadvantaged Students	16	733	742	757	*	*	*	*	*	19%	59%
Students with Disabilities	10	720	717	725	*	*	*	*	*	*	19%
Students without Disabilities	63	730	741	752	*	*	*	*	*	*	52%
English Learners	11	711	724	718	*	*	*	*	*	*	12%
Non-English Learners	62	731	741	749	*	*	*	*	*	*	49%
Homeless Students	N	N	736	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

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Mathematics Assessment - Performance by Grade: Grade 6

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	718	726	741	*	*	*	*	*	*	41%
White	*	*	737	749	*	*	*	*	*	*	51%
Hispanic	70	720	727	729	16%	41%	31%	*	*	11%	24%
Black or African American	*	*	714	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	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	45	719	727	742	*	*	*	*	*	*	42%
Male	40	717	725	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	72	717	725	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	13	727	732	750	*	*	*	*	*	*	53%
Students with Disabilities	10	711	709	716	*	*	*	*	*	*	12%
Students without Disabilities	75	719	728	746	*	*	*	*	*	*	46%
English Learners	*	*	709	709	*	*	*	*	*	*	*
Non-English Learners	*	*	729	743	*	*	*	*	*	*	*
Homeless Students	*	*	712	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

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Mathematics Assessment - Performance by Grade: Grade 7

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	726	728	744	18%	27%	37%	18%	0%	18%	42%
White	*	*	733	751	*	*	*	*	*	*	53%
Hispanic	43	728	*	733	*	28%	49%	*	*	14%	26%
Black or African American	12	717	717	727	*	*	*	*	*	25%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	40	724	728	744	*	*	*	*	*	15%	42%
Male	22	730	727	743	*	*	*	*	*	23%	42%
Economically Disadvantaged Students	49	726	727	731	*	*	*	*	*	16%	24%
Non-Economically Disadvantaged Students	13	729	728	751	*	*	*	*	*	23%	53%
Students with Disabilities	*	*	709	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	730	749	*	*	*	*	*	*	48%
English Learners	*	*	713	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	730	745	*	*	*	*	*	*	44%
Homeless Students	*	*	714	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Grade: Grade 8

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Note: Students that took the Algebra I, Geometry, or Algebra II end of course tests are not included in grade level results.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	681	728	N	N	N	N	N	N	29%
White	N	N	*	737	N	N	N	N	N	N	38%
Hispanic	N	N	*	722	N	N	N	N	N	N	22%
Black or African American	N	N	678	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	N	N	*	731	N	N	N	N	N	N	31%
Male	N	N	*	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	*	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	*	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	*	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	*	734	N	N	N	N	N	N	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	681	730	N	N	N	N	N	N	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

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Mathematics Assessment - Performance by Test: Algebra I

This table shows performance on the Mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	722	730	744	15%	50%	25%	*	*	10%	42%
White	*	*	737	752	*	*	*	*	*	*	53%
Hispanic	59	724	731	728	*	53%	25%	*	*	12%	24%
Black or African American	*	*	722	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	37	721	730	745	*	*	*	*	*	*	44%
Male	31	723	731	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	57	721	729	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	11	725	733	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	708	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	733	748	*	*	*	*	*	*	47%
English Learners	12	729	712	710	*	*	*	*	*	*	*
Non-English Learners	56	720	733	745	*	*	*	*	*	*	*
Homeless Students	*	*	722	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%

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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	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	60.2%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	49	87.8%	12.2%
3-4	59	*	*
5 or more	42	76.2%	23.8%

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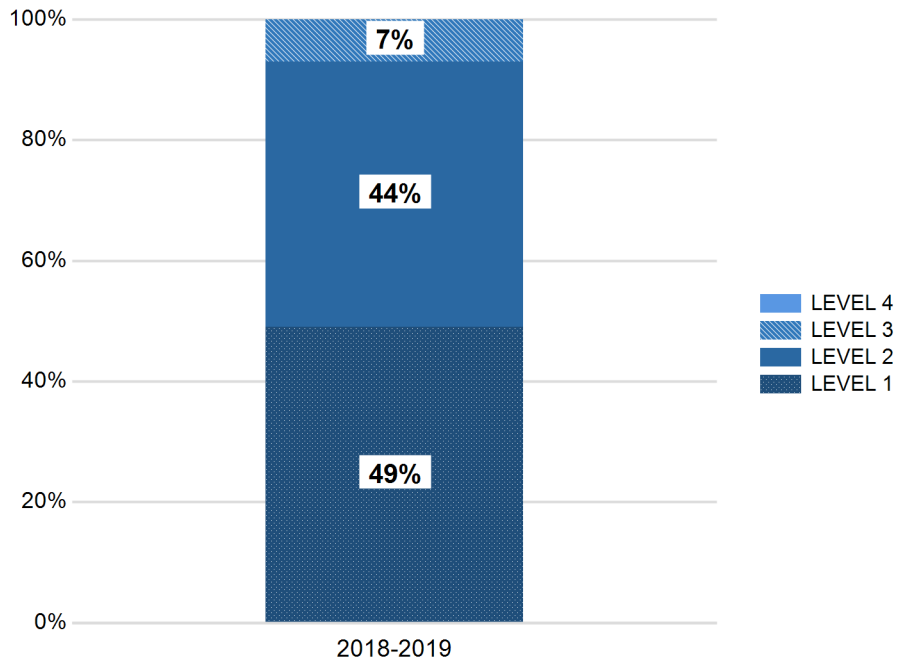
The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

NJSLA Science Assessment: Grade 5 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 5

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	49	44	7	0
White	*	*	*	*
Hispanic	44	48	7	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	43	50	7	0
Male	54	39	7	0
Economically Disadvantaged Students	45	45	9	0
Non-Economically Disadvantaged Students	63	38	0	0
Students with Disabilities	80	20	0	0
Students without Disabilities	44	48	8	0
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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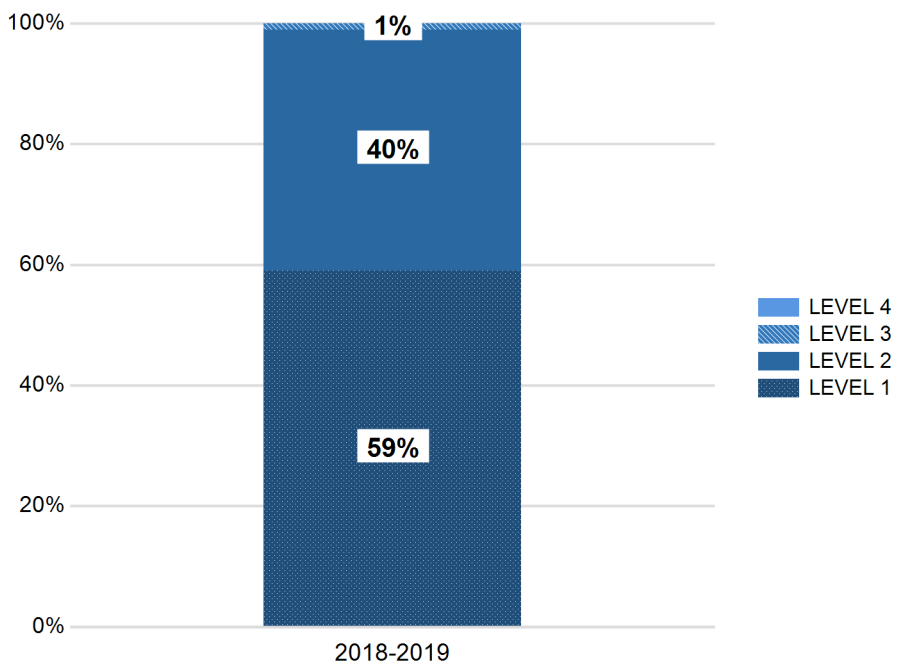
NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



NJSLA Science Assessment: Grade 8

This table shows how students performed this year on the NJSLA Science assessment, both overall and by student group. Students scoring at Level 3 or 4 are considered proficient.

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	59	40	1	0
White	*	*	*	*
Hispanic	55	43	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	63	37	0	0
Male	53	43	3	0
Economically Disadvantaged Students	59	39	2	0
Non-Economically Disadvantaged Students	58	42	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	50	50	0	0
Non-English Learners	61	38	2	0
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 New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	79
7	0	0	57
8	65	0	0
Total	65	0	136

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	79	0	0	0	0	0	0
7	57	0	0	0	0	0	0
8	N	N	N	N	N	N	N
Total	136	0	0	0	0	0	0

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(39-1320-220)
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2018-2019

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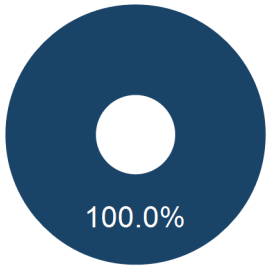
Visual and Performing Arts – Course Participation

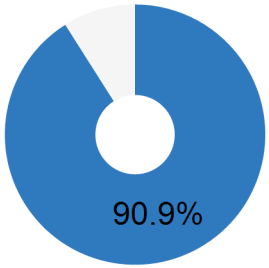
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the school year.

Grades 6-8:

Students enrolled in one or more **visual and performing arts** classes

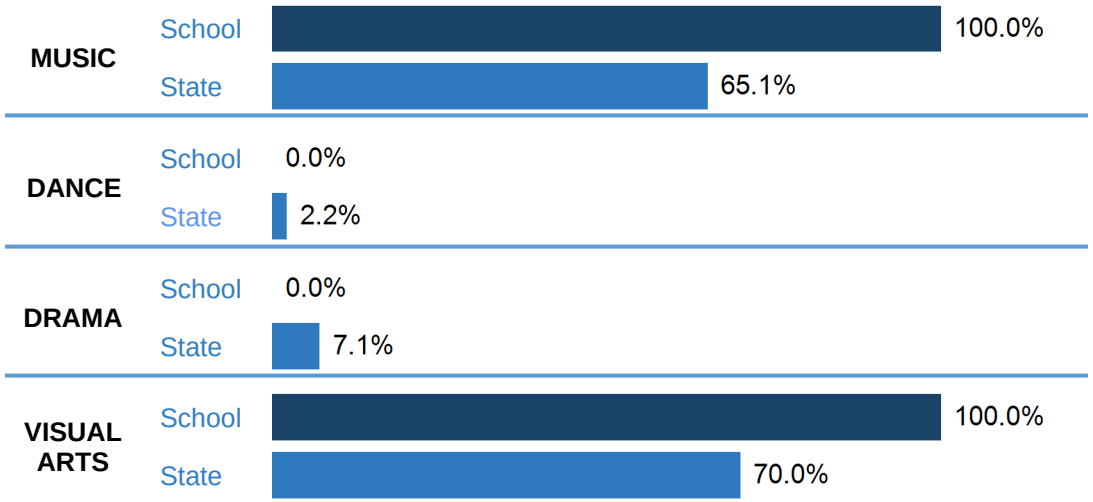


School



State

Students enrolled in one or more classes by discipline:



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

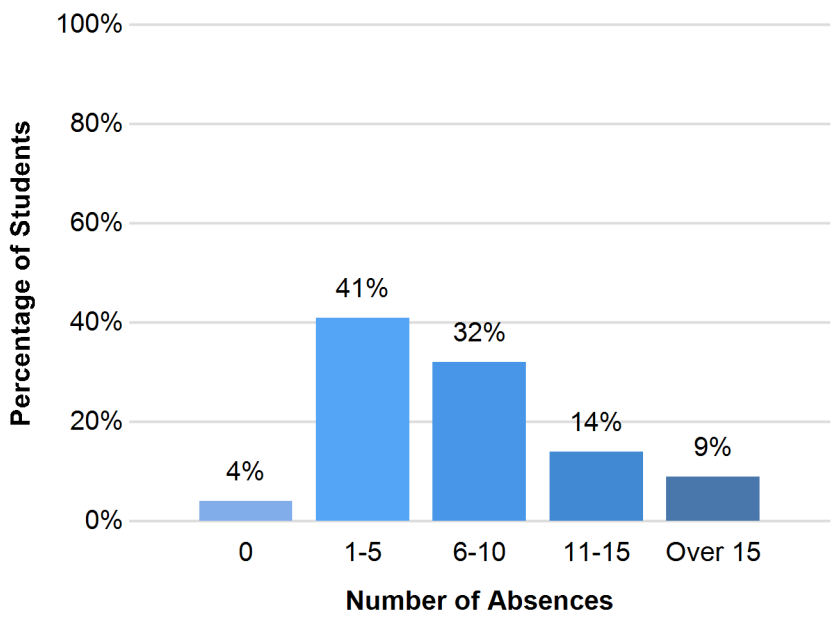
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	6.5	9.0	Met
White	2	3.7	9.0	Met
Hispanic	36	6.9	9.0	Met
Black or African American	4	6.3	9.0	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	14	4.2		
Male	28	8.9		
Economically Disadvantaged Students	35	6.7	9.0	Met
Students with Disabilities	12	16.7	9.0	Not Met
English Learners	7	4.6	9.0	Met
Homeless Students	1	9.1		
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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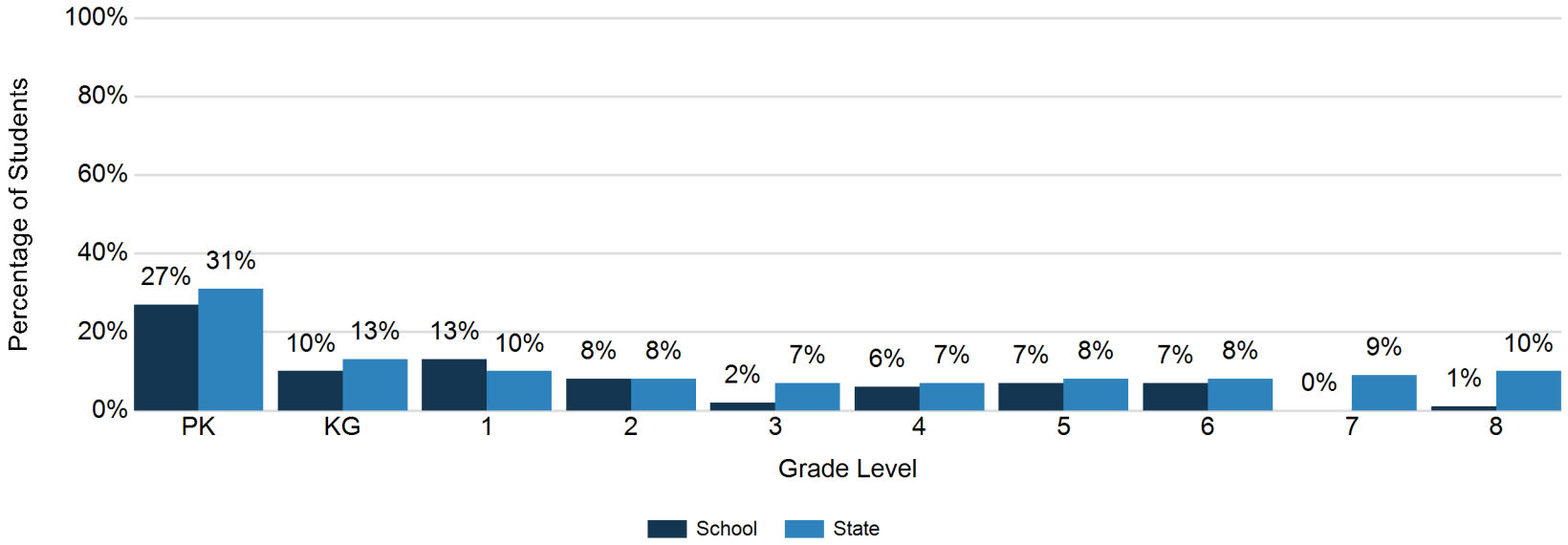
Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA,* to report on the most recent, publicly-available CRDC data, which can be found on the NJDOE School Performance webpage. Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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	2
Weapons	0
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.07

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	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and Bulling (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	2		2

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	10	1.5%
Any Suspension	10	1.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
20

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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	8:20 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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. Information on the percentage of teachers identified as potentially teaching out-of-field is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	51	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	82.4%	75.3%

Administrators – Experience (District Level)

This table shows information about the experience of administrators assigned to this district and across the state.

Category	Admin. in District	Admin. in State
Total Number of administrators	95	9,530
Average years experience in public schools	19.1	16.0
Average years experience in district	18.9	12.0
Percentage of Administrators with 4 or more years experience in the district	97.9%	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	657:1	297:1
Teachers to Administrators	51:1	23:1
Students to Librarians/Media Specialists		2014:1
Students to Nurses		513:1
Students to Counselors		587:1
Students to Child Study Team Members		237:1

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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	51.9%	80.4%	100.0%	48.4%	77.1%	54.9%
Male	48.1%	19.6%	0.0%	51.6%	22.9%	45.1%
White	8.4%	70.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	80.5%	27.5%	100.0%	29.9%	7.3%	7.2%
Black or African American	9.6%	2.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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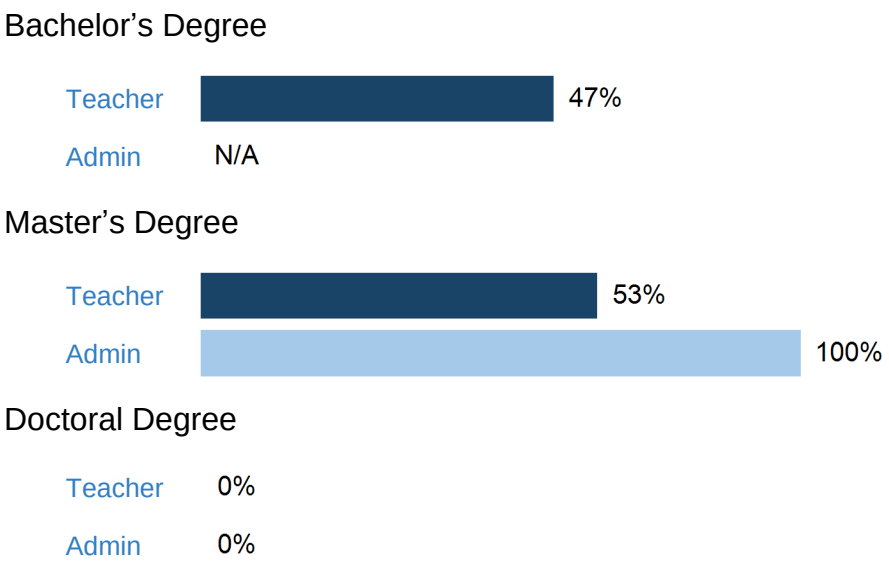
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	95.5%	90.5%
2017-18 Administrators: Same district 2018-19	93.9%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	95.7%

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the NJDOE ESSA Accountability webpage includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2020-21 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

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ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.7%	48.0%	55.1%
Math Proficiency	23.0%	24.9%	21.5%
ELA Growth	45	54	62
Math Growth	51	49	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		71.4%	60.2%
Chronic Absenteeism	7.3%	5.6%	6.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Exceeds Standard	Not Met	Exceeds Target	Met	No
White	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Hispanic	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Exceeds Standard	Not Met	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
English Learners	Met Target	Not Met	Exceeds Standard	Not Met	Not Met	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:	• Curriculum includes, Balanced Literacy, Children's Literacy Initiative K-3, Next Science Standards, AVID • We are a Microsoft School-technology is used in all classes with 1:1 in Grades 2-8 • Extra Curricular Activities, National Junior Honor Society, Student Council Safety Patrol, Sports for 6-8 students, participate in WE.
Mission, Vision, Theme:	Our school focus is to leverage the power of technology to create any time/anywhere learning opportunities which individualize student instruction and enhance achievement.

NJ SCHOOL PERFORMANCE REPORT

Woodrow Wilson School No. 19
(39-1320-220)
Grades Offered: PK-08
2018-2019

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Courses, Curriculum, Instruction:	Curriculum includes Balanced Literacy, Children's Literacy Initiative in K-3, Mext Gen Science Standards, Everyday Mathematics for grades K-3, Envision for grades 4-5, CMP3 for grades 6-7, Agile Minds in 8th grade and AVID elective. Additionally Art, Music, Band and Chorus, Physical Education, Health, Library and Technology classes are offered. All courses incorporate the use of 1:1 laptop initiative.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cross Country (Boys & Girls), Football (Boys), Golf (Coed), Soccer (Boys & Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys)
Clubs and Activities:	This is our fourth year as a member of the National Junior Honor Society. This is the third year of implementation Safety Patrol whose role is to assist with morning and afternoon entry and dismissal procedures. This year we joined the WE program which "is a comprehensive service learning program that empowers a generation to care about local and global issues".

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Before and After School Programs:	After School Enrichment Program grades 1-8.
Staff and Professional Learning:	Professional Development opportunities are provided in-district, and at the school level. In the areas of data anaylysis, in depth studies are made into NJSLA, district Benchmarks,and DRA2. These analysis are used to identify methodologies to improve instruction. During PLCs teachers collaborate on strategies, engage in a variety of activities including sharing a vision, visiting and observing each other's classrooms, and participating in shared decision making.

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Student Supports and Services:	Our special needs students and our second language learners are serviced by dedicated teachers, and we are extremely proud of the fact that these students have also shown consistent growth in their academic subjects. Our general education, English Language Learners/Bilingual, and special education students all receive the same educational experiences. Our guidance counselor and social worker support the social, emotional and academic needs of our students.
Student Health and Wellness:	Students are offered breakfast, lunch and a snack for those participating in the after school enrichment program. Students participate in physical activity during PE and recess. Students are taught about nutrition during health class. Students have access to a dental clinic. They also have access to a physical examination if needed.
Parent and Community Involvement:	We have an active PTO who works tirelessly to involve parents and the community in the various charitable events i.e. Thanksgiving dinners for the less fortunate families, Pennies for Patients and St. Jude Children'sHospital. Additionally, they support the students/teachers in activities that contribute to a positive culture in the school.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A survey is conducted in the fall and in the spring and items of concern are worked on throughout the year. The spring survey is used to measure improvement in areas of concern. Our survey asks questions about the facilities, safety, family/school relationships, feeling part of the school community, etc.
Facilities:	School 19 was built in 1924; an addition to the original building was made in 1999, this part of the school is air conditioned. We have a gymnasium and cafeteria.

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Other Information	Woodrow Wilson School No. 19 has a uniform policy. All students in grade pre-K to grade 8 are required to wear the district uniform every day (dress uniform or P.E. uniform). There is a comprehensive technology plan in place that incorporates a laptop for every student grade 2-8. There are Smartboards or Starboards in every classroom which are utilized by all teachers for instruction. We have implemented the use of technology in all grades K-8; whereby all teachers have a portion of their instructional materials available to students for anywhere/anytime learning and for parents to have access to their child's curriculum and materials that can help the parent support the child's learning at home.