



Margaret L Vetter
(25-1260-060)
Grades Offered: 05-06
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 at the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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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 | Monmouth |
| District | Eatontown Public School District |
| Principal Name | Mr. Kevin Iozzi |
| Address | 3 GRANT AVENUE EATONTOWN, NJ 07724-1399 |
| Phone Number | 732-542-4644 |
| Email Address | kiozzi@eatontown.org |
| Website | http://www.eatontown.org/eatontown/Schools/Vetter/ |



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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 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 120 | 104 | 94 |
| 6 | 109 | 118 | 104 |
| Total | 229 | 222 | 198 |

Enrollment Trends by Student Group

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

| Student Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| Female | 49.8% | 54.1% | 47.0% |
| Male | 50.2% | 45.9% | 53.0% |
| Economically Disadvantaged Students | 46.7% | 33.8% | 38.9% |
| Students with Disabilities | 33.6% | 30.6% | 27.8% |
| English Learners | 3.9% | 2.7% | 3.5% |
| Homeless Students | 1.3% | 3.6% | 3.0% |
| Students in Foster Care | 0.0% | 0.5% | 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 | 40.2% | 41.0% | 40.4% |
| Hispanic | 24.5% | 21.6% | 26.3% |
| Black or African American | 20.5% | 22.1% | 18.7% |
| Asian | 13.5% | 11.7% | 10.1% |
| 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 | 1.3% | 3.6% | 4.5% |

Enrollment Trends by Full/Half Day PK and KG

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|---------------|---------|---------|---------|
| KG - Half Day | N | N | N |
| KG - Full Day | N | N | N |

Enrollment by Home Language

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

| Home Language | % of Students |
|-----------------|---------------|
| English | 64.6% |
| Spanish | 17.2% |
| Portuguese | 4.5% |
| Tagalog | 2.5% |
| Vietnamese | 2.5% |
| Other Languages | 8.6% |



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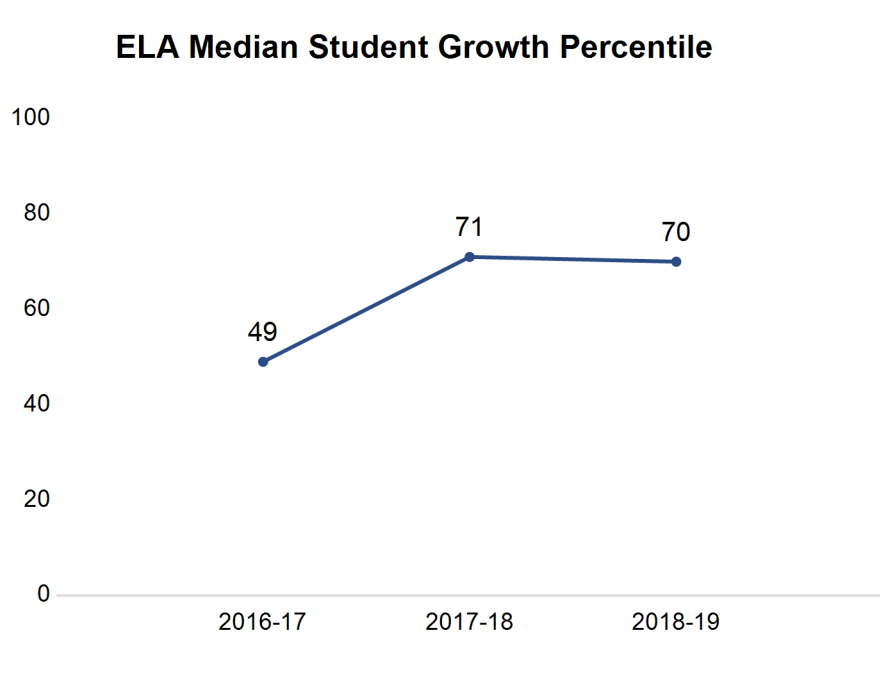
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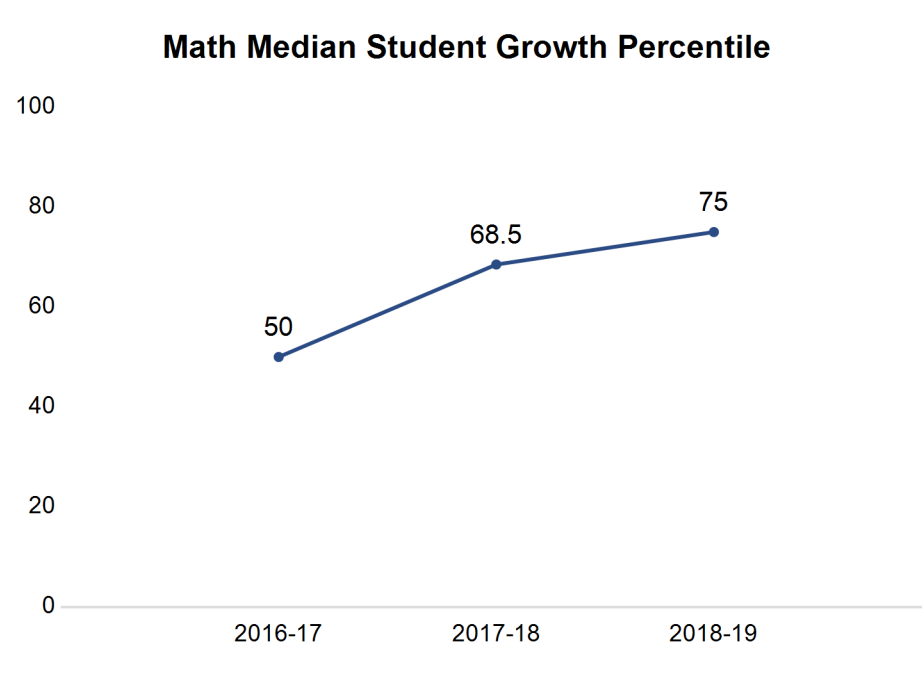
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|--------------|------------------|------------------|--------------|------------------|------------------|
| Median Student Growth Percentile | 49 | 71 | 70 | 50 | 68.5 | 75 |
| Met Standard (40-59.5)? | Met Standard | Exceeds Standard | Exceeds Standard | Met Standard | Exceeds Standard | Exceeds Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide | 70 | 63 | 50 | Exceeds Standard | 75 | 53 | 50 | Exceeds Standard |
| White | 73 | 68 | 50 | Exceeds Standard | 70 | 51 | 52 | Exceeds Standard |
| Hispanic | 74 | 61 | 49 | Exceeds Standard | 83 | 61 | 47 | Exceeds Standard |
| Black or African American | 55 | 49 | 45 | Met Standard | 75.5 | 43 | 43 | Exceeds Standard |
| Asian, Native Hawaiian, or Pacific Islander | 67 | 66.5 | 59 | ** | 73 | 60.5 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 57 | 49 | ** | * | 47 | 52 | ** |
| Female | 76 | 68.5 | 53 | N | 78 | 55.5 | 50 | N |
| Male | 65 | 57 | 47 | N | 71.5 | 50 | 51 | N |
| Economically Disadvantaged Students | 66 | 52 | 48 | Exceeds Standard | 80 | 57 | 46 | Exceeds Standard |
| Students with Disabilities | 66.5 | 53 | 43 | Exceeds Standard | 57 | 34 | 45 | Met Standard |
| English Learners | 81 | 74 | 52 | Exceeds Standard | 84 | 74.5 | 50 | Exceeds Standard |
| Homeless Students | * | 44 | 43 | N | * | 27 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



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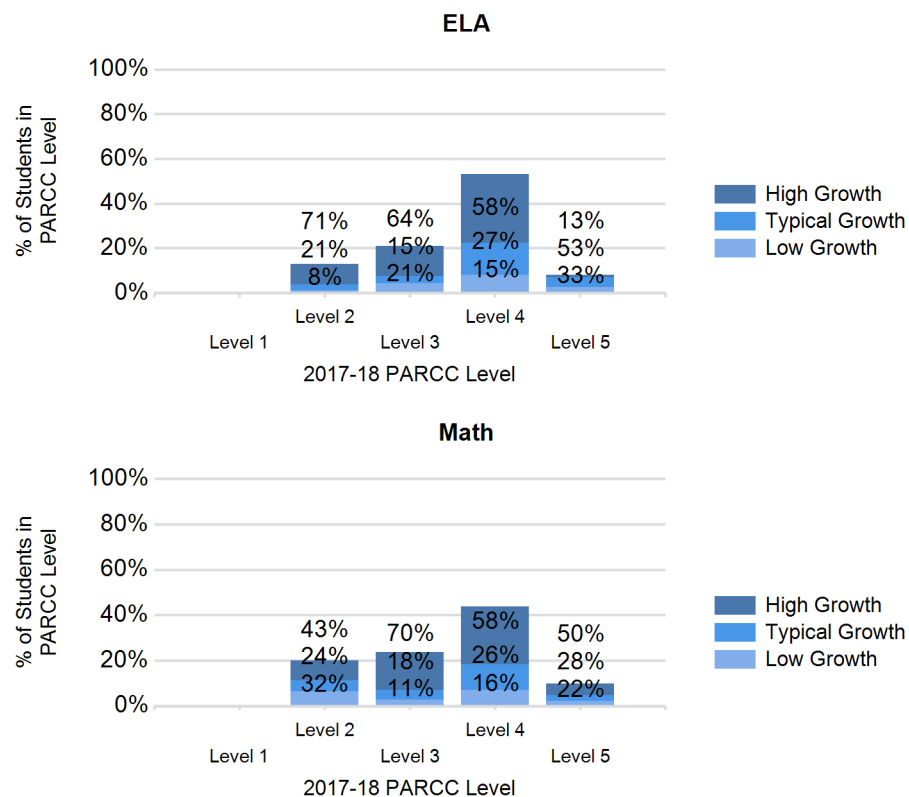
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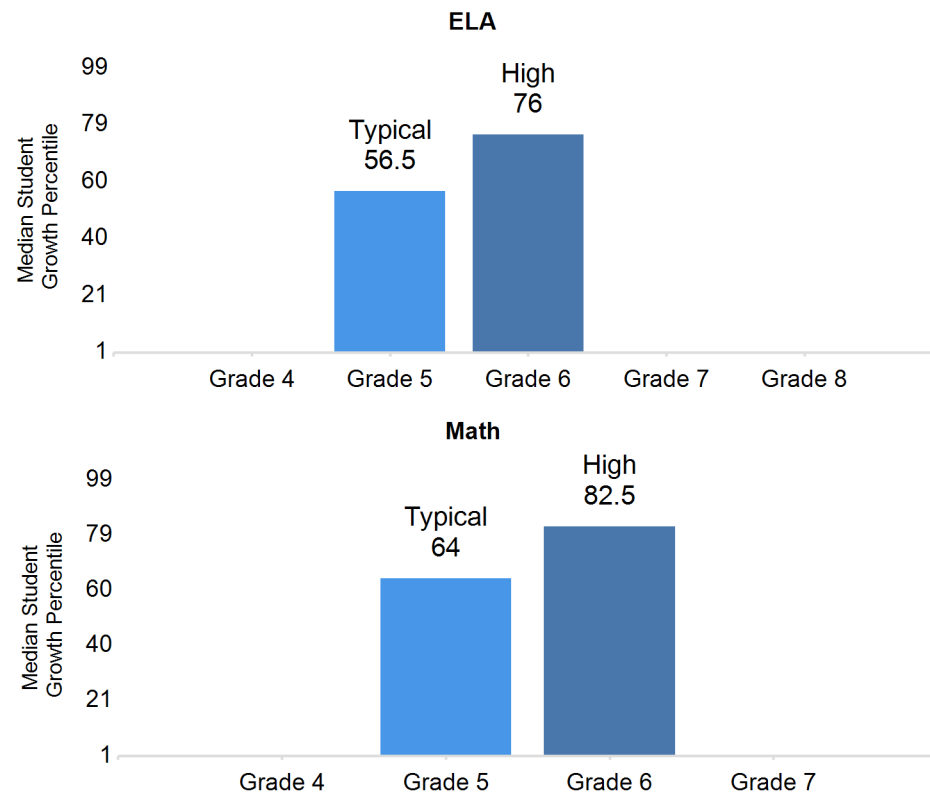
Student Growth by Performance Level

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



Student Growth by Grade

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





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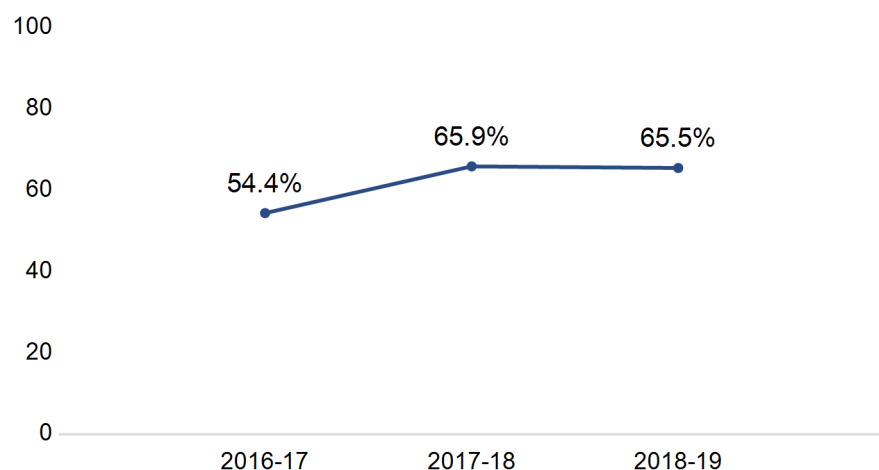
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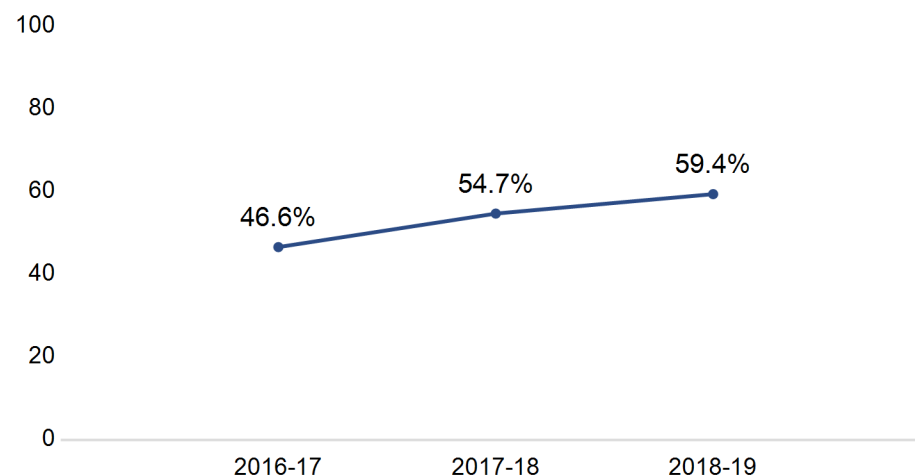
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 98.6% | 98.2% | 98.5% | 98.7% | 97.8% | 98.1% |
| Proficiency Rate for Federal Accountability | 54.4% | 65.9% | 65.5% | 46.6% | 54.7% | 59.4% |
| Annual Target | 47.2% | 49.0% | 50.7% | 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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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 | 197 | 98.5 | 65.5 | 65.9 | 57.9 | 65.5 | 50.7 | Met Target |
| White | 78 | 98.8 | 78.2 | 75.0 | 66.9 | 78.2 | 46.4 | Met Target |
| Hispanic | 53 | 98.2 | 67.9 | 63.7 | 43.9 | 67.9 | 43.9 | Met Target |
| Black or African American | 38 | 100.0 | 28.9 | 42.9 | 38.5 | 28.9 | 54.5 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 82.9 | * | 67.4 | Met Target |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 92 | 98.9 | 70.7 | 72.4 | 64.8 | 70.7 | | |
| Male | 105 | 98.2 | 61.0 | 59.9 | 51.3 | 61.0 | | |
| Economically Disadvantaged Students | 76 | 100.0 | 48.7 | 52.0 | 40.0 | 48.7 | 47 | Met Target |
| Non-Economically Disadvantaged Students | 121 | 97.6 | 76.0 | 76.3 | 67.9 | 76.0 | | |
| Students with Disabilities | 60 | 96.8 | 28.3 | 30.0 | 22.7 | 28.3 | 30.4 | Met Target† |
| Students without Disabilities | 137 | 99.3 | 81.8 | 79.3 | 65.1 | 81.8 | | |
| English Learners | 27 | 100.0 | 51.9 | 41.7 | 29.3 | 51.9 | 29 | Met Target |
| Non-English Learners | 170 | 98.3 | 67.6 | 69.3 | 60.6 | 67.6 | | |
| Homeless Students | * | * | * | 42.1 | 29.1 | * | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



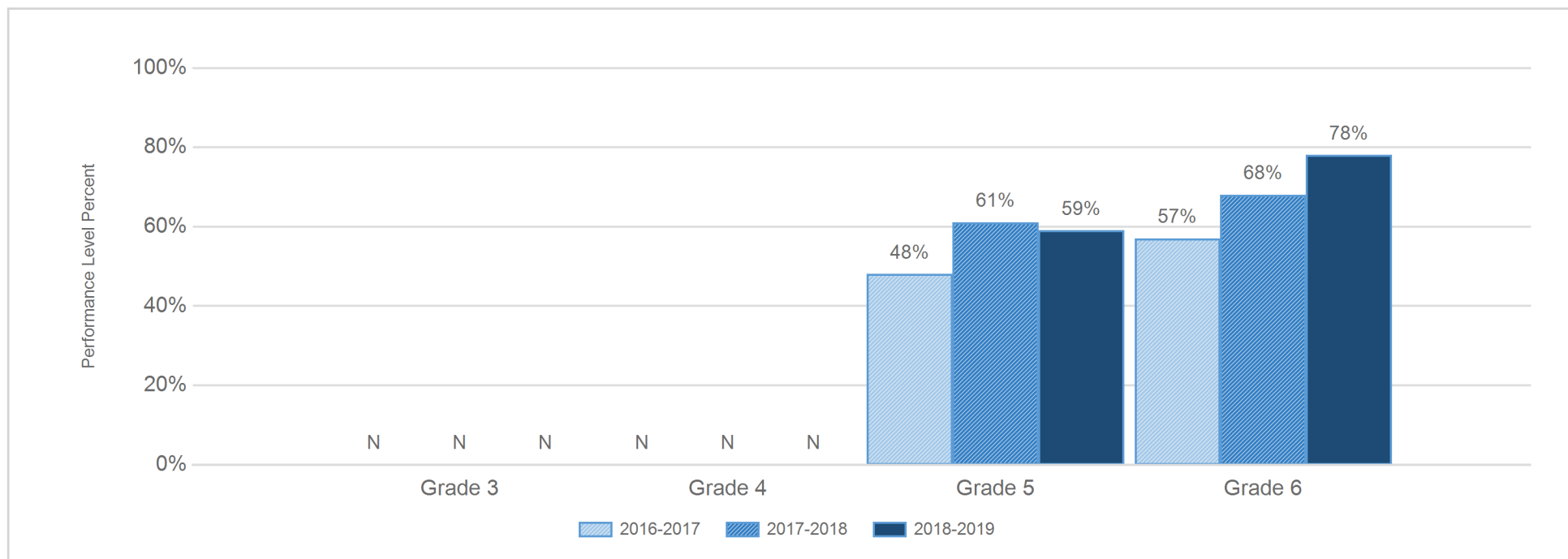
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English Language Arts Assessment - Performance Trends

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 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 | 94 | 756 | 756 | 756 | * | * | 26% | * | * | 59% | 58% |
| White | 35 | 759 | 759 | 764 | * | * | * | * | * | 66% | 68% |
| Hispanic | 24 | 759 | 759 | 743 | 0% | 0% | * | * | * | 67% | 44% |
| Black or African American | 20 | 737 | 737 | 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 | * | * | * | 762 | * | * | * | * | * | * | 65% |
| Female | 36 | 758 | 758 | 761 | * | * | * | * | * | 64% | 64% |
| Male | 58 | 755 | 755 | 750 | * | * | * | * | * | 55% | 52% |
| Economically Disadvantaged Students | 43 | 746 | 746 | 740 | * | * | * | * | * | 42% | 39% |
| Non-Economically Disadvantaged Students | 51 | 765 | 765 | 766 | * | * | * | * | * | 73% | 69% |
| Students with Disabilities | 28 | 729 | 729 | 724 | * | * | * | * | * | 25% | 23% |
| Students without Disabilities | 66 | 768 | 768 | 762 | * | * | * | * | * | 73% | 65% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 11% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 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 | 99 | 769 | 769 | 754 | * | * | 14% | 57% | 21% | 78% | 56% |
| White | 43 | 776 | 776 | 762 | * | * | * | 67% | 26% | 93% | 65% |
| Hispanic | 26 | 766 | 766 | 743 | * | 0% | * | * | * | 77% | 43% |
| Black or African American | 17 | 752 | 752 | 738 | 0% | * | * | * | * | 41% | 36% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 780 | * | * | * | * | * | * | 83% |
| American Indian or Alaska Native | N | N | N | 751 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64% |
| Female | 55 | 774 | 774 | 762 | * | * | * | * | * | 80% | 64% |
| Male | 44 | 762 | 762 | 748 | * | * | * | * | * | 75% | 48% |
| Economically Disadvantaged Students | 32 | 756 | 756 | 740 | * | * | * | * | * | 59% | 39% |
| Non-Economically Disadvantaged Students | 67 | 775 | 775 | 763 | * | * | * | * | * | 87% | 67% |
| Students with Disabilities | 25 | 743 | 743 | 722 | * | * | * | * | * | 40% | 19% |
| Students without Disabilities | 74 | 778 | 778 | 761 | * | * | * | * | * | 91% | 64% |
| English Learners | * | * | * | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 26% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 54% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25% |



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Mathematics Assessment - Participation and Performance

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

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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 | 197 | 98.1 | 59.4 | 51.9 | 44.5 | 59.4 | 45.7 | Met Target |
| White | 78 | 98.8 | 67.9 | 60.3 | 54.1 | 67.9 | 55.7 | Met Target |
| Hispanic | 54 | 98.2 | 63.0 | 45.7 | 28.8 | 63.0 | 41.7 | Met Target |
| Black or African American | 37 | 97.4 | 29.7 | * | 23.0 | 29.7 | 26.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * | 76.5 | * | 67.4 | Met Target |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 92 | 99.0 | 57.6 | 52.3 | 44.9 | 57.6 | | |
| Male | 105 | 97.3 | 61.0 | 51.4 | 44.2 | 61.0 | | |
| Economically Disadvantaged Students | 76 | 100.0 | 51.3 | 42.0 | 26.3 | 51.3 | 37.5 | Met Target |
| Non-Economically Disadvantaged Students | 121 | 96.9 | 64.5 | 59.3 | 54.9 | 64.5 | | |
| Students with Disabilities | 59 | 95.2 | 23.7 | * | 17.4 | 23.7 | 35 | Not Met |
| Students without Disabilities | 138 | 99.3 | 74.6 | * | 50.0 | 74.6 | | |
| English Learners | 28 | 100.0 | 57.1 | * | 25.0 | 57.1 | 46 | Met Target |
| Non-English Learners | 169 | 97.7 | 59.8 | * | 46.5 | 59.8 | | |
| Homeless Students | * | * | * | 38.1 | 17.1 | * | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



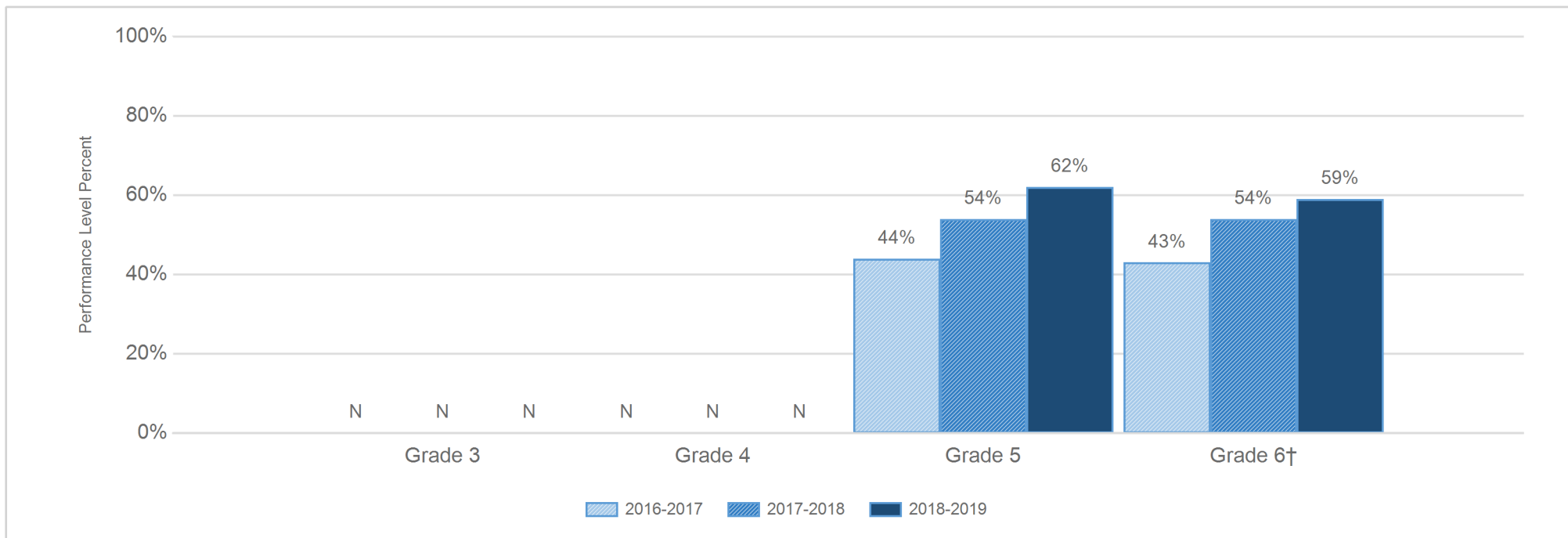
Margaret L Vetter
(25-1260-060)
Grades Offered: 05-06
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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 | 753 | 753 | 747 | * | 16% | 16% | * | * | 62% | 47% |
| White | 36 | 754 | 754 | 755 | * | * | * | * | * | 67% | 58% |
| Hispanic | 24 | 759 | 759 | 735 | * | * | * | * | * | 71% | 30% |
| Black or African American | 19 | 734 | 734 | 729 | * | * | * | * | * | 32% | 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 | 36 | 752 | 752 | 747 | * | * | * | * | * | 64% | 47% |
| Male | 58 | 754 | 754 | 747 | * | * | * | * | * | 60% | 47% |
| Economically Disadvantaged Students | 43 | 748 | 748 | 732 | * | * | * | * | * | 53% | 27% |
| Non-Economically Disadvantaged Students | 51 | 758 | 758 | 757 | * | * | * | * | * | 69% | 59% |
| Students with Disabilities | 27 | 729 | 729 | 725 | * | * | * | * | * | 26% | 19% |
| Students without Disabilities | 67 | 763 | 763 | 752 | * | * | * | * | * | 76% | 52% |
| English Learners | * | * | * | 718 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 749 | * | * | * | * | * | * | 49% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 17% |
| Students in Foster Care | N | N | N | 722 | N | N | N | N | N | N | 14% |
| Military-Connected Students | N | N | N | 748 | N | N | N | N | N | N | 50% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17% |



Margaret L Vetter
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Grades Offered: 05-06
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 | 101 | 752 | 752 | 741 | * | 14% | 21% | * | * | 59% | 41% |
| White | 43 | 760 | 760 | 749 | * | * | * | * | * | 72% | 51% |
| Hispanic | 28 | 748 | 748 | 729 | * | * | * | * | * | 57% | 24% |
| Black or African American | 17 | 737 | 737 | 722 | * | * | * | * | * | 29% | 19% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 769 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 738 | N | N | N | N | N | N | 37% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48% |
| Female | 56 | 752 | 752 | 742 | * | * | * | * | * | 55% | 42% |
| Male | 45 | 752 | 752 | 740 | * | * | * | * | * | 64% | 40% |
| Economically Disadvantaged Students | 33 | 742 | 742 | 726 | * | * | * | 45% | 0% | 45% | 21% |
| Non-Economically Disadvantaged Students | 68 | 757 | 757 | 750 | * | * | * | 49% | 18% | 66% | 53% |
| Students with Disabilities | 25 | 727 | 727 | 716 | * | * | * | * | * | 24% | 12% |
| Students without Disabilities | 76 | 761 | 761 | 746 | * | * | * | * | * | 71% | 46% |
| English Learners | * | * | * | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | * | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20% |



Margaret L Vetter

(25-1260-060)

Grades Offered: 05-06

2018-2019

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DLM Alternate Assessment - Participation

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

| Grade | ELA: # Students Tested | Math: # Students Tested |
|-------|---------------------------|----------------------------|
| 5 | * | * |
| 6 | * | * |

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Margaret L Vetter
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2018-2019

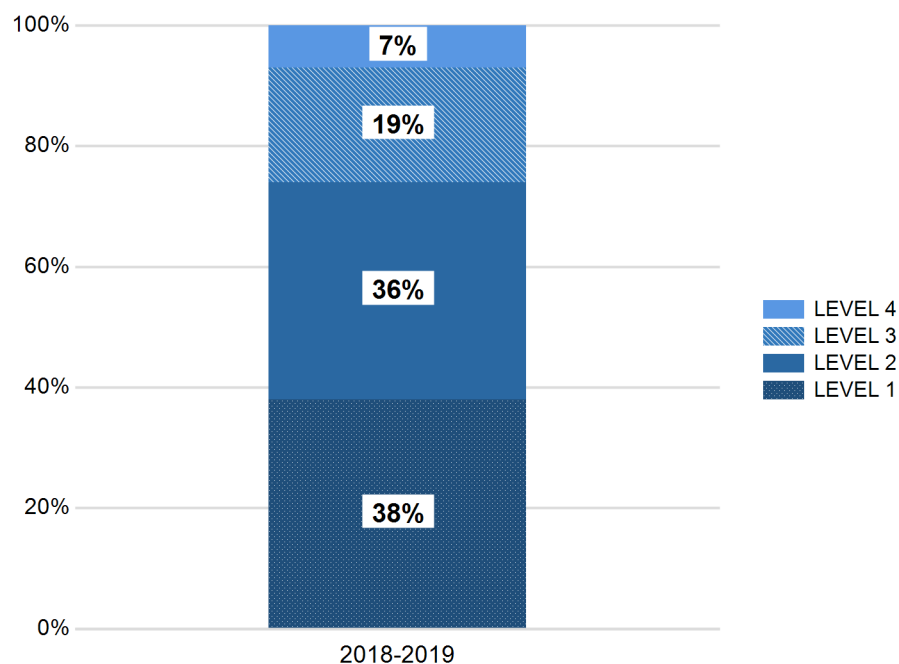
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 | 38 | 36 | 19 | 7 |
| White | 32 | 46 | 19 | 3 |
| Hispanic | 33 | 38 | 21 | 8 |
| Black or African American | 65 | 25 | 5 | 5 |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | * | * | * | * |
| Female | 39 | 31 | 25 | 6 |
| Male | 37 | 40 | 15 | 8 |
| Economically Disadvantaged Students | 48 | 32 | 16 | 5 |
| Non-Economically Disadvantaged Students | 29 | 40 | 21 | 10 |
| Students with Disabilities | 71 | 29 | 0 | 0 |
| Students without Disabilities | 24 | 40 | 26 | 10 |
| English Learners | * | * | * | * |
| Non-English Learners | * | * | * | * |
| Homeless Students | * | * | * | * |
| Students in Foster Care | * | * | * | * |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |



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

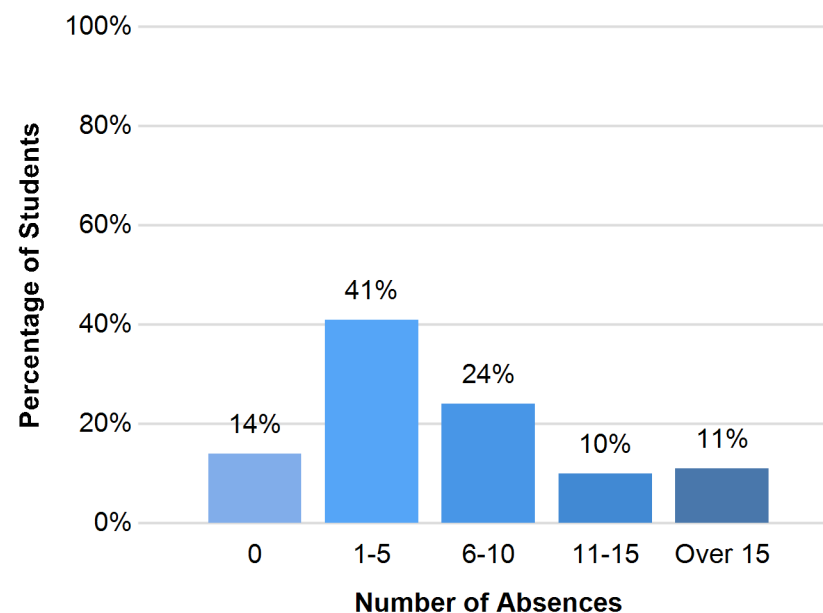
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 17 | 8.1 | 8.0 | Not Met |
| White | 8 | 9.8 | 8.0 | Not Met |
| Hispanic | 5 | 8.9 | 8.0 | Not Met |
| Black or African American | 3 | 7.3 | 8.0 | Met |
| Asian, Native Hawaiian, or Pacific | 1 | 5.0 | 8.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 0 | 0 | ** | ** |
| Female | 7 | 7.2 | | |
| Male | 10 | 8.9 | | |
| Economically Disadvantaged Students | 9 | 11.5 | 8.0 | Not Met |
| Students with Disabilities | 5 | 7.7 | 8.0 | Met |
| English Learners | * | * | ** | ** |
| 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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2018-2019

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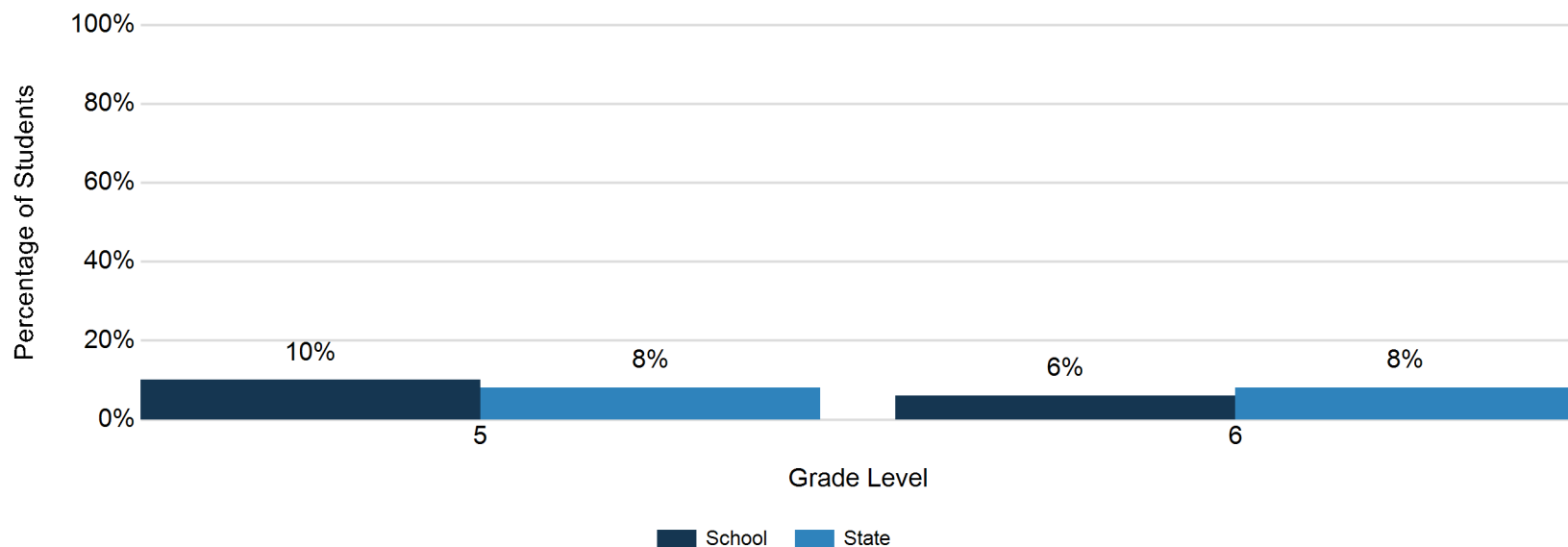
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.51 |

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

0



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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:50 AM |
| Typical End Time | 2:20 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 38 Mins |
| Shared Time - Instructional Time | 5 Hrs. 38 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 23 | 118,214 |
| Average years experience in public schools | 12.1 | 12.1 |
| Average years experience in district | 12.1 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 95.5% | 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 | 8 | 9,530 |
| Average years experience in public schools | 6.6 | 16.0 |
| Average years experience in district | 6.6 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 100.0% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 9:1 | 9:1 |
| Students to Administrators | 198:1 | 119:1 |
| Teachers to Administrators | 23:1 | 13:1 |
| Students to Librarians/Media Specialists | | 474:1 |
| Students to Nurses | | 237:1 |
| Students to Counselors | | 474:1 |
| Students to Child Study Team Members | | 158:1 |



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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% | 91.3% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 53.0% | 8.7% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 40.4% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 26.3% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 18.7% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 10.1% | 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 | 4.5% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 85.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | N | 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.



Margaret L Vetter
(25-1260-060)
Grades Offered: 05-06
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 54.4% | 65.9% | 65.5% |
| Math Proficiency | 46.6% | 54.7% | 59.4% |
| ELA Growth | 49 | 71 | 70 |
| Math Growth | 50 | 68 | 75 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 8.3% | 10.8% | 8.1% |

† 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 | Met Target | Exceeds Standard | Exceeds Standard | ** | Not Met | No |
| White | Met Target | Met Target | Exceeds Standard | Exceeds Standard | n/a | Not Met | No |
| Hispanic | Met Target | Met Target | Exceeds Standard | Exceeds Standard | n/a | Not Met | No |
| Black or African American | Not Met | Met Target | Met Standard | Exceeds Standard | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Target | 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 Target | Met Target | Exceeds Standard | Exceeds Standard | n/a | Not Met | No |
| Students with Disabilities | Met Target† | Not Met | Exceeds Standard | Met Standard | n/a | Met | No |
| English Learners | Met Target | Met Target | Exceeds Standard | Exceeds Standard | Exceeds Standard | ** | No |

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



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School Narrative

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



Highlights:

- Margaret L. Vetter School provides a nurturing and challenging educational environment for students in grades 5-6.
- Vetter School provides a high level of technology for both students and staff. The student to device ratio is 1:1.
- Vetter School has a science lab and provides after-school STEM activities for students.



Mission, Vision, Theme:

The faculty and staff of Vetter School, in partnership with our parents and community, are committed to providing a high-quality education tailored to all learners in our fifth and sixth grade school, to enable them to excel. We are dedicated to meeting the needs of all students in a safe and supportive environment and celebrate the diversity, values, and cultures contained in our school. In all we do, our mission is to see our students become positive, contributing members of our society.



Awards, Recognition, Accomplishments:

Vetter School has a long-term partnership with Monmouth University which supports many innovative educational initiatives for both students and staff.






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(25-1260-060)
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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Our teachers, paraprofessionals, and support staff work hard each day to meet the Vetter School mission statement. Through the utilization of a literature-based, integrated language arts program, a math curriculum that stresses computational as well as problem-solving skills, continued emphasis on higher order thinking skills in each content area, STEM and STEAM hands-on activities, and a Spanish program offered to all students, Vetter School strives to meet the diverse needs of its students.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Currently, Vetter's sixth grade students are given the opportunity to participate in the Memorial Middle School's athletic programs. Students are expected to be in good academic standing with little or no disciplinary referrals in order to maintain eligibility for participation.</p> |
|  <p>Clubs and Activities:</p> | <p>Vetter School offers a number of after-school clubs and programs that meet the academic needs as well as the extracurricular desires of our students. The following is a list of programs that were available to our students: Art, Band, Chorus, Technology, Homework Enrichment, ELA SLA Preparation, Math SLA Preparation, Accelerated Academic Achievement, After School STEM (Robotics), After School STEM (Engineering), Yearbook, and the Community Service Alliance.</p> |



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Before and After School Programs:

The Eatontown Drug Alliance, affiliated with the Eatontown Police Department, run two programs in partnership with Eatontown Public Schools. The first is the Community Service Alliance whose goal is to service not only the school community, but the surrounding community as well. Second, is the Eatontown SPEAK program. SPEAK stands for "Summer Program Education Alliance Kids" and is geared towards character building and increasing self-esteem.



Staff and Professional Learning:

The Vetter School staff is constantly working towards instructional best practices, data driven decisions, and collaboration with resources. Teachers collaborate during weekly grade level meetings, attend professional development days, and participate in Professional Learning Communities. The district also uses Frontline, an online training platform. Vetter School is proud to have a partnership with Monmouth University's Education Department and is currently a Professional Development School.






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| | |
|--|---|
|  <p>Student Supports and Services:</p> | <p>Vetter School, in conjunction with the other three district schools, provides a number of services to meet the needs of our students. The following list is a sample of the services the school provides to accommodate students with special needs: ESL, Special Education, Intervention and Referral Services, 504, Basic Skills, After-School Homework Enrichment, Food Pantry Back Pack Program, and Title I Math/Science/ELA Night Events.</p> |
|  <p>Student Health and Wellness:</p> | <p>Vetter School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Vetter School is fortunate to have a number of community partnerships. The PTA runs a number of fundraising activities to provide a variety of educational, cultural, and social programs such as assemblies, book fairs, trips, and dances. We also are proud of the partnership we have with the Eatontown Police Department and the L.E.A.D program that is run with the support of local businesses. Each year the local community makes a number of donations to give away during the L.E.A.D Graduation.</p> |



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Facilities:

Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.



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Other Information

Technology is a valuable part of everyday instruction at Vetter School. Each classroom contains a Smartboard and a document camera. However, the educational and technological highlight is the 1:1 student to device ratio enjoyed by Vetter School students. This provides opportunities for our students to wirelessly connect to the internet through our district network as a means of conducting research, utilizing online programs, and engaging in typing programs intended to develop keyboarding skills. Effective parent/teacher relationships begin with communication. In addition to the parent portal, monthly website updates, email, and daily Genesis teacher updates, Vetter school also utilizes the "Remind" app in order to communicate to the school community about upcoming events. Vetter School also fosters an educational approach of respect and acceptance by scheduling a daily 12-minute Morning Meeting as described in the approach "Responsive Classroom". Each day, students are led through a number of exercises that celebrate the differences of each student and an understanding of the diversity within the classroom. As a result of this program, our discipline rate, has drastically dropped over the past few years. Our commitment to the school community continues to be, "to foster a life-long love of learning in our students while developing students' reading, writing, mathematical, and technological skills." Through the use of a rich curriculum, various technological resources, differentiated instruction, data analysis, teacher professional development, social development, and character education, Vetter School continues to strive to provide its students with a well-rounded, quality education.



Meadowbrook
(25-1260-080)
Grades Offered: KG-02
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Meadowbrook
(25-1260-080)
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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 | Monmouth |
| District | Eatontown Public School District |
| Principal Name | Mrs. Valerie Cioffi |
| Address | 65 WYCKOFF ROAD EATONTOWN, NJ 07724-1736 |
| Phone Number | 732-542-2777 |
| Email Address | vcioffi@eatontown.org |
| Website | http://www.eatontown.org/eatontown/Schools/Meadowbrook/ |



Meadowbrook
(25-1260-080)
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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 | 0 | 0 | 0 |
| KG | 93 | 97 | 100 |
| 1 | 95 | 98 | 93 |
| 2 | 94 | 101 | 95 |
| 3 | 0 | 0 | 0 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| Total | 282 | 296 | 288 |

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 | 48.2% | 50.7% | 52.4% |
| Male | 51.8% | 49.3% | 47.6% |
| Economically Disadvantaged Students | 50.0% | 51.0% | 50.3% |
| Students with Disabilities | 20.6% | 18.9% | 17.4% |
| English Learners | 16.3% | 14.5% | 13.5% |
| Homeless Students | 1.1% | 4.1% | 3.1% |
| Students in Foster Care | 0.0% | 0.7% | 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 | 39.7% | 39.2% | 43.4% |
| Hispanic | 24.8% | 25.0% | 20.5% |
| Black or African American | 20.2% | 17.6% | 18.4% |
| Asian | 9.9% | 11.8% | 10.4% |
| 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 | 5.3% | 6.4% | 7.3% |

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 | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 93 | 97 | 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 |
|-----------------|---------------|
| English | 68.4% |
| Spanish | 14.2% |
| Portuguese | 4.9% |
| Vietnamese | 3.1% |
| Telugu | 1.4% |
| Other Languages | 8.0% |



Meadowbrook
(25-1260-080)
Grades Offered: KG-02
2018-2019

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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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

| Student Group | Percent of English Learners Making Expected Growth to Proficiency | 2017-18 Target | Met Target? |
|-----------------------------|---|----------------|-------------|
| Schoolwide/English Learners | 72.2% | ** | ** |

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 | 31 | 83.9% | 16.1% |
| 3-4 | * | * | * |
| 5 or more | N | N | N |



Meadowbrook
(25-1260-080)
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

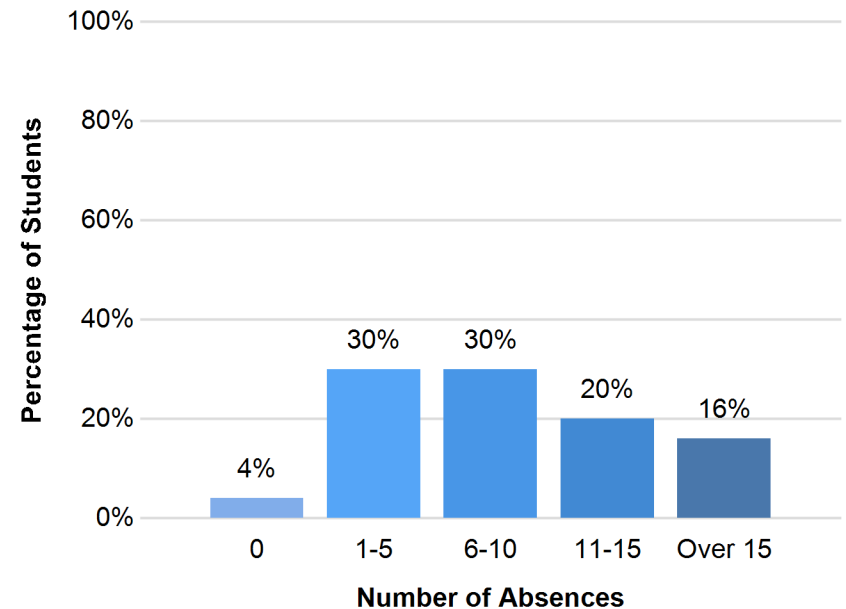
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 37 | 12.7 | 10.3 | Not Met |
| White | 11 | 8.7 | 10.3 | Met |
| Hispanic | 8 | 12.9 | 10.3 | Not Met |
| Black or African American | 10 | 19.2 | 10.3 | Not Met |
| Asian, Native Hawaiian, or Pacific | 4 | 13.3 | 10.3 | Not Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 4 | 19.0 | 10.3 | Not Met |
| Female | 22 | 14.6 | | |
| Male | 15 | 10.6 | | |
| Economically Disadvantaged Students | 29 | 19.9 | 10.3 | Not Met |
| Students with Disabilities | 10 | 18.5 | 10.3 | Not Met |
| English Learners | 4 | 10.3 | 10.3 | Met |
| Homeless Students | 3 | 30.0 | | |
| 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.





Meadowbrook
 (25-1260-080)
 Grades Offered: KG-02
 2018-2019

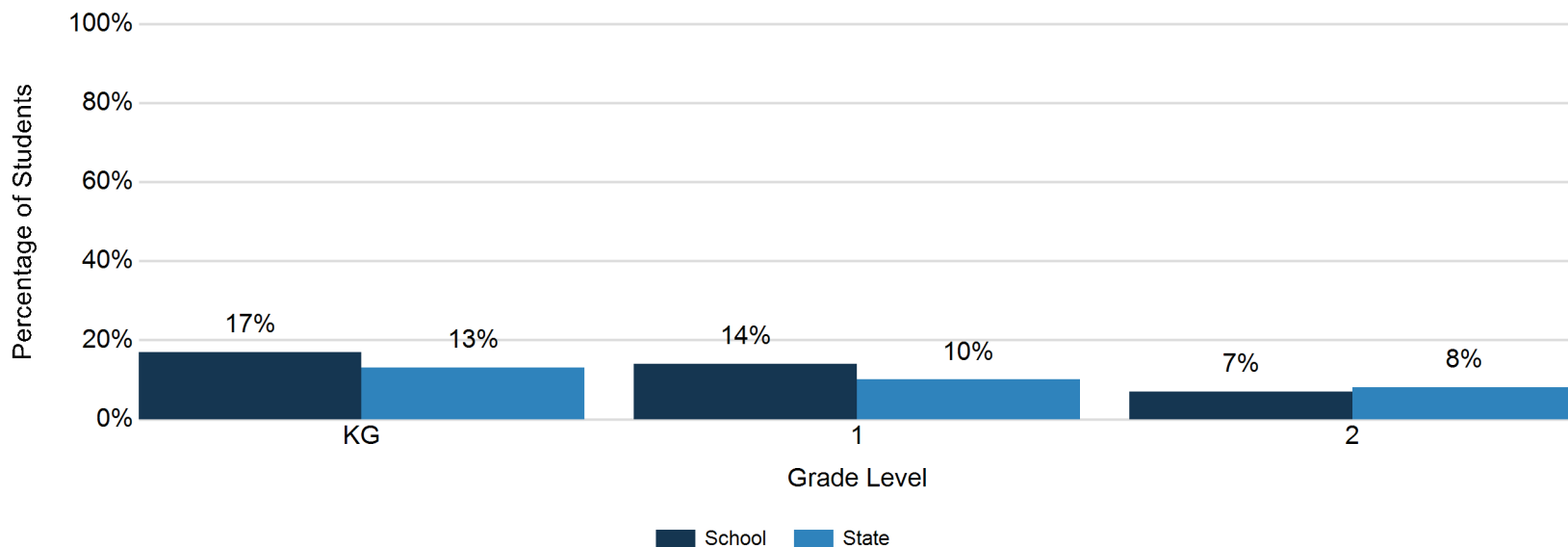
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select 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.





Meadowbrook
(25-1260-080)
Grades Offered: KG-02
2018-2019

Report Key:

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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 1 |
| Incidents Per 100 Students Enrolled | 0.35 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 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 | 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

*



Meadowbrook
(25-1260-080)
Grades Offered: KG-02
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 | 8:30 AM |
| Typical End Time | 3:00 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 38 Mins |
| Shared Time - Instructional Time | 5 Hrs. 38 Mins. |



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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 34 | 118,214 |
| Average years experience in public schools | 11.0 | 12.1 |
| Average years experience in district | 11.0 | 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 | 8 | 9,530 |
| Average years experience in public schools | 6.6 | 16.0 |
| Average years experience in district | 6.6 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 100.0% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 8:1 | 9:1 |
| Students to Administrators | 288:1 | 119:1 |
| Teachers to Administrators | 34:1 | 13:1 |
| Students to Librarians/Media Specialists | | 474:1 |
| Students to Nurses | | 237:1 |
| Students to Counselors | | 474:1 |
| Students to Child Study Team Members | | 158:1 |



Meadowbrook
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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% | 97.1% | 100.0% | 48.4% | 77.1% | 54.9% |
| Male | 47.6% | 2.9% | 0.0% | 51.6% | 22.9% | 45.1% |
| White | 43.4% | 97.1% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 20.5% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 18.4% | 2.9% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 10.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 7.3% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



Meadowbrook
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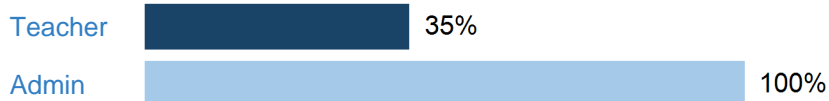
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 85.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | N | 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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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:

- Meadowbrook School offers interactive Smartboards in every classroom.
- Responsive Classroom approach to teaching is employed with students.
- Meadowbrook School offers an age-appropriate curriculum and activities for K-2 students.



Mission, Vision, Theme:

The mission of Meadowbrook School is to develop a strong foundation for student learning by providing a safe and supportive environment which challenges students to achieve their maximum potential in an increasingly complex society. Meadowbrook School houses all of the kindergarten through grade two students.



Awards, Recognition, Accomplishments:

The Principal of Meadowbrook School is a NJ PTA Principal of the Year recipient.





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| | |
|--|--|
|  <p>Courses, Curriculum, Instruction:</p> | <p>Students receive the core content subjects of Mathematics, Language Arts Literacy, Science, Social Studies, and Health. In addition, students have classes in Art, Music, Library, Spanish, and Technology. A full-day kindergarten program also is provided designed to enable the students to form a strong foundation in these core academic areas as well as the development of social skills. Our Walk to Read Program was developed to meet the academic needs of all students.</p> |
|  <p>Clubs and Activities:</p> | <p>Meadowbrook School students are offered the opportunity to join after school clubs such as, Technology Club, Homework/Enrichment Club, and an additional ELL "Imagine Learning Tech Club" is also offered to students to improve their listening, reading, speaking, and writing skills.</p> |





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| | |
|---|--|
|  <p>Before and After School Programs:</p> | <p>All Meadowbrook School students are eligible to participate in a before school care and after school care program offered by the Eatontown Recreation Department.</p> |
|  <p>Staff and Professional Learning:</p> | <p>All teachers are offered professional development through four days built into the school calendar. Educators also attend weekly grade level meetings, participate in PLCs, and attend faculty meetings. Teachers also are offered the opportunity to attend the workshops offered by the Kean Diversity Council, the Brookdale Education Network, and Rutgers's National Institute for Early Education Research.</p> |






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| | |
|--|--|
|  <p>Student Supports and Services:</p> | <p>Meadowbrook School supports ELL students in their mainstream classes. Students with disabilities receive services through their IEP. An I & RS team meets every month to assist students experiencing learning or behavior issues. A district 504 Coordinator also is available if a student needs modifications due to health issues. A Friday "Backpack Program" distributes weekend food for families in need.</p> |
|  <p>Student Health and Wellness:</p> | <p>Meadowbrook School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.</p> |
|  <p>Parent and Community Involvement:</p> | <p>Meadowbrook School supports a strong relationship with the community. Every parent at Meadowbrook School is encouraged to join the PTA and attend their monthly meetings to help plan activities such as Family Fun Nights, Walk-A-Thon, and Book Fairs. ELL parents are invited to monthly "Family Nights," which are information sessions based on the needs of the group. First Graders participate in a yearly tradition of decorating the tree at Borough Hall followed by a visit from the Mayor.</p> |



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Facilities:

Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.



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Other Information

Technology is a valuable part of everyday instruction at Meadowbrook School. Each classroom is equipped with interactive Smartboards. The school utilizes wireless technology to connect students to our district network and the internet. Students use computers to conduct research as well as to utilize special software such as i-Ready to further develop their skills in English Language Arts and Mathematics. Students in grade 2 are provided with a Chromebook to use during the school day. Through a strong home-school connection, our school community has confidence that the support of our students' education at school and at home will foster long-term educational benefits. Meadowbrook School uses the Responsive Classroom approach to teaching, which is based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning. Meadowbrook School also has created a School Safety Team that meets three times a year to ensure that students are learning in a safe, productive environment.



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Monmouth |
| District | Eatontown Public School District |
| Principal Name | Mr. Jay Medlin |
| Address | 7 GRANT AVENUE EATONTOWN, NJ 07724-1398 |
| Phone Number | 732-542-5013 |
| Email Address | jmedlin@eatontown.org |
| Website | http://www.eatontown.org/eatontown/Schools/Memorial/ |



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

Enrollment Trends by Grade

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

| Grade | 2016-17 | 2017-18 | 2018-19 |
|-------|---------|---------|---------|
| 7 | 102 | 107 | 110 |
| 8 | 116 | 105 | 107 |
| Total | 218 | 212 | 217 |

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 | 51.4% | 50.0% | 51.6% |
| Male | 48.6% | 50.0% | 48.4% |
| Economically Disadvantaged Students | 40.4% | 38.7% | 40.1% |
| Students with Disabilities | 24.3% | 24.5% | 24.9% |
| English Learners | 1.8% | 4.7% | 5.5% |
| Homeless Students | 2.3% | 4.2% | 3.7% |
| Students in Foster Care | 0.0% | 0.0% | 0.5% |
| Military-Connected Students | 0.0% | 0.0% | 0.0% |
| Migrant Students | 0.0% | 0.0% | 0.0% |

Enrollment by Racial and Ethnic Group

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

| Racial and Ethnic Group | 2016-17 | 2017-18 | 2018-19 |
|-------------------------------------|---------|---------|---------|
| White | 39.9% | 39.2% | 38.7% |
| Hispanic | 19.7% | 24.5% | 26.3% |
| Black or African American | 28.4% | 24.5% | 19.8% |
| Asian | 9.6% | 11.8% | 13.4% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% |
| American Indian or Alaska Native | 0.5% | 0.0% | 0.9% |
| Two or More Races | 1.8% | 0.0% | 0.9% |

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 | 66.8% |
| Spanish | 11.5% |
| Portuguese | 6.0% |
| Vietnamese | 3.2% |
| Chinese | 2.8% |
| Other Languages | 9.7% |

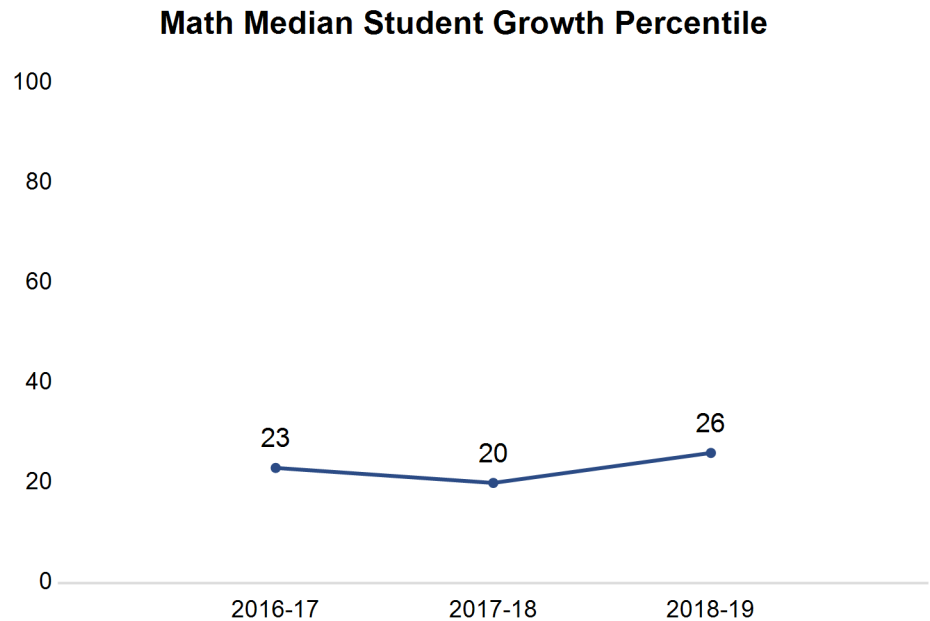
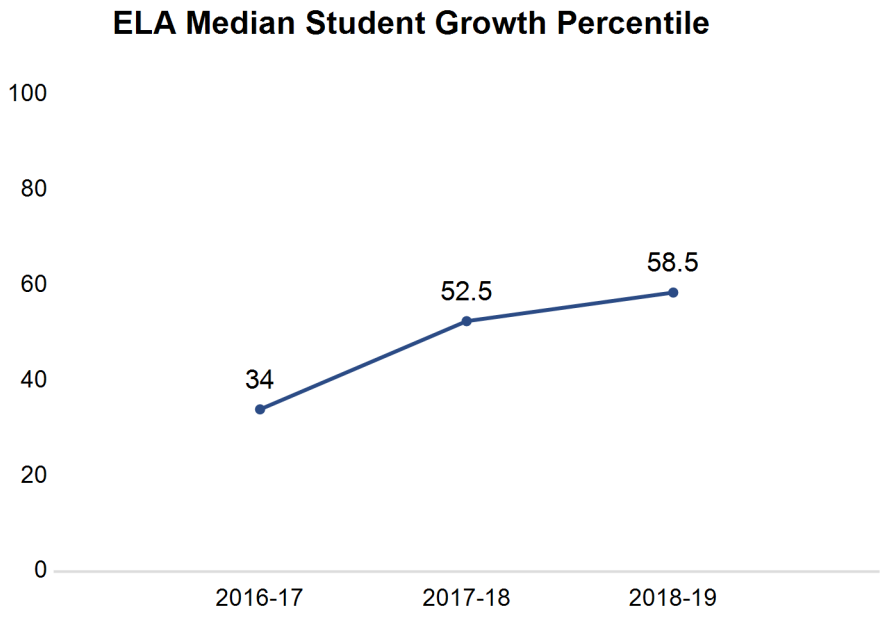


Memorial Middle School
 (25-1260-070)
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Student Growth Trends and Progress

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



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|--------------|--------------|--------------|--------------|--------------|
| Median Student Growth Percentile | 34 | 52.5 | 58.5 | 23 | 20 | 26 |
| Met Standard (40-59.5)? | Not Met | Met Standard | Met Standard | Not Met | Not Met | Not Met |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



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(25-1260-070)
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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 | 58.5 | 63 | 50 | Met Standard | 26 | 53 | 50 | Not Met |
| White | 61 | 68 | 50 | Exceeds Standard | 26 | 51 | 52 | Not Met |
| Hispanic | 58 | 61 | 49 | Met Standard | 16 | 61 | 47 | Not Met |
| Black or African American | 49 | 49 | 45 | Met Standard | 24.5 | 43 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 59 | 66.5 | 59 | Met Standard | 41.5 | 60.5 | 60 | ** |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 57 | 49 | ** | * | 47 | 52 | ** |
| Female | 64 | 68.5 | 53 | N | 27.5 | 55.5 | 50 | N |
| Male | 54 | 57 | 47 | N | 25 | 50 | 51 | N |
| Economically Disadvantaged Students | 47 | 52 | 48 | Met Standard | 24.5 | 57 | 46 | Not Met |
| Students with Disabilities | 45 | 53 | 43 | Met Standard | 16 | 34 | 45 | Not Met |
| English Learners | 73.5 | 74 | 52 | ** | * | 74.5 | 50 | ** |
| Homeless Students | * | 44 | 43 | N | * | 27 | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
2018-2019

Report Key:

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

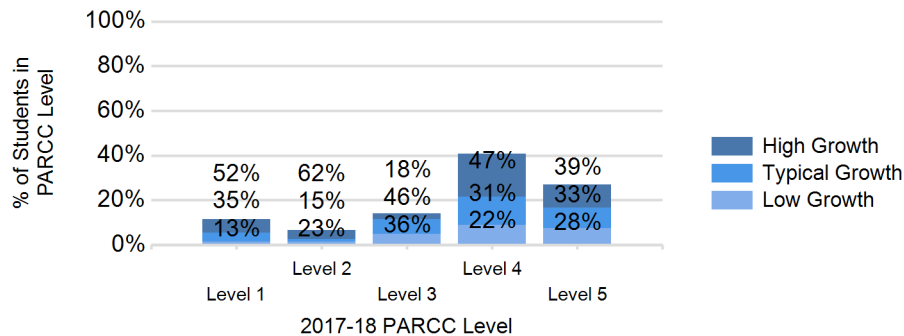
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

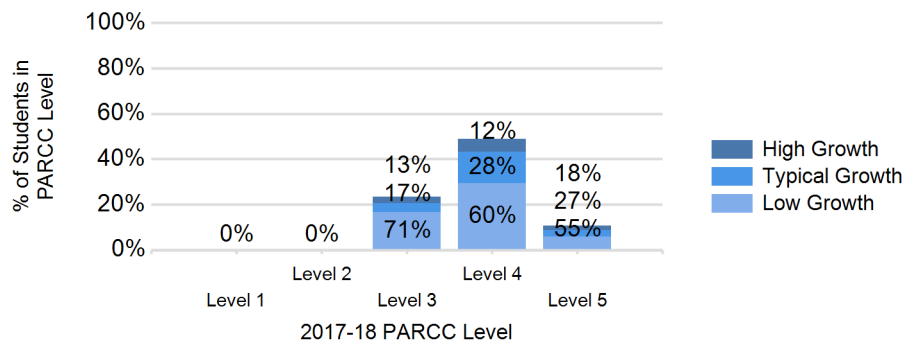
Student Growth by Performance Level

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

ELA



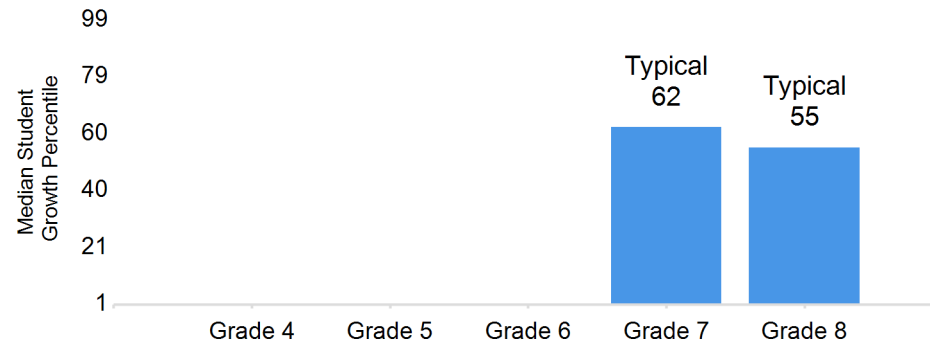
Math



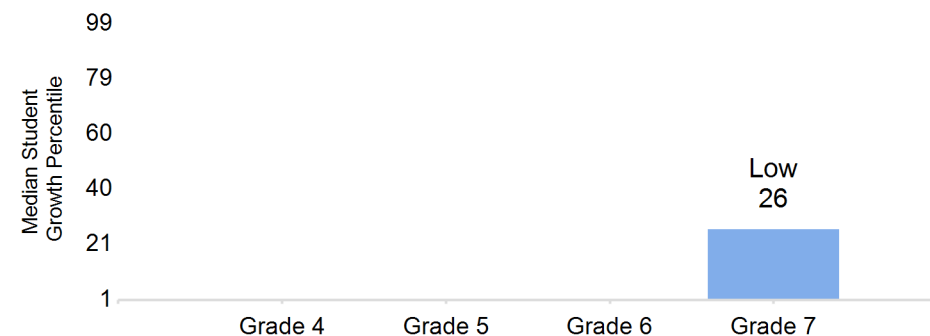
Student Growth by Grade

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

ELA



Math





Memorial Middle School
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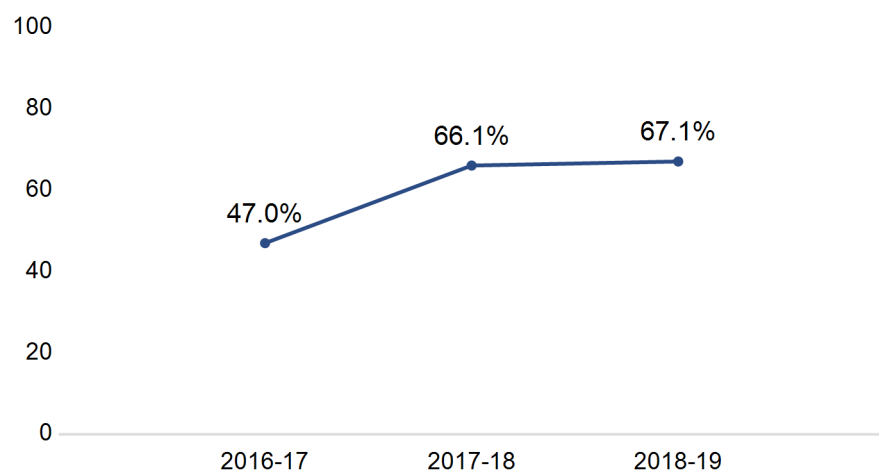
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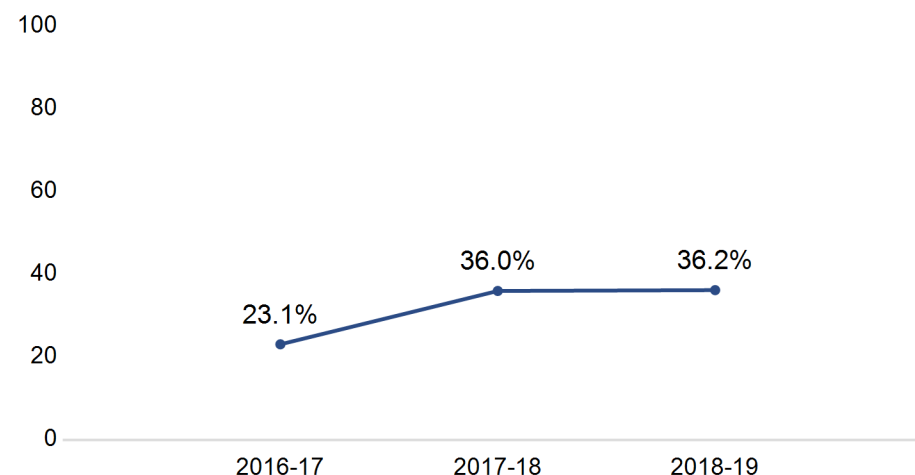
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|-------------|-------------|-------------|--------------|--------------|--------------|
| Participation Rate | 96.8% | 99.5% | 98.2% | 96.8% | 98.7% | 98.2% |
| Proficiency Rate for Federal Accountability | 47.0% | 66.1% | 67.1% | 23.1% | 36.0% | 36.2% |
| Annual Target | 63.2% | 64.1% | 65.0% | 32.9% | 35.4% | 37.8% |
| Met Annual Target? | Not Met | Met Target | Met Target | Not Met | Met Target | Met Target† |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Memorial Middle School
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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 207 | 98.2 | 67.1 | 65.9 | 57.9 | 67.1 | 65 | Met Target |
| White | 86 | 98.9 | 73.3 | 75.0 | 66.9 | 73.3 | 72.4 | Met Target |
| Hispanic | 52 | 96.4 | 65.4 | 63.7 | 43.9 | 65.4 | 54.5 | Met Target |
| Black or African American | 38 | 97.6 | 42.1 | 42.9 | 38.5 | 42.1 | 44.5 | Met Target† |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 100.0 | 92.6 | * | 82.9 | 92.6 | 80 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 107 | 99.1 | 72.0 | 72.4 | 64.8 | 72.0 | | |
| Male | 100 | 97.2 | 62.0 | 59.9 | 51.3 | 62.0 | | |
| Economically Disadvantaged Students | 83 | 98.9 | 53.0 | 52.0 | 40.0 | 53.0 | 54.5 | Met Target† |
| Non-Economically Disadvantaged Students | 124 | 97.7 | 76.6 | 76.3 | 67.9 | 76.6 | | |
| Students with Disabilities | 54 | 94.9 | 24.1 | 30.0 | 22.7 | 24.0 | 24.9 | Met Target† |
| Students without Disabilities | 153 | 99.4 | 82.4 | 79.3 | 65.1 | 82.4 | | |
| English Learners | 13 | 100.0 | 23.1 | 41.7 | 29.3 | 23.1 | ** | ** |
| Non-English Learners | 194 | 98.0 | 70.1 | 69.3 | 60.6 | 70.1 | | |
| Homeless Students | * | * | * | 42.1 | 29.1 | * | | |
| Students In Foster Care | * | * | * | * | 27.6 | * | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.

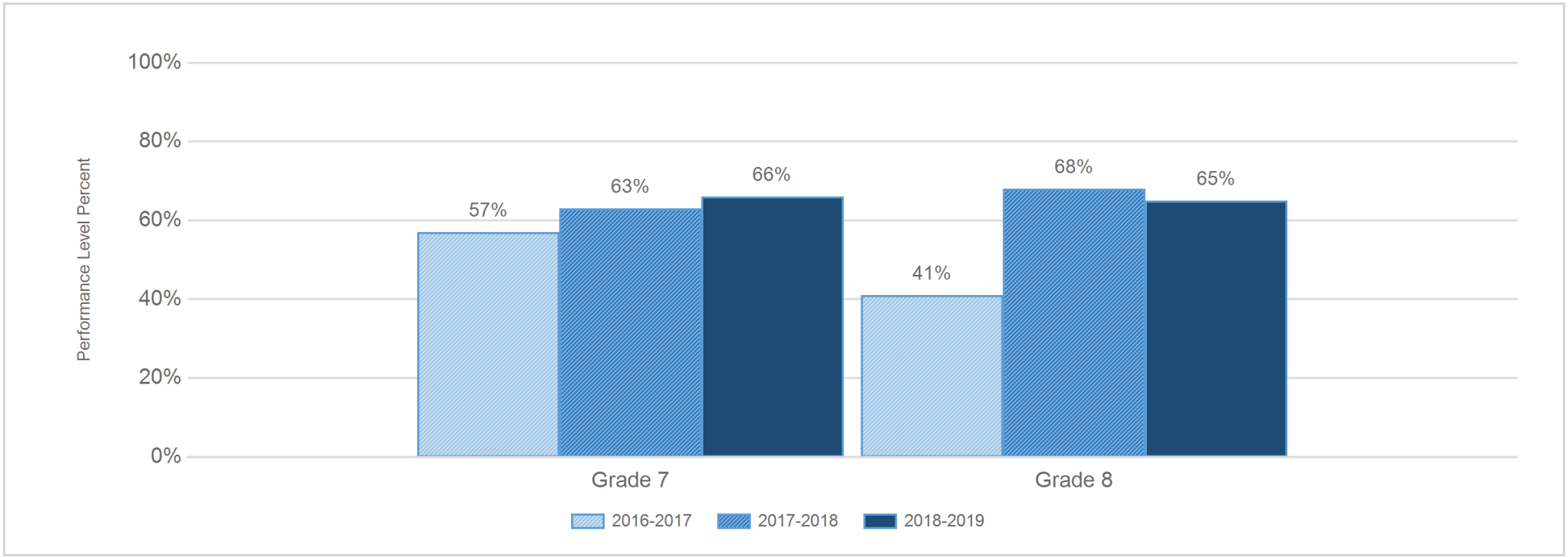


Memorial Middle School
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 2018-2019

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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.





Memorial Middle School
(25-1260-070)
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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 | 769 | 769 | 761 | * | * | 20% | 25% | 41% | 66% | 63% |
| White | 42 | 785 | 785 | 769 | * | * | * | * | * | 74% | 72% |
| Hispanic | 25 | 754 | 754 | 747 | * | * | * | * | * | 64% | 50% |
| Black or African American | 20 | 744 | 744 | 741 | * | * | * | * | * | 40% | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 790 | 790 | 790 | 0% | 0% | * | * | * | 94% | 87% |
| American Indian or Alaska Native | * | * | * | 761 | * | * | * | * | * | * | 65% |
| Two or More Races | * | * | * | 768 | * | * | * | * | * | * | 68% |
| Female | 57 | 776 | 776 | 769 | * | * | 18% | 23% | 51% | 74% | 71% |
| Male | 50 | 761 | 761 | 753 | * | * | 22% | 28% | 30% | 58% | 55% |
| Economically Disadvantaged Students | 41 | 750 | 750 | 743 | * | * | 24% | * | * | 54% | 45% |
| Non-Economically Disadvantaged Students | 66 | 780 | 780 | 771 | * | * | 17% | * | * | 74% | 73% |
| Students with Disabilities | 26 | 728 | 728 | 720 | * | * | * | * | * | 19% | 22% |
| Students without Disabilities | 81 | 782 | 782 | 769 | * | * | * | * | * | 81% | 71% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 763 | * | * | * | * | * | * | 65% |
| Homeless Students | * | * | * | 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% |



Memorial Middle School
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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 | 101 | 763 | 763 | 762 | * | * | 15% | 38% | 28% | 65% | 63% |
| White | 40 | 771 | 771 | 770 | * | * | * | 45% | 30% | 75% | 72% |
| Hispanic | 28 | 761 | 761 | 747 | * | * | * | * | * | 64% | 49% |
| Black or African American | 21 | 734 | 734 | 741 | * | * | * | * | * | 38% | 43% |
| Asian, Native Hawaiian, or Pacific Islander | 12 | 793 | 793 | 794 | * | * | 0% | * | * | 83% | 88% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60% |
| Two or More Races | N | N | N | 769 | N | N | N | N | N | N | 69% |
| Female | 53 | 767 | 767 | 771 | * | * | * | * | * | 64% | 71% |
| Male | 48 | 759 | 759 | 753 | * | * | * | * | * | 67% | 55% |
| Economically Disadvantaged Students | 44 | 752 | 752 | 743 | * | * | * | 25% | 23% | 48% | 45% |
| Non-Economically Disadvantaged Students | 57 | 772 | 772 | 772 | * | * | * | 47% | 32% | 79% | 72% |
| Students with Disabilities | 24 | 725 | 725 | 721 | * | * | * | * | * | 17% | 22% |
| Students without Disabilities | 77 | 775 | 775 | 770 | * | * | * | * | * | 81% | 71% |
| English Learners | * | * | * | 708 | * | * | * | * | * | * | 12% |
| Non-English Learners | * | * | * | 764 | * | * | * | * | * | * | 65% |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 31% |
| Students in Foster Care | N | N | N | 726 | N | N | N | N | N | N | 32% |
| Military-Connected Students | N | N | N | 760 | N | N | N | N | N | N | 62% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27% |



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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 | 210 | 98.2 | 36.2 | 51.9 | 44.5 | 36.2 | 37.8 | Met Target† |
| White | 86 | 98.9 | 45.3 | 60.3 | 54.1 | 45.3 | 45.8 | Met Target† |
| Hispanic | 54 | 96.6 | 22.2 | 45.7 | 28.8 | 22.2 | 31.3 | Met Target† |
| Black or African American | 39 | 97.7 | * | * | 23.0 | * | 17 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 27 | 100.0 | 81.5 | * | 76.5 | 81.5 | 50.9 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 109 | 99.1 | 37.6 | 52.3 | 44.9 | 37.6 | | |
| Male | 101 | 97.2 | 34.7 | 51.4 | 44.2 | 34.7 | | |
| Economically Disadvantaged Students | 85 | 98.9 | 23.5 | 42.0 | 26.3 | 23.5 | 23.4 | Met Target |
| Non-Economically Disadvantaged Students | 125 | 97.7 | 44.8 | 59.3 | 54.9 | 44.8 | | |
| Students with Disabilities | 54 | 94.9 | * | * | 17.4 | * | 15.7 | Not Met |
| Students without Disabilities | 156 | 99.4 | * | * | 50.0 | * | | |
| English Learners | 16 | 100.0 | * | * | 25.0 | * | ** | ** |
| Non-English Learners | 194 | 98.0 | * | * | 46.5 | * | | |
| Homeless Students | * | * | * | 38.1 | 17.1 | * | | |
| Students In Foster Care | * | * | * | * | 17.1 | * | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



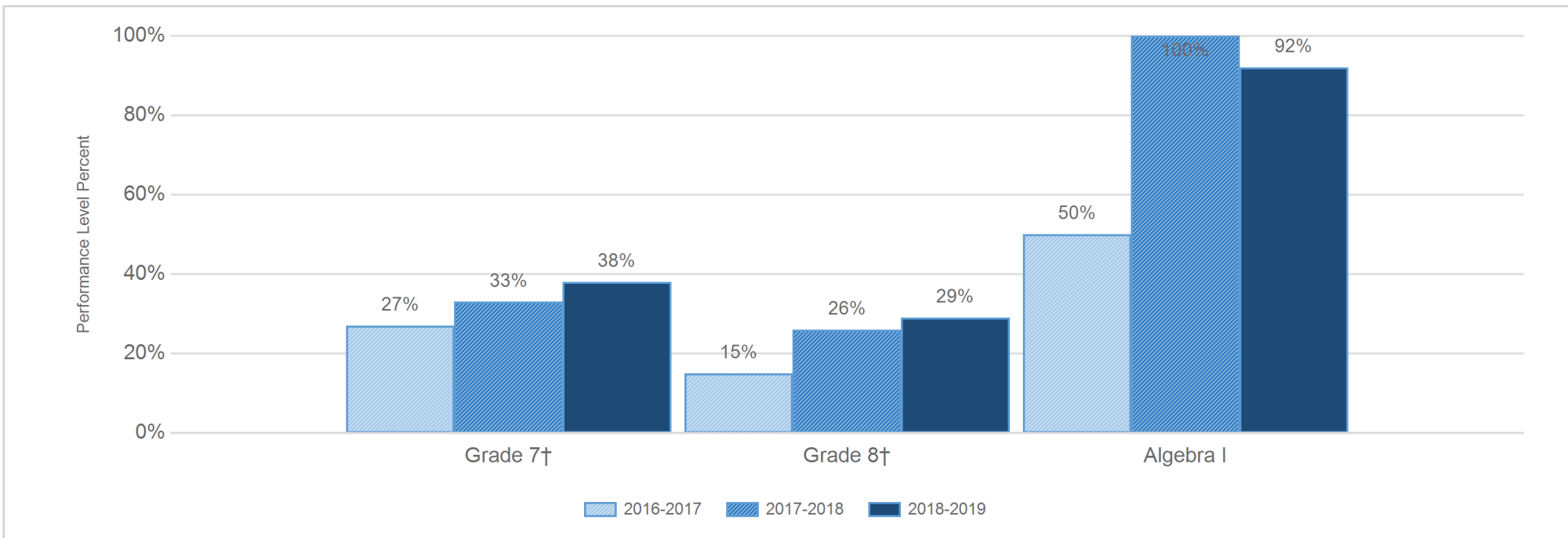
Memorial Middle School
(25-1260-070)
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 108 | 741 | 741 | 744 | 9% | 22% | 31% | * | * | 38% | 42% |
| White | 42 | 750 | 750 | 751 | * | * | 24% | * | * | 52% | 53% |
| Hispanic | 25 | 730 | 730 | 733 | * | 40% | * | * | * | 20% | 26% |
| Black or African American | 21 | 724 | 724 | 727 | * | * | 48% | * | * | 10% | 21% |
| Asian, Native Hawaiian, or Pacific Islander | 16 | 763 | 763 | 768 | 0% | * | * | * | * | 75% | 75% |
| American Indian or Alaska Native | * | * | * | 742 | * | * | * | * | * | * | 43% |
| Two or More Races | * | * | * | 749 | * | * | * | * | * | * | 51% |
| Female | 57 | 743 | 743 | 744 | * | * | 28% | * | * | 37% | 42% |
| Male | 51 | 739 | 739 | 743 | * | * | 33% | * | * | 39% | 42% |
| Economically Disadvantaged Students | 42 | 729 | 729 | 731 | * | 29% | 33% | * | * | 21% | 24% |
| Non-Economically Disadvantaged Students | 66 | 748 | 748 | 751 | * | 18% | 29% | * | * | 48% | 53% |
| Students with Disabilities | 26 | 709 | 709 | 718 | * | * | * | * | * | * | 13% |
| Students without Disabilities | 82 | 751 | 751 | 749 | * | * | * | * | * | * | 48% |
| English Learners | * | * | * | 716 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 745 | * | * | * | * | * | * | 44% |
| Homeless Students | * | * | * | 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 | 91 | 727 | 727 | 728 | 19% | 31% | 22% | 29% | 0% | 29% | 29% |
| White | 34 | 732 | 732 | 737 | * | 35% | * | 35% | 0% | 35% | 38% |
| Hispanic | 30 | 724 | 724 | 722 | * | * | * | * | * | 27% | 22% |
| Black or African American | * | * | * | 714 | * | * | * | * | * | * | 15% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 747 | * | * | * | * | * | * | 51% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29% |
| Two or More Races | N | N | N | 730 | N | N | N | N | N | N | 31% |
| Female | 50 | 727 | 727 | 731 | * | 26% | * | 32% | 0% | 32% | 31% |
| Male | 41 | 725 | 725 | 726 | * | 37% | * | 24% | 0% | 24% | 27% |
| Economically Disadvantaged Students | 43 | 719 | 719 | 719 | * | 33% | * | * | * | 23% | 20% |
| Non-Economically Disadvantaged Students | 48 | 733 | 733 | 735 | * | 29% | * | * | * | 33% | 36% |
| Students with Disabilities | 24 | 705 | 705 | 707 | * | * | * | * | * | * | 10% |
| Students without Disabilities | 67 | 734 | 734 | 734 | * | * | * | * | * | * | 35% |
| English Learners | * | * | * | 706 | * | * | * | * | * | * | 10% |
| Non-English Learners | * | * | * | 730 | * | * | * | * | * | * | 30% |
| Homeless Students | * | * | * | 709 | * | * | * | * | * | * | 12% |
| Students in Foster Care | N | N | N | 709 | N | N | N | N | N | N | 15% |
| Military-Connected Students | N | N | N | 735 | N | N | N | N | N | N | 32% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16% |



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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 | 12 | 773 | 773 | 744 | 0% | * | 0% | * | * | 92% | 42% |
| White | * | * | * | 752 | * | * | * | * | * | * | 53% |
| Hispanic | N | N | N | 728 | N | N | N | N | N | N | 24% |
| Black or African American | N | N | N | 725 | N | N | N | N | N | N | 20% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 775 | * | * | * | * | * | * | 76% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42% |
| Two or More Races | N | N | N | 752 | N | N | N | N | N | N | 51% |
| Female | * | * | * | 745 | * | * | * | * | * | * | 44% |
| Male | * | * | * | 743 | * | * | * | * | * | * | 41% |
| Economically Disadvantaged Students | * | * | * | 727 | * | * | * | * | * | * | 23% |
| Non-Economically Disadvantaged Students | * | * | * | 752 | * | * | * | * | * | * | 52% |
| Students with Disabilities | N | N | N | 717 | N | N | N | N | N | N | 12% |
| Students without Disabilities | 12 | 773 | 773 | 748 | 0% | * | 0% | * | * | 92% | 47% |
| English Learners | N | N | N | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 12 | 773 | 773 | 745 | 0% | * | 0% | * | * | 92% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 14% |
| Students in Foster Care | N | N | N | 717 | N | N | N | N | N | N | 11% |
| Military-Connected Students | N | N | N | 744 | N | N | N | N | N | N | 43% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12% |



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
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 |
|-------|---------------------------|----------------------------|
| 7 | * | * |
| 8 | * | * |

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Memorial Middle School
(25-1260-070)
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2018-2019

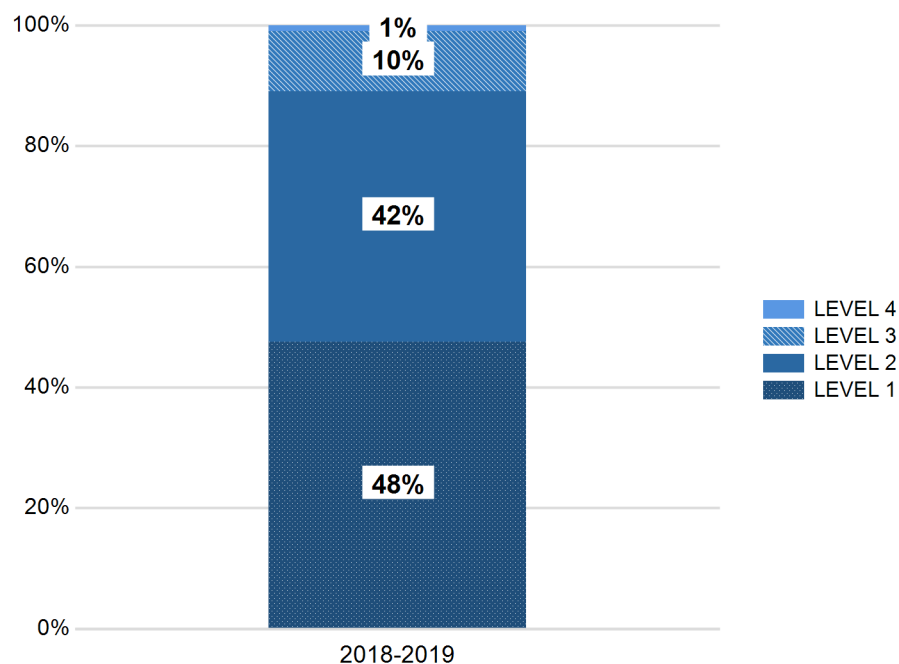
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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 | 48 | 42 | 10 | 1 |
| White | 43 | 43 | 15 | 0 |
| Hispanic | 47 | 53 | 0 | 0 |
| Black or African American | 71 | 29 | 0 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | 25 | 33 | 33 | 8 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 49 | 38 | 13 | 0 |
| Male | 46 | 46 | 6 | 2 |
| Economically Disadvantaged Students | 60 | 31 | 9 | 0 |
| Non-Economically Disadvantaged Students | 38 | 50 | 10 | 2 |
| Students with Disabilities | 83 | 17 | 0 | 0 |
| Students without Disabilities | 38 | 49 | 13 | 1 |
| 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 |
|-------|-----------|----------|----------------------------|
| 7 | 0 | 0 | 111 |
| 8 | 12 | 0 | 95 |
| Total | 12 | 0 | 206 |

World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
|-------|---------|--------|---------|-------|--------|---------|-----------------|
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 108 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 107 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 215 |



Memorial Middle School
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 2018-2019

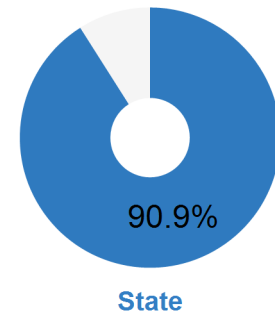
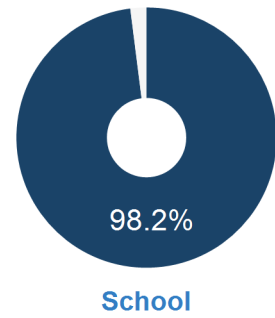
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Visual and Performing Arts – Course Participation

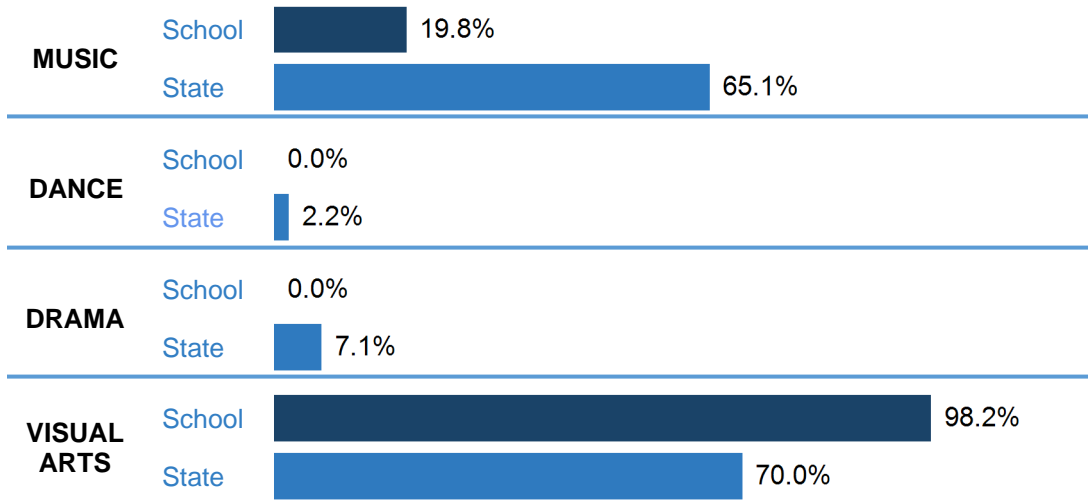
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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



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.

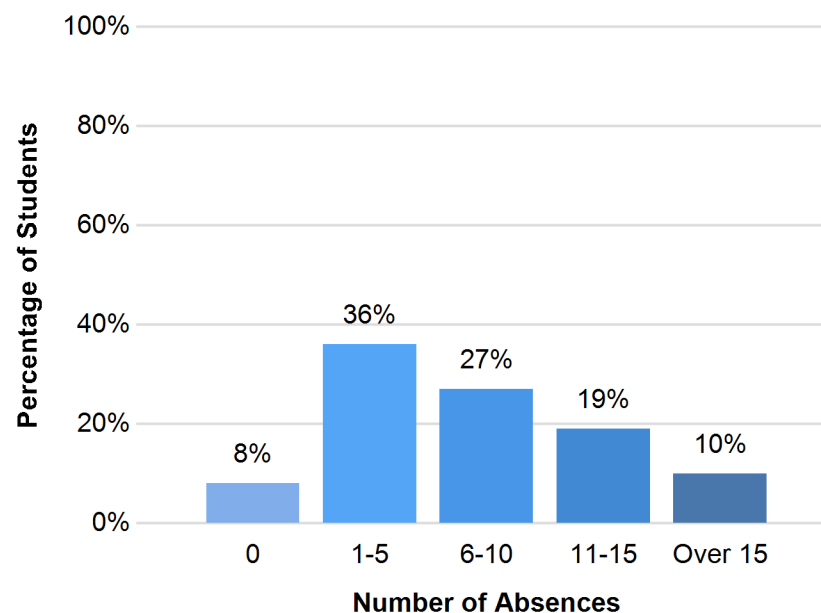
Chronic Absenteeism

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 | 20 | 9.0 | 9.5 | Met |
| White | 5 | 5.7 | 9.5 | Met |
| Hispanic | 7 | 12.1 | 9.5 | Not Met |
| Black or African American | 7 | 16.3 | 9.5 | Not Met |
| Asian, Native Hawaiian, or Pacific | 1 | 3.4 | 9.5 | Met |
| American Indian or Alaska Native | * | * | ** | ** |
| Two or More Races | * | * | ** | ** |
| Female | 13 | 11.5 | | |
| Male | 7 | 6.5 | | |
| Economically Disadvantaged Students | 13 | 14.9 | 9.5 | Not Met |
| Students with Disabilities | 9 | 15.5 | 9.5 | Not Met |
| English Learners | 0 | 0 | ** | ** |
| 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.





Memorial Middle School

(25-1260-070)

Grades Offered: 07-08

2018-2019

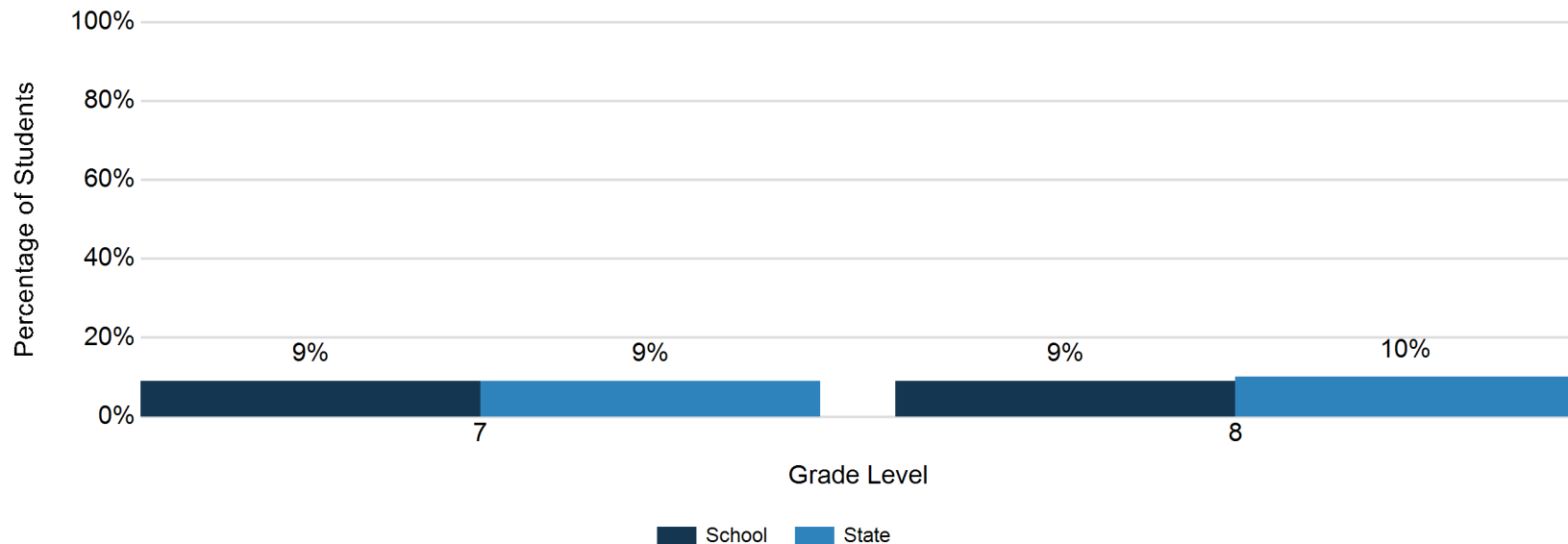
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 2 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 2 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 3.23 |

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 | 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 Bullying (HIB) investigations. The nature of an incident is based on the protected categories listed below, and the nature of a single HIB investigation may include multiple categories. All confirmed incidents must have an identified nature.

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB Investigations |
|---------------------------------|-------------|---------------|--------------------------|
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 2 | 2 |
| No Identified Nature | 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 | * | * |
| Any Suspension | * | * |
| Removal to other education program | 0 | 0.0% |
| Expulsion | 0 | 0.0% |
| Arrest | * | * |

| School Days Missed due to Out-of-School Suspensions |
|---|
| 23 |



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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 7:50 AM |
| Typical End Time | 2:20 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 32 Mins |
| Shared Time - Instructional Time | 5 Hrs. 32 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 29 | 118,214 |
| Average years experience in public schools | 12.6 | 12.1 |
| Average years experience in district | 12.2 | 10.8 |
| Percentage of Teachers with 4 or more years experience in the district | 72.4% | 75.3% |

Administrators – Experience (District Level)

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

| Category | Admin. in District | Admin. in State |
|--|--------------------|-----------------|
| Total Number of administrators | 8 | 9,530 |
| Average years experience in public schools | 6.6 | 16.0 |
| Average years experience in district | 6.6 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 100.0% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 7:1 | 9:1 |
| Students to Administrators | 217:1 | 119:1 |
| Teachers to Administrators | 29:1 | 13:1 |
| Students to Librarians/Media Specialists | | 474:1 |
| Students to Nurses | | 237:1 |
| Students to Counselors | | 474:1 |
| Students to Child Study Team Members | | 158:1 |



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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 | 51.6% | 79.3% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 48.4% | 20.7% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 38.7% | 100.0% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 26.3% | 0.0% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 19.8% | 0.0% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 13.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.9% | 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 | 0.9% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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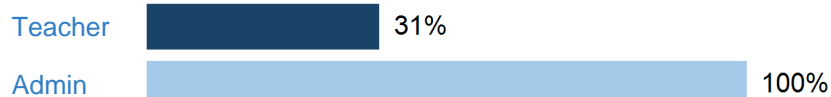
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 85.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | N | 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.

| | |
|---|---------------------------------------|
| 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 | |
| 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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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 Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 47.0% | 66.1% | 67.1% |
| Math Proficiency | 23.1% | 36.0% | 36.2% |
| ELA Growth | 34 | 52 | 58 |
| Math Growth | 23 | 20 | 26 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | * | * |
| Chronic Absenteeism | 11.3% | 14.7% | 9.0% |

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



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
2018-2019

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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.



Memorial Middle School
(25-1260-070)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
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:

- Memorial School offers students access to technology on a daily basis through a 1:1 student to device ratio.
- Memorial School provides students an opportunity to participate in sports, clubs, and advanced ELA and Math classes.
- Memorial School has a Gifted and Talented Program as well as a National Junior Honor Society.



Mission, Vision, Theme:

Memorial Middle School is dedicated to providing a safe, supportive learning community that empowers students to positively impact the world. We aim to foster mutual respect and shared ownership for learning between school and home. Students, staff and families will work collaboratively to promote an environment that values education and character.



Awards, Recognition, Accomplishments:

Memorial School hosts an Italian Dinner Fundraiser to support the 8th Grade Trip to Washington, DC and supports a Memorial School Theater Production each year.






Memorial Middle School
(25-1260-070)
Grades Offered: 07-08
2018-2019

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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The district offers a complete PK-8 curriculum grounded in educational best-practices. Students participate in English Language Arts, Mathematics, Science, Social Studies, Health, Technology, Physical Education, Art, Music, Spanish, and Media Center classes. The district also provides a Gifted and Talented Program for grades 3-8 and Enrichment for grades K-2. Middle school students can apply to take advanced courses in ELA and Math. The district seeks to meet the needs of all learners.</p> |
|  <p>Sports and Athletics:</p> | <p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls)</p> <p>Memorial School provides opportunities for student-athletes to participate in a broad range of middle school sports programs in grades 6-8 including soccer, cross-country, basketball, cheerleading, baseball, softball, and track. Our sports programs are competitive programs and focus on enhancing students' skills as well as knowledge of the game.</p> |
|  <p>Clubs and Activities:</p> | <p>Each school offers a unique set of clubs and after-school activities based upon student needs and the age level of the school. Some programs offered by the district include Band, Chorus, Art Club, Technology Club, PARCC Club, Homework Club, Junior National Honor Society, and Environmental Club. In sixth grade, the district also supports a LEAD program for all students. Additional offerings can be found by viewing the district website.</p> |





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| | |
|---|---|
|  <p>Before and After School Programs:</p> | <p>Eatontown Public Schools has before and after care programs at the schools which are managed by the Eatontown Borough Recreation Department. Additional information can be found by contacting the Eatontown Recreation Department.</p> |
|  <p>Staff and Professional Learning:</p> | <p>The district supports four Professional Development Days for staff to engage in professional learning. Eatontown Public Schools offers professional learning opportunities based upon student and staff needs. Training includes areas such as data analysis, Guided Reading, Writer's Workshop, technology, Responsive Classroom, and other educational best practices.</p> |



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Student Supports and Services:

The district provides supports and services for all students. Educational services are offered for basic skills and ELL students. Students who possess an IEP or Individualized Educational Plan are serviced by the Special Services Department. Accommodations and modifications are provided based upon the IEP and follow the tenet of least restrictive environment. The district also sponsors a Winter and Summer Learning Academy for students.



Student Health and Wellness:

Memorial School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.



Parent and Community Involvement:

Eatontown Public Schools believes that parent involvement is essential to student success. Each school has a PTA organization. In addition, the district has taken steps to revamp the educational foundation called EFEE or Eatontown Foundation for Excellence in Education. The district also sponsors Family Education Nights that invite parents into the schools to learn more about the school program from teachers in areas such as English Language Arts, Math, and STEM.



Memorial Middle School

(25-1260-070)

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2018-2019

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Facilities:

Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.



Memorial Middle School

(25-1260-070)

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Other Information

Eatontown Public Schools is proud to discuss two additional items of interest. First, class size K-8 is about 20 students per class across the district. Second, over the last five years, the district has worked hard to provide quality educational technologies to both students and staff. Eatontown schools support a 1:1 student to device ratio for grades 2 through 8. In addition, educational software programs such as i-Ready, Type to Learn, Google Education, and Rubicon Atlas are used on a daily basis. Providing a safe, responsive, and challenging academic environment is important to our school community.



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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School Contact Information

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

| Type | Contact Information |
|----------------|---|
| County | Monmouth |
| District | Eatontown Public School District |
| Principal Name | Mr. Kristoffer Brogna |
| Address | 65 RALEIGH COURT EATONTOWN, NJ 07724-2192 |
| Phone Number | 732-542-3388 |
| Email Address | kbrogna@eatontown.org |
| Website | http://www.eatontown.org/eatontown/Schools/Woodmere/ |



Woodmere
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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 | 34 | 37 | 50 |
| KG | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 0 | 0 | 0 |
| 3 | 109 | 100 | 97 |
| 4 | 116 | 108 | 98 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| Total | 259 | 245 | 245 |

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 | 44.8% | 38.0% | 41.2% |
| Male | 55.2% | 62.0% | 58.8% |
| Economically Disadvantaged Students | 41.3% | 42.9% | 45.7% |
| Students with Disabilities | 33.6% | 33.5% | 29.4% |
| English Learners | 6.6% | 8.6% | 9.0% |
| Homeless Students | 1.9% | 6.1% | 2.9% |
| 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 | 40.9% | 38.8% | 39.6% |
| Hispanic | 24.3% | 26.1% | 27.3% |
| Black or African American | 20.5% | 20.4% | 16.3% |
| Asian | 9.3% | 9.0% | 11.4% |
| 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 | 5.0% | 5.7% | 5.3% |

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 | 34 | 30 | 26 |
| PK - Full Day | 0 | 7 | 24 |
| 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 |
|-----------------|---------------|
| English | 57.6% |
| Spanish | 17.6% |
| Portuguese | 5.3% |
| Telugu | 5.3% |
| Vietnamese | 4.5% |
| Other Languages | 9.8% |



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

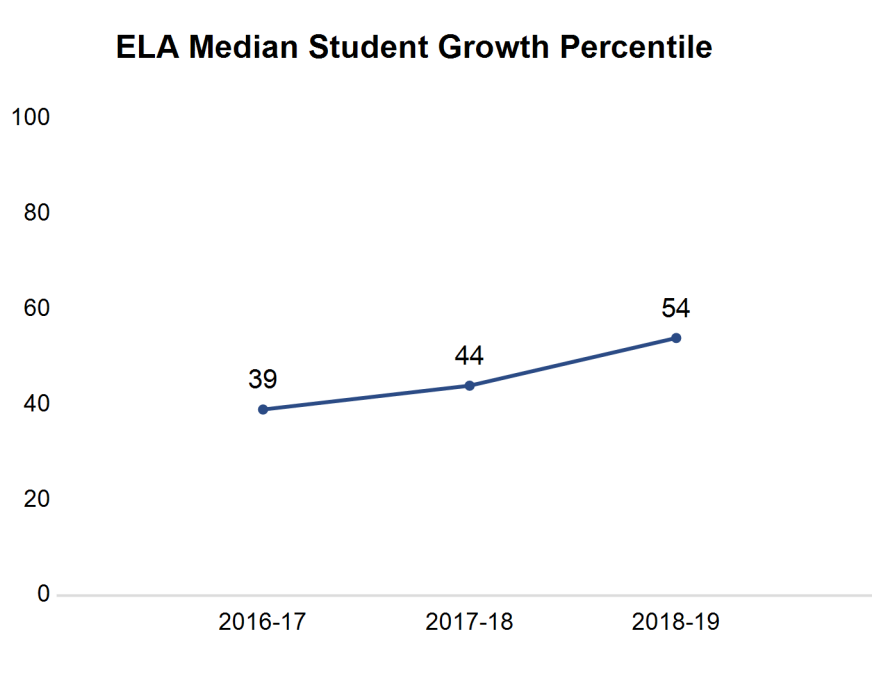
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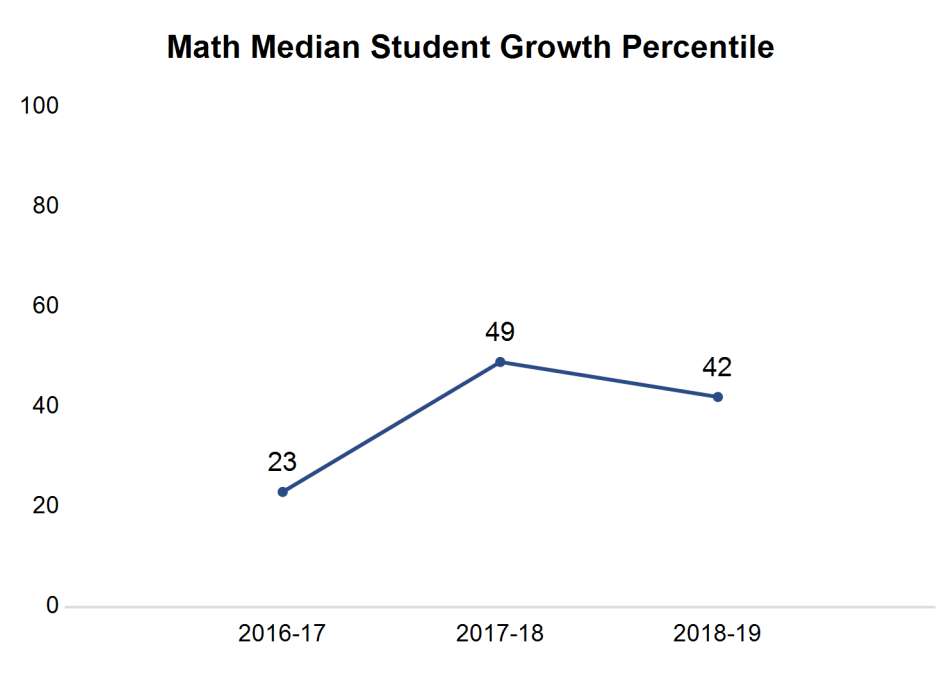
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Median Student Growth Percentile | 39 | 44 | 54 | 23 | 49 | 42 |
| Met Standard (40-59.5)? | Not Met | Met Standard | Met Standard | Not Met | Met Standard | Met Standard |
| Statewide: Median Student Growth Percentile | 50 | 50 | 50 | 50 | 50 | 50 |



Woodmere
(25-1260-110)
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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

| Student Group | ELA: School Median | ELA: District Median | ELA: Statewide Median | ELA: Met Standard (40 -59.5) | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 -59.5) |
|---|-----------------------|-------------------------|-----------------------------|------------------------------------|------------------------|--------------------------|------------------------------|-------------------------------------|
| Schoolwide | 54 | 63 | 50 | Met Standard | 42 | 53 | 50 | Met Standard |
| White | 62 | 68 | 50 | Exceeds Standard | 31 | 51 | 52 | Not Met |
| Hispanic | 36 | 61 | 49 | Not Met | 60 | 61 | 47 | Exceeds Standard |
| Black or African American | 45 | 49 | 45 | ** | 24 | 43 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 66.5 | 59 | ** | * | 60.5 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 57 | 49 | ** | * | 47 | 52 | ** |
| Female | 71 | 68.5 | 53 | N | 51 | 55.5 | 50 | N |
| Male | 45.5 | 57 | 47 | N | 39.5 | 50 | 51 | N |
| Economically Disadvantaged Students | 48.5 | 52 | 48 | Met Standard | 59 | 57 | 46 | Met Standard |
| Students with Disabilities | 48 | 53 | 43 | Met Standard | 31 | 34 | 45 | Not Met |
| English Learners | 61 | 74 | 52 | ** | 79 | 74.5 | 50 | ** |
| Homeless Students | * | 44 | 43 | N | * | 27 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | N | 49 | N | N | N | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |



Woodmere
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2018-2019

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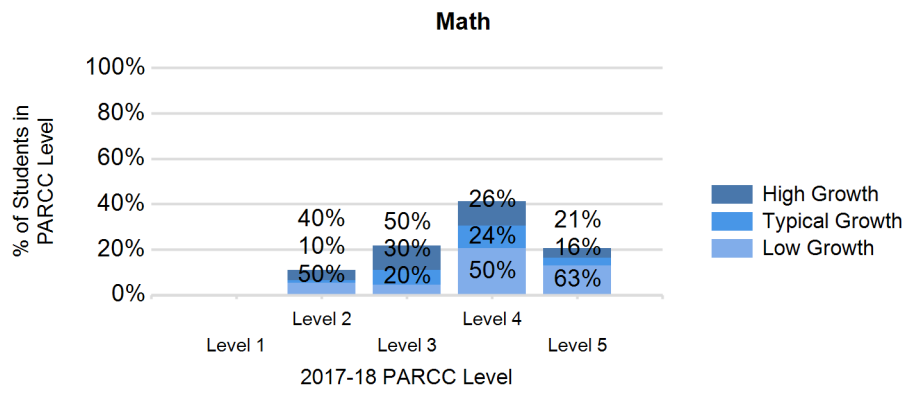
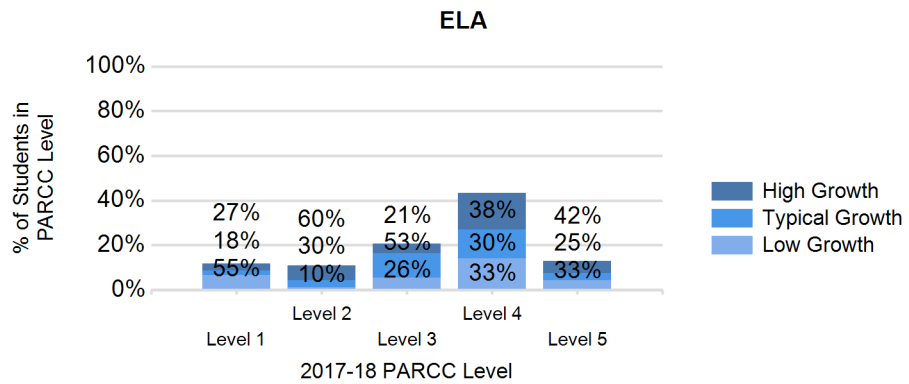
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

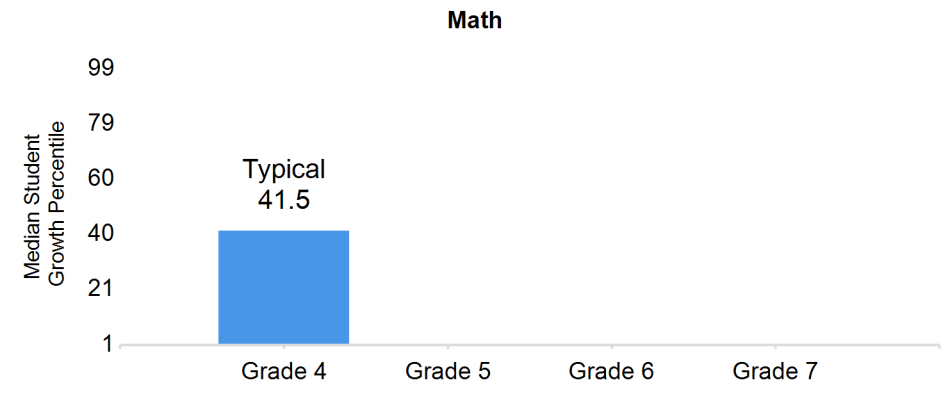
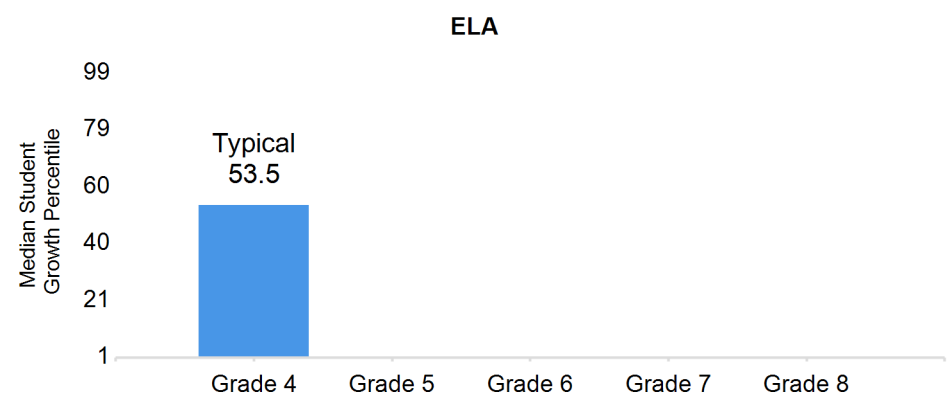
Student Growth by Performance Level

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



Student Growth by Grade

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





Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

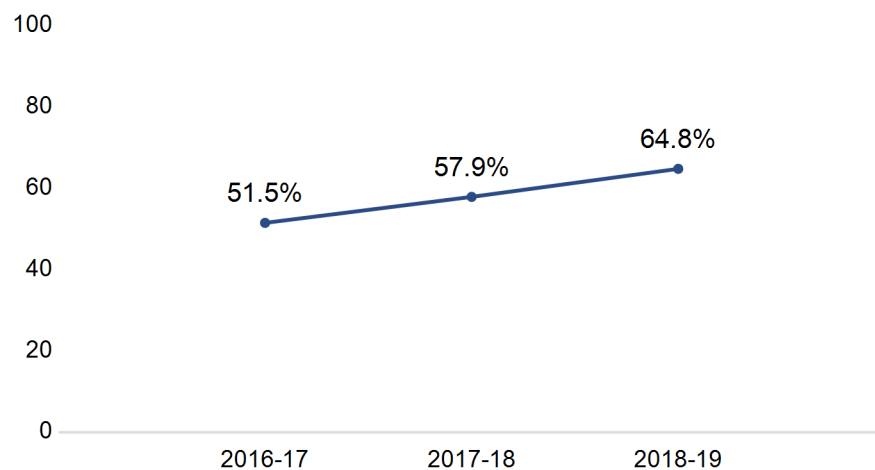
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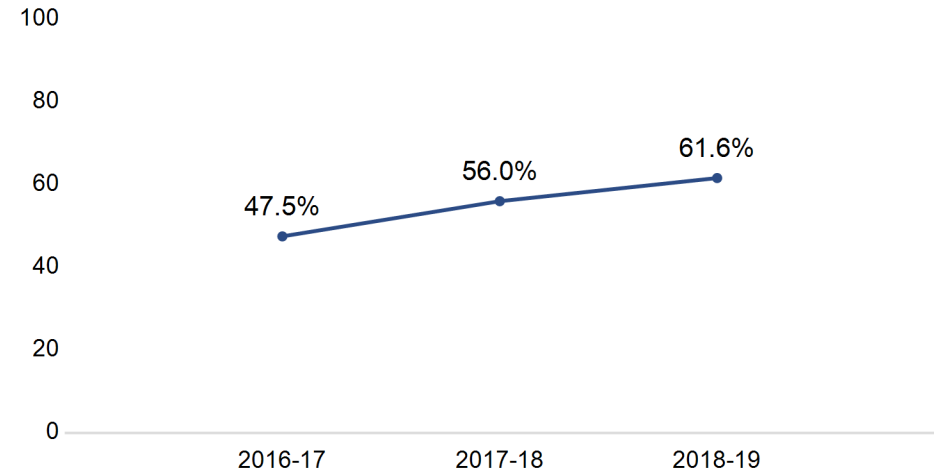
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



| Performance Measure | 2016-17 ELA | 2017-18 ELA | 2018-19 ELA | 2016-17 Math | 2017-18 Math | 2018-19 Math |
|---|----------------|----------------|----------------|-----------------|-----------------|-----------------|
| Participation Rate | 97.4% | 98.6% | 99.5% | 97.5% | 98.6% | 99.5% |
| Proficiency Rate for Federal Accountability | 51.5% | 57.9% | 64.8% | 47.5% | 56.0% | 61.6% |
| Annual Target | 59.0% | 60.1% | 61.2% | 57.5% | 58.7% | 59.9% |
| Met Annual Target? | Not Met | Met Target† | Met Target | Not Met | Met Target† | Met Target |
| Statewide Proficiency Rate for Federal Accountability | 54.9% | 56.7% | 57.9% | 43.5% | 45.0% | 44.5% |

† Target was met within a confidence interval.



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

Report Key:

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English Language Arts Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 182 | 99.5 | 64.8 | 65.9 | 57.9 | 64.8 | 61.2 | Met Target |
| White | 64 | 98.5 | 73.4 | 75.0 | 66.9 | 73.4 | 74.5 | Met Target† |
| Hispanic | 52 | 100.0 | 57.7 | 63.7 | 43.9 | 57.7 | 39.3 | Met Target |
| Black or African American | 36 | 100.0 | 58.3 | 42.9 | 38.5 | 58.3 | 41.6 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 77.8 | * | 82.9 | 77.8 | N | N |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 12 | 100.0 | 50.0 | * | 64.4 | 50.0 | ** | ** |
| Female | 80 | 100.0 | 75.0 | 72.4 | 64.8 | 75.0 | | |
| Male | 102 | 99.1 | 56.9 | 59.9 | 51.3 | 56.9 | | |
| Economically Disadvantaged Students | 93 | 100.0 | 53.8 | 52.0 | 40.0 | 53.8 | 36.3 | Met Target |
| Non-Economically Disadvantaged Students | 89 | 98.9 | 76.4 | 76.3 | 67.9 | 76.4 | | |
| Students with Disabilities | 46 | 98.0 | 39.1 | 30.0 | 22.7 | 39.1 | 21.7 | Met Target |
| Students without Disabilities | 136 | 100.0 | 73.5 | 79.3 | 65.1 | 73.5 | | |
| English Learners | 32 | 100.0 | 40.6 | 41.7 | 29.3 | 40.6 | 44.6 | Met Target† |
| Non-English Learners | 150 | 99.4 | 70.0 | 69.3 | 60.6 | 70.0 | | |
| Homeless Students | * | * | * | 42.1 | 29.1 | * | | |
| Students In Foster Care | N | N | N | * | 27.6 | N | | |
| Military-Connected Students | N | N | N | N | 57.8 | N | | |
| Migrant Students | N | N | N | N | 30.4 | N | | |

† Target was met within a confidence interval.



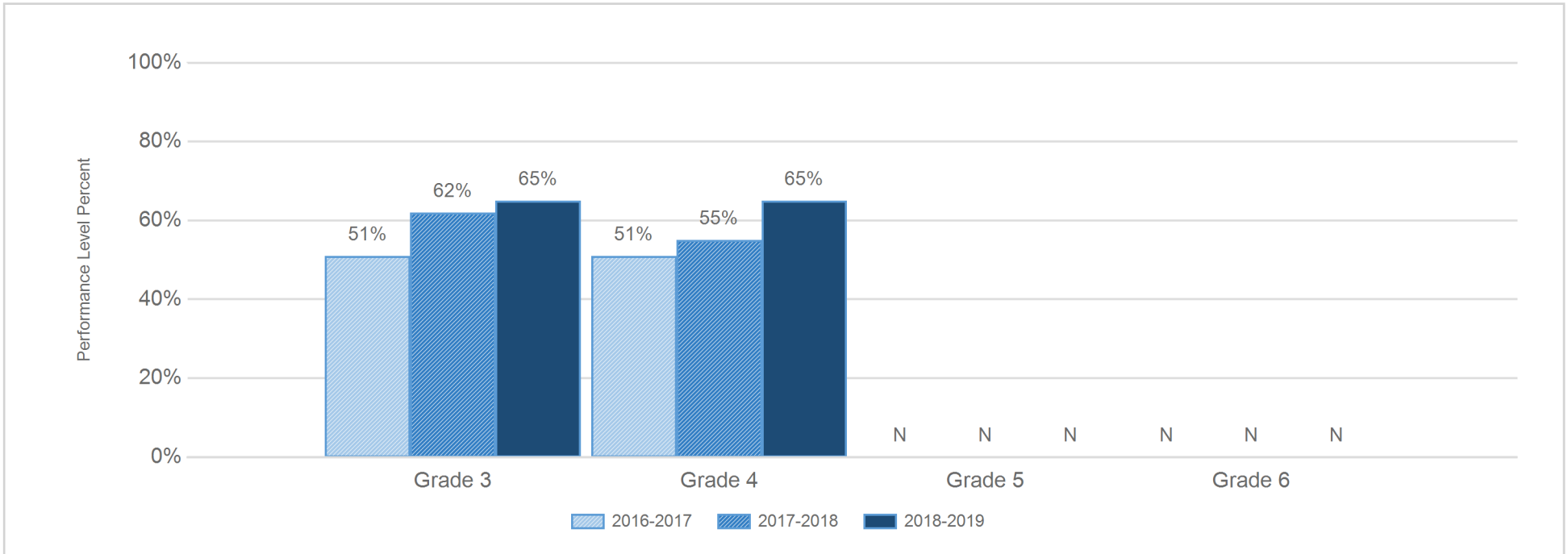
Woodmere
 (25-1260-110)
 Grades Offered: PK-04
 2018-2019

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English Language Arts Assessment - Performance Trends

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





Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 93 | 762 | 762 | 748 | * | * | 18% | 48% | 16% | 65% | 50% |
| White | 31 | 773 | 773 | 757 | * | * | * | * | * | 68% | 60% |
| Hispanic | 26 | 755 | 755 | 734 | * | * | * | * | * | 65% | 36% |
| Black or African American | 19 | 751 | 751 | 731 | * | * | * | * | * | 47% | 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 | 43 | 779 | 779 | 753 | * | * | * | * | * | 74% | 55% |
| Male | 50 | 748 | 748 | 743 | * | * | * | * | * | 56% | 46% |
| Economically Disadvantaged Students | 50 | 753 | 753 | 731 | * | * | * | * | * | 56% | 33% |
| Non-Economically Disadvantaged Students | 43 | 773 | 773 | 759 | * | * | * | * | * | 74% | 61% |
| Students with Disabilities | 20 | 735 | 735 | 719 | * | * | * | * | * | 30% | 24% |
| Students without Disabilities | 73 | 770 | 770 | 754 | * | * | * | * | * | 74% | 56% |
| English Learners | * | * | * | 713 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 751 | * | * | * | * | * | * | 54% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 23% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21% |
| Military-Connected Students | N | N | N | 752 | N | N | N | N | N | N | 55% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24% |



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 96 | 761 | 761 | 755 | * | * | 22% | 43% | 22% | 65% | 57% |
| White | 33 | 779 | 779 | 763 | * | 0% | * | 36% | 45% | 82% | 67% |
| Hispanic | 28 | 739 | 739 | 743 | * | * | * | * | * | 46% | 44% |
| Black or African American | 19 | 751 | 751 | 739 | * | * | * | * | * | 63% | 39% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 779 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 53% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64% |
| Female | 38 | 776 | 776 | 760 | * | * | * | * | * | 76% | 62% |
| Male | 58 | 751 | 751 | 750 | * | * | * | * | * | 57% | 53% |
| Economically Disadvantaged Students | 48 | 749 | 749 | 740 | * | * | * | * | * | 50% | 40% |
| Non-Economically Disadvantaged Students | 48 | 772 | 772 | 765 | * | * | * | * | * | 79% | 69% |
| Students with Disabilities | 27 | 732 | 732 | 725 | * | * | * | * | * | 44% | 25% |
| Students without Disabilities | 69 | 772 | 772 | 761 | * | * | * | * | * | 72% | 64% |
| English Learners | * | * | * | 720 | * | * | * | * | * | * | 17% |
| Non-English Learners | * | * | * | 758 | * | * | * | * | * | * | 60% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28% |
| Military-Connected Students | N | N | N | 757 | N | N | N | N | N | N | 58% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25% |



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

Report Key:

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Mathematics Assessment - Participation and Performance

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

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

| Student Group | Valid Scores | % of students Taking Test | School: % of Testers Met/Exceeded Expectations | District: % of Testers Met/Exceeded Expectations | State: % of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
|---|--------------|---------------------------|---|---|--|---|--------------------------|------------------------------|
| Schoolwide | 185 | 99.5 | 61.6 | 51.9 | 44.5 | 61.6 | 59.9 | Met Target |
| White | 65 | 98.6 | 70.8 | 60.3 | 54.1 | 70.8 | 73.3 | Met Target† |
| Hispanic | 54 | 100.0 | 51.9 | 45.7 | 28.8 | 51.9 | 36.3 | Met Target |
| Black or African American | 36 | 100.0 | 50.0 | * | 23.0 | 50.0 | 41.6 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 88.9 | * | 76.5 | 88.9 | N | N |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 12 | 100.0 | 50.0 | * | 53.3 | 50.0 | ** | ** |
| Female | 80 | 100.0 | 66.3 | 52.3 | 44.9 | 66.3 | | |
| Male | 105 | 99.1 | 58.1 | 51.4 | 44.2 | 58.1 | | |
| Economically Disadvantaged Students | 94 | 100.0 | 51.1 | 42.0 | 26.3 | 51.1 | 28.2 | Met Target |
| Non-Economically Disadvantaged Students | 91 | 99.0 | 72.5 | 59.3 | 54.9 | 72.5 | | |
| Students with Disabilities | 46 | 98.0 | 39.1 | * | 17.4 | 39.1 | 21.7 | Met Target |
| Students without Disabilities | 139 | 100.0 | 69.1 | * | 50.0 | 69.1 | | |
| English Learners | 35 | 100.0 | 48.6 | * | 25.0 | 48.6 | 44.6 | Met Target |
| Non-English Learners | 150 | 99.4 | 64.7 | * | 46.5 | 64.7 | | |
| Homeless Students | * | * | * | 38.1 | 17.1 | * | | |
| Students In Foster Care | N | N | N | * | 17.1 | N | | |
| Military-Connected Students | N | N | N | N | 46.4 | N | | |
| Migrant Students | N | N | N | N | 23.3 | N | | |

† Target was met within a confidence interval.



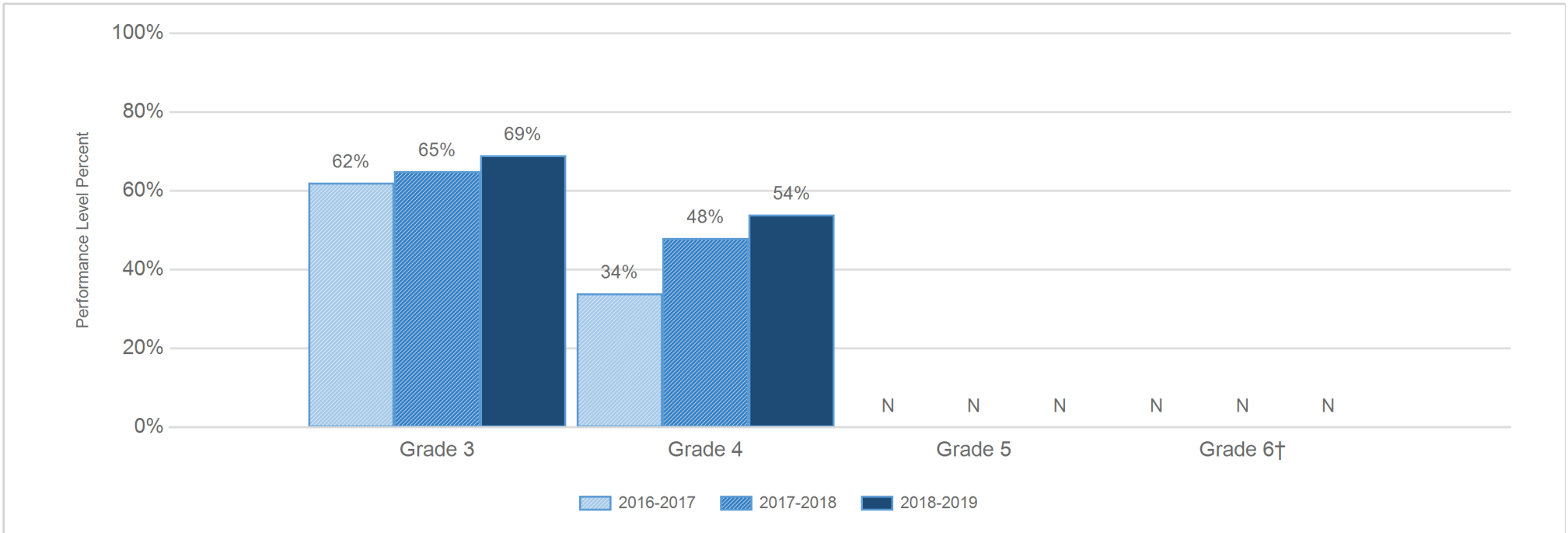
Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 96 | 764 | 764 | 752 | * | * | 23% | 50% | 19% | 69% | 55% |
| White | 33 | 770 | 770 | 760 | * | 0% | * | * | * | 76% | 66% |
| Hispanic | 27 | 759 | 759 | 739 | * | 0% | * | * | * | 74% | 40% |
| Black or African American | 19 | 751 | 751 | 735 | * | * | * | * | * | 47% | 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 | 44 | 773 | 773 | 751 | * | * | * | * | * | 73% | 54% |
| Male | 52 | 756 | 756 | 752 | * | * | * | * | * | 65% | 56% |
| Economically Disadvantaged Students | 51 | 756 | 756 | 737 | * | * | * | * | * | 63% | 37% |
| Non-Economically Disadvantaged Students | 45 | 772 | 772 | 761 | * | * | * | * | * | 76% | 67% |
| Students with Disabilities | 20 | 739 | 739 | 731 | * | * | * | * | * | 50% | 31% |
| Students without Disabilities | 76 | 770 | 770 | 756 | * | * | * | * | * | 74% | 60% |
| English Learners | 10 | 744 | 744 | 728 | * | * | * | * | * | 40% | 26% |
| Non-English Learners | 86 | 766 | 766 | 754 | * | * | * | * | * | 72% | 58% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 23% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27% |
| Military-Connected Students | N | N | N | 754 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28% |



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | % Level 1: Did Not Yet Meet Expectations | % Level 2: Partially Met Expectations | % Level 3: Approached Expectations | % Level 4: Met Expectations | % Level 5: Exceeded Expectations | % of Testers Met/ Exceeded Expectations | State % of Testers Met / Exceeded Expectation |
|---|--------------|------------------|---------------------------|------------------------|--|---------------------------------------|------------------------------------|-----------------------------|----------------------------------|---|---|
| Schoolwide | 98 | 753 | 753 | 749 | * | * | 35% | * | * | 54% | 51% |
| White | 34 | 762 | 762 | 757 | * | 0% | 29% | * | * | 68% | 62% |
| Hispanic | 29 | 740 | 740 | 737 | * | * | 45% | * | * | 34% | 36% |
| Black or African American | 19 | 741 | 741 | 731 | * | * | * | * | * | 47% | 29% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 776 | * | * | * | * | * | * | 82% |
| American Indian or Alaska Native | N | N | N | 747 | N | N | N | N | N | N | 46% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58% |
| Female | 38 | 759 | 759 | 749 | * | * | 37% | * | * | 58% | 50% |
| Male | 60 | 749 | 749 | 749 | * | * | 33% | * | * | 52% | 52% |
| Economically Disadvantaged Students | 48 | 745 | 745 | 734 | * | * | 44% | * | * | 40% | 32% |
| Non-Economically Disadvantaged Students | 50 | 760 | 760 | 759 | * | * | 26% | * | * | 68% | 63% |
| Students with Disabilities | 27 | 733 | 733 | 726 | * | * | 37% | * | * | 33% | 25% |
| Students without Disabilities | 71 | 760 | 760 | 754 | * | * | 34% | * | * | 62% | 56% |
| English Learners | 10 | 742 | 742 | 722 | * | * | * | * | * | 30% | 18% |
| Non-English Learners | 88 | 754 | 754 | 751 | * | * | * | * | * | 57% | 54% |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 19% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23% |
| Military-Connected Students | N | N | N | 753 | N | N | N | N | N | N | 56% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16% |



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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DLM Alternate Assessment - Participation

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

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

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 | 23.1% | ** | ** |

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

| Years in District | # Students Tested | % Students with Overall Score Below 4.5 | % Students with Overall Score of 4.5 and above |
|-------------------|-------------------|---|--|
| 0-2 | 13 | 84.6% | 15.4% |
| 3-4 | * | * | * |
| 5 or more | * | * | * |



Woodmere
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Grades Offered: PK-04
2018-2019

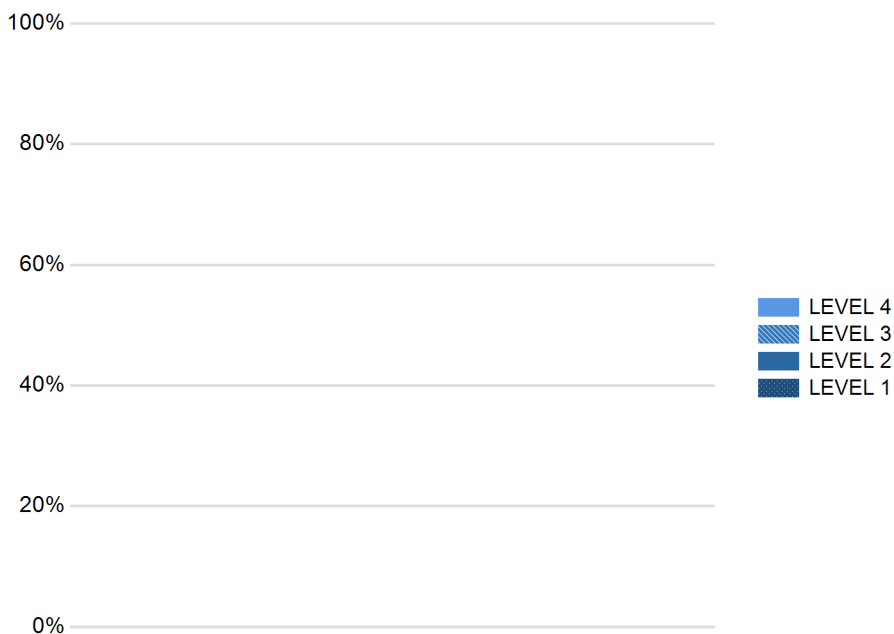
Report Key:

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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 Summary

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



NJSLA Science Assessment: Grade

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

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



Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

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

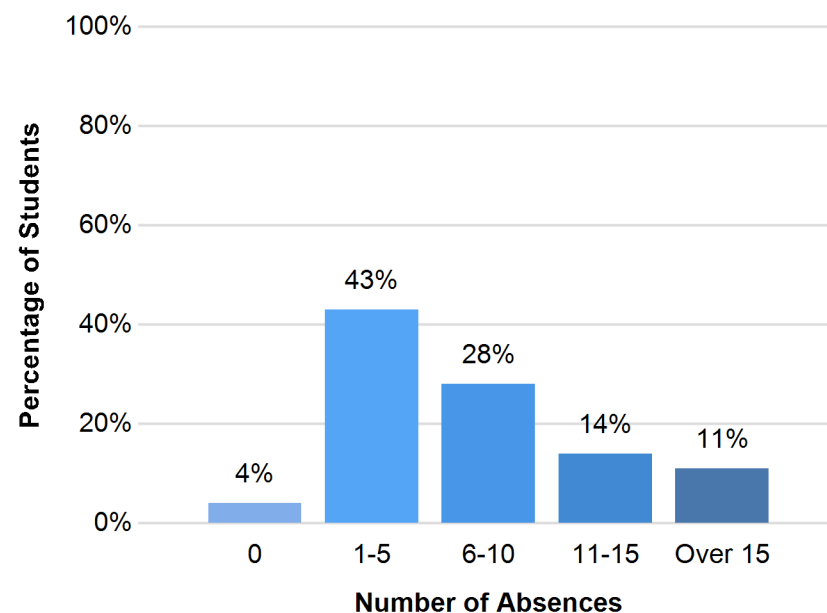
Chronic Absenteeism

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

| Student Group | Number of Students Chronically Absent | Percent of Students Chronically Absent | State Average | Met State Average? |
|-------------------------------------|---------------------------------------|--|---------------|--------------------|
| Schoolwide | 18 | 9.3 | 7.5 | Not Met |
| White | 9 | 13.2 | 7.5 | Not Met |
| Hispanic | 4 | 7.1 | 7.5 | Met |
| Black or African American | 2 | 5.3 | 7.5 | Met |
| Asian, Native Hawaiian, or Pacific | 1 | 5.0 | 7.5 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 2 | 16.7 | ** | ** |
| Female | 4 | 4.9 | | |
| Male | 14 | 12.4 | | |
| Economically Disadvantaged Students | 12 | 12.2 | 7.5 | Not Met |
| Students with Disabilities | 4 | 8.3 | 7.5 | Not Met |
| English Learners | 2 | 10.0 | 7.5 | 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.





Woodmere
(25-1260-110)
Grades Offered: PK-04
2018-2019

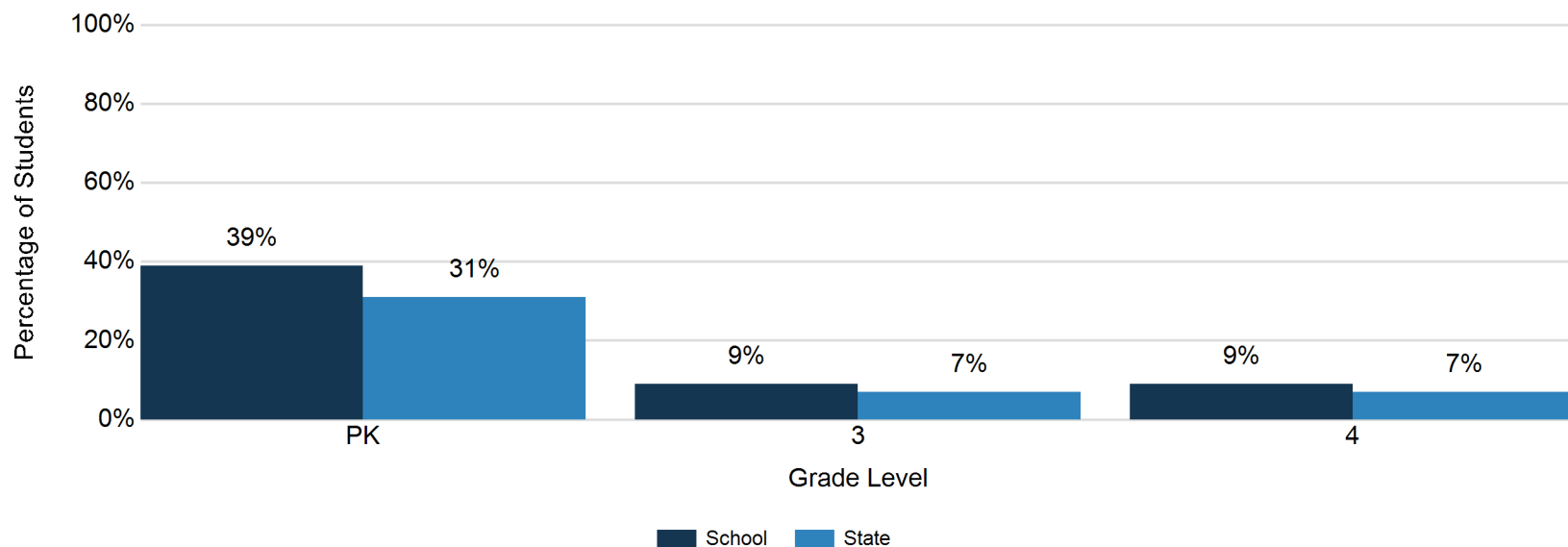
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
|--|---------------------|
| Violence | 0 |
| Weapons | 3 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 1.63 |

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

| Category | School |
|----------------------------------|-----------------|
| Typical Start Time | 8:30 AM |
| Typical End Time | 3:00 PM |
| Length of School Day | 6 Hrs 30 Mins |
| Full Time - Instructional Time | 5 Hrs 38 Mins |
| Shared Time - Instructional Time | 5 Hrs. 38 Mins. |

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

| Category | Teachers in School | Teachers in State |
|--|--------------------|-------------------|
| Total Number of teachers | 30 | 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 | 86.2% | 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 | 8 | 9,530 |
| Average years experience in public schools | 6.6 | 16.0 |
| Average years experience in district | 6.6 | 12.0 |
| Percentage of Administrators with 4 or more years experience in the district | 100.0% | 76.9% |

Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
|--|--------------|----------------|
| Students to Teachers | 8:1 | 9:1 |
| Students to Administrators | 245:1 | 119:1 |
| Teachers to Administrators | 30:1 | 13:1 |
| Students to Librarians/Media Specialists | | 474:1 |
| Students to Nurses | | 237:1 |
| Students to Counselors | | 474:1 |
| Students to Child Study Team Members | | 158:1 |



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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 | 41.2% | 90.0% | 0.0% | 48.4% | 77.1% | 54.9% |
| Male | 58.8% | 10.0% | 100.0% | 51.6% | 22.9% | 45.1% |
| White | 39.6% | 93.3% | 100.0% | 42.4% | 83.6% | 77.4% |
| Hispanic | 27.3% | 3.3% | 0.0% | 29.9% | 7.3% | 7.2% |
| Black or African American | 16.3% | 3.3% | 0.0% | 15.0% | 6.6% | 13.9% |
| Asian | 11.4% | 0.0% | 0.0% | 10.2% | 2.0% | 1.1% |
| American Indian or Alaska Native | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.1% |
| Native Hawaiian or Pacific Islander | 0.0% | 0.0% | 0.0% | 0.2% | 0.1% | 0.1% |
| Two or More Races | 5.3% | 0.0% | 0.0% | 2.1% | 0.2% | 0.2% |



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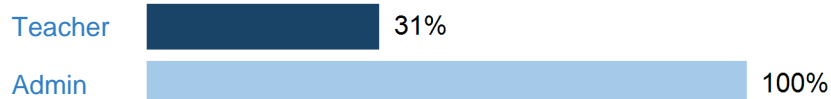
Teachers and Administrators - Level of Education

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.

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

| Job Type | District | State |
|---|----------|-------|
| 2017-18 Teachers: Same district 2018-19 | 85.7% | 90.5% |
| 2017-18 Administrators: Same district 2018-19 | N | 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.

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

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



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

ESSA Accountability Progress

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

| ESSA Accountability Indicator | 2016-17 | 2017-18 | 2018-19 |
|--|---------|---------|---------|
| ELA Proficiency | 51.5% | 57.9% | 64.8% |
| Math Proficiency | 47.5% | 56.0% | 61.6% |
| ELA Growth | 39 | 44 | 54 |
| Math Growth | 23 | 49 | 42 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency | | 25.0% | 23.1% |
| Chronic Absenteeism | 12.6% | 8.0% | 9.3% |

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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



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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:

- Woodmere School offers a 1:1 student to Chromebook ratio. There are interactive SmartBoards in almost every classroom.
- Woodmere School provides ELA and Math base periods, Study Skills periods, and ELA/Math Tech periods to assist struggling students.
- Woodmere School promotes a positive school culture by utilizing Responsive Classroom, Character Counts, and Fun Fridays.



Mission, Vision, Theme:

The faculty and staff of Woodmere School will develop a community of life-long learners by providing a safe and nurturing environment in which children can learn and grow. We will provide instructional materials and strategies whereby children will gain essential knowledge and the skills to become problem solvers. Through character development and team building activities, we will prepare children to become successful citizens in a global, multi-cultural society.



Awards, Recognition, Accomplishments:

Woodmere School hosts the district's full-day, preschool program for students ages 3 and 4.





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| | |
|--|---|
|  <p>Courses, Curriculum, Instruction:</p> | <p>The Woodmere staff delivers a sound instructional program with skill, enthusiasm, expertise, and a level of professionalism that students have come to respect and appreciate. Woodmere School recognizes that it has a large responsibility to set challenging goals, design innovative lessons, and engage students in meaningful instruction. It is through this process that we continue to develop motivated students who understand that with hard work and patience students have the ability to achieve high levels of success and accomplishment.</p> |
|  <p>Clubs and Activities:</p> | <p>At Woodmere School, the following clubs are offered: Exceeding Expectations Club, Helping Hands Program, Homework Club, Technology Club, Art Club, and Band.</p> |





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| | |
|---|--|
|  <p>Before and After School Programs:</p> | <p>Woodmere School offers both a before and after care program that is run through the Eatontown Recreation Department.</p> |
|  <p>Staff and Professional Learning:</p> | <p>Woodmere School provides faculty and staff with many opportunities for professional learning. Grade level meetings are conducted weekly with a focus on collaboration as well as cross grade meetings where educators can share information on a weekly basis. Teachers conduct Professional Learning Communities as well as have the opportunity to view online professional development through Frontline. We are in a partnership with both Brookdale and Monmouth University to expand our professional learning.</p> |



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Student Supports and Services:

Woodmere School offers a variety of programs in regard to student support and services. We have an ELL program that focuses on the needs of students that speak limited English. Students that are struggling academically can be brought up in the I&RS process. Students that continue to struggle can be referred to Special Services and/or the 504 Coordinator. Some other support programs are base periods for ELA/math, Basic Skills, Study Skills, and the Backpack Program.



Student Health and Wellness:

Woodmere School is proud to have a partnership with the Eatontown Lions Club. Members of this organization donate their time to assist in vision screening for all our students using a Spot Vision Screener.



Parent and Community Involvement:

A collaborative relationship has been formed between home and school. Parents, teachers, and administration work together to achieve a common goal that relates to enhancing student performance. Our parents continuously demonstrate their strong commitment to the instructional programs that students experience on a daily basis. The PTA has been very instrumental in assisting the school in its goal of improving student achievement.



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Facilities:

Eatontown Public Schools has four schools. Each school in the district reflects the age level of the students housed within the building. In 2007, renovations were completed at each school in the district. The schools possess modern Heating and Air Conditioning Systems. The BOE takes pride in maintaining the schools and ensuring the schools are clean and safe. Each school is wired to support robust technology for both students and staff.



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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.



Other Information

The atmosphere at Woodmere School is one in which learning is a challenging, rewarding, and exciting experience for our students. The school environment prides itself on positivity and high self-regard through the use of Words of Wisdom, positive vocabulary and messages, Morning Meeting, and Responsive Classroom. Students walk the halls with a sense of belonging and the idea that they matter. Students also can come to school knowing that they are in a safe environment where they can feel comfortable. Woodmere School has a School Safety Team that meets several times a year and always looks for ways to improve the school as well as the climate. Technology also plays a big role in school. Technology is utilized as a daily instructional resource for both students and staff at Woodmere School. Our school is fully equipped with wireless computers, desktop computers, and Smartboards. Many of the classrooms in Woodmere School have interactive display boards which contribute to the learning process. All students use technology to conduct research, enhance their skills in English Language Arts and Mathematics, and expand their knowledge base through the use of specialized, educational software.