NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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(13-0410-050)

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2018-2019

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School Contact Information

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

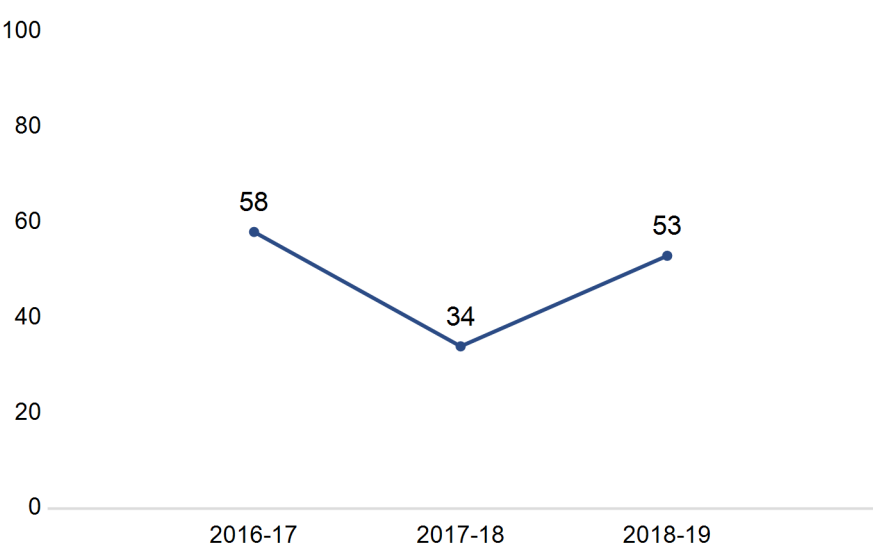| Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Natashia Baxter
Address	351 Bloomfield Ave Bloomfield, NJ 07003-4804
Phone Number	973-680-8540
Email Address	nbaxter@bloomfield.k12.nj.us
Website	https://berkeley.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@BerkeleyDrB

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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	60	69	54
1	64	52	64
2	59	64	55
3	71	65	68
4	59	73	69
5	60	55	82
6	62	65	53
Total	436	444	445

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.2%	47.7%	50.6%
Male	49.8%	52.3%	49.4%
Economically Disadvantaged Students	66.1%	61.5%	64.7%
Students with Disabilities	16.3%	17.6%	15.1%
English Learners	8.7%	6.8%	10.1%
Homeless Students	0.2%	0.0%	0.0%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.6%	9.7%	9.0%
Hispanic	53.0%	53.4%	53.9%
Black or African American	27.8%	28.2%	28.1%
Asian	6.7%	6.5%	7.0%
Native Hawaiian or Pacific Islander	1.4%	1.4%	1.3%
American Indian or Alaska Native	0.5%	0.7%	0.0%
Two or More Races	0.2%	0.2%	0.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	60	69	54

Enrollment by Home Language

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

Home Language	% of Students
English	86.7%
Spanish	10.8%
Bengali	1.8%
Other Languages	0.7%

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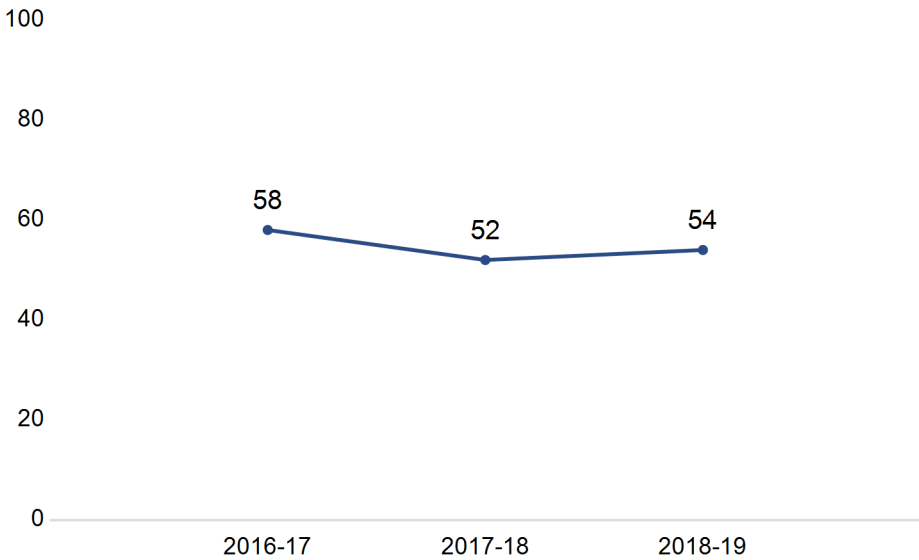Grades Offered: KG-06

2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	34	53	58	52	54
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	53	53	50	Met Standard	54	52	50	Met Standard
White	56.5	56	50	**	46	54.5	52	**
Hispanic	54	51	49	Met Standard	54	51	47	Met Standard
Black or African American	53	50	45	Met Standard	63.5	50	43	Exceeds Standard
Asian, Native Hawaiian, or Pacific Islander	40	55	59	**	51.5	56	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	59	56	53	N	53	53	50	N
Male	47	50	47	N	54	51	51	N
Economically Disadvantaged Students	49	49	48	Met Standard	56	52	46	Met Standard
Students with Disabilities	47	51	43	Met Standard	30	42.5	45	Not Met
English Learners	22.5	49.5	52	**	73	47	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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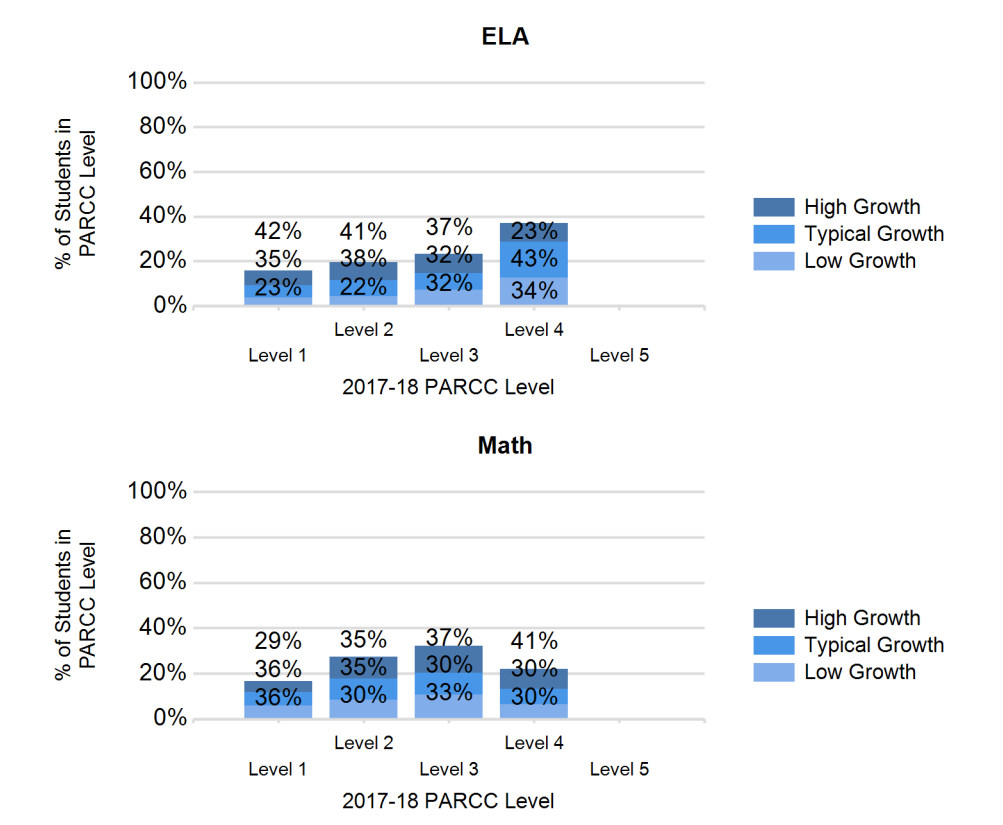† This indicates a table specific note, see note below table

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

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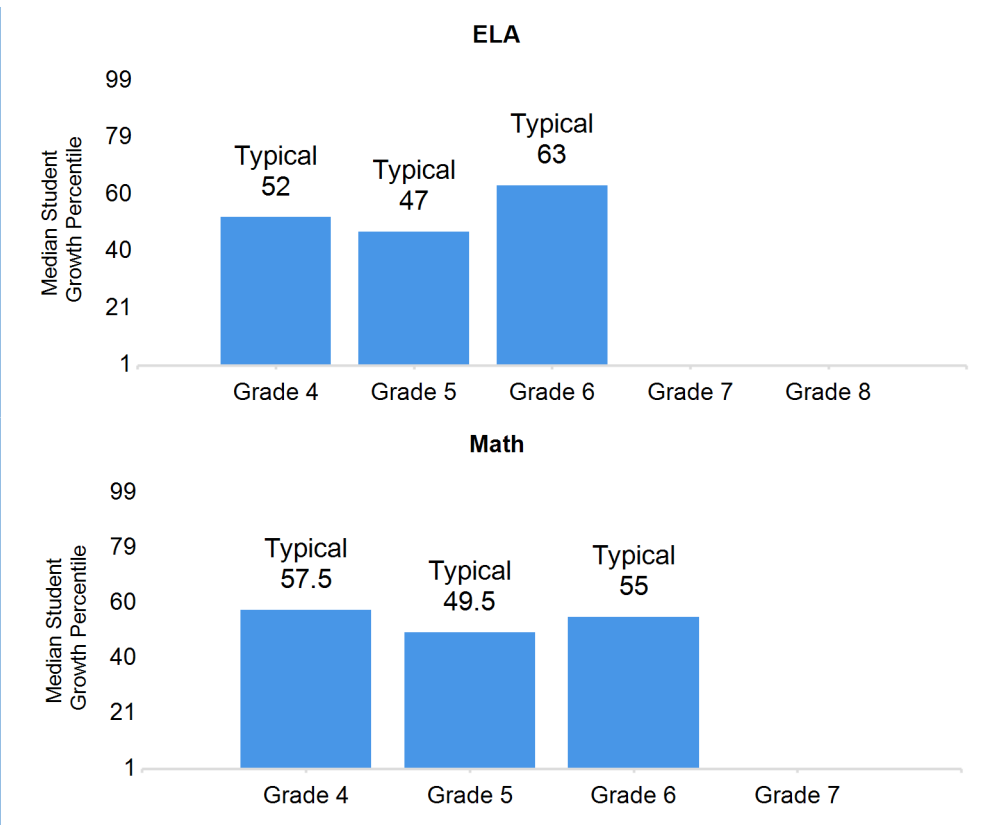
Student Growth by Performance Level

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

ELA

High Growth / Typical Growth / Low Growth

2017-18 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	42%	41%	37%	23%	
Typical Growth	35%	38%	32%	43%	
Low Growth	23%	22%	32%	34%	

Math

High Growth / Typical Growth / Low Growth

2017-18 PARCC Level	Level 1	Level 2	Level 3	Level 4	Level 5
High Growth	29%	35%	37%	41%	
Typical Growth	36%	35%	30%	30%	
Low Growth	36%	30%	33%	30%	

Student Growth by Grade

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

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Typical 52	Typical 47	Typical 63		

Math

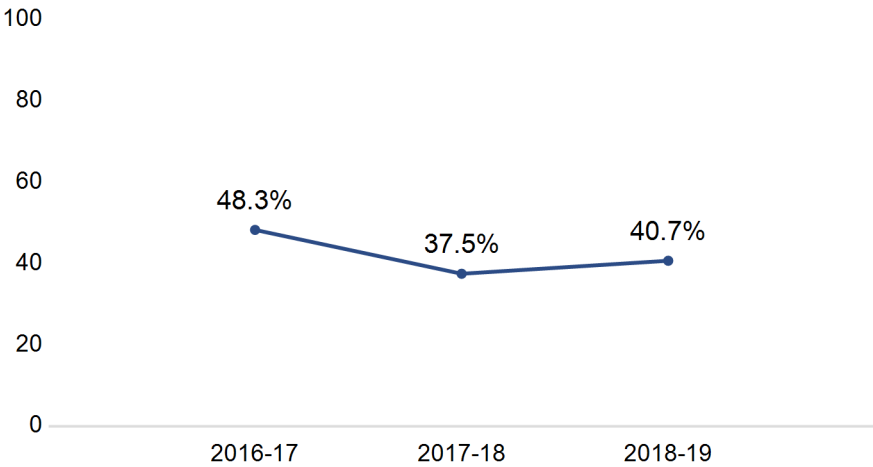| Grade 4	Grade 5	Grade 6	Grade 7
Typical 57.5	Typical 49.5	Typical 55	

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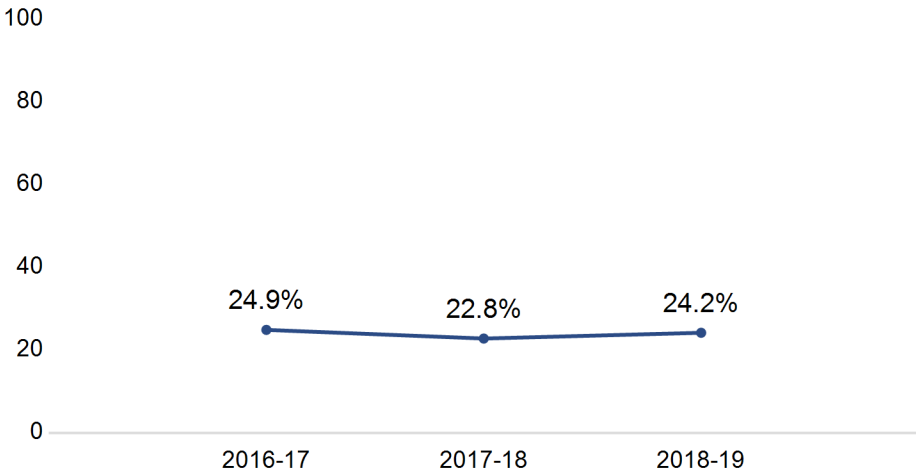 **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 48.3%
- 2017-18: 37.5%
- 2018-19: 40.7%

Math Proficiency Rate for Federal Accountability

- 2016-17: 24.9%
- 2017-18: 22.8%
- 2018-19: 24.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.4%	98.0%	97.6%	98.8%	98.1%
Proficiency Rate for Federal Accountability	48.3%	37.5%	40.7%	24.9%	22.8%	24.2%
Annual Target	38.7%	40.9%	43.0%	29.6%	32.3%	35.0%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	243	98.0	40.7	57.9	57.9	40.7	43	Met Target†
White	25	96.2	44.0	*	66.9	44.0	51.7	Met Target†
Hispanic	135	98.6	40.7	51.1	43.9	40.7	39.6	Met Target
Black or African American	64	97.1	39.1	50.6	38.5	39.1	41.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	19	100.0	42.1	76.1	82.9	42.1	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	127	98.5	51.2	65.8	64.8	51.2		
Male	116	97.5	29.3	50.5	51.3	29.3		
Economically Disadvantaged Students	153	99.4	35.3	*	40.0	35.3	40.1	Met Target†
Non-Economically Disadvantaged Students	90	95.9	50.0	*	67.9	50.0		
Students with Disabilities	34	89.5	*	16.7	22.7	*	19.9	Not Met
Students without Disabilities	209	99.5	*	64.9	65.1	*		
English Learners	24	96.0	16.7	29.8	29.3	16.7	26	Met Target†
Non-English Learners	219	98.2	43.4	59.9	60.6	43.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

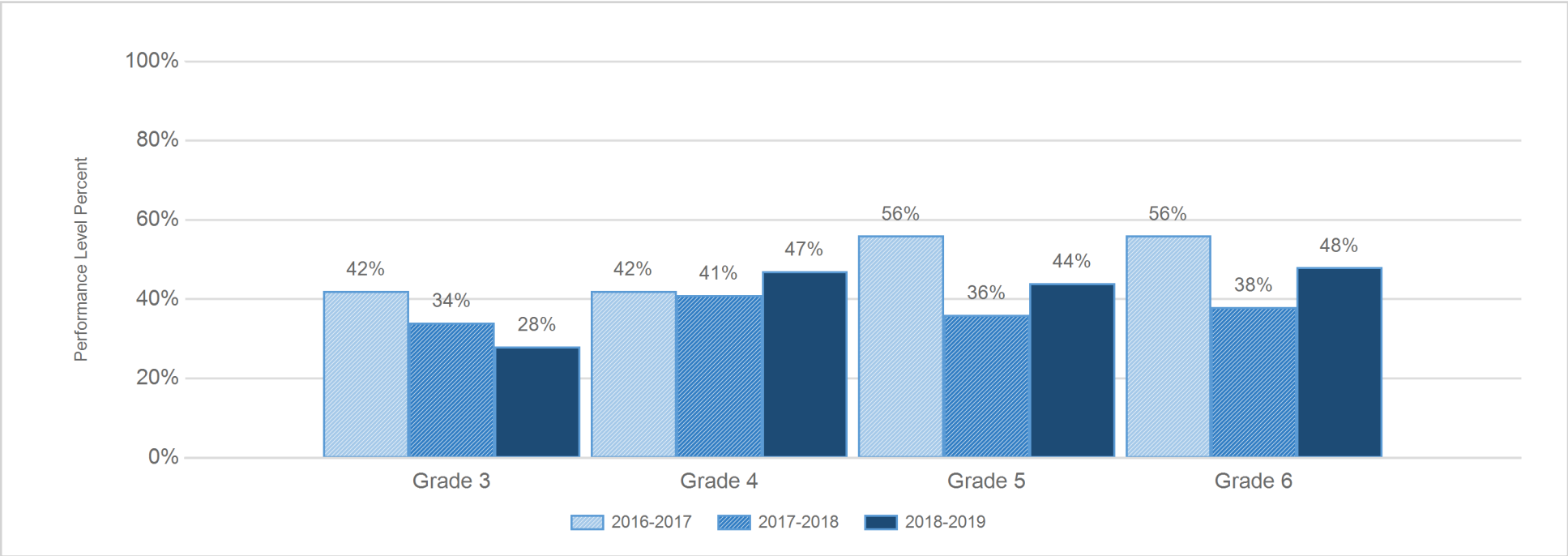**NJ SCHOOL PERFORMANCE REPORT**

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English Language Arts Assessment - Performance Trends

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

	Grade 3	Grade 4	Grade 5	Grade 6
2016-2017	42%	42%	56%	56%
2017-2018	34%	41%	36%	38%
2018-2019	28%	47%	44%	48%

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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	61	723	752	748	25%	21%	26%	28%	0%	28%	50%
White	*	*	763	757	*	*	*	*	*	*	60%
Hispanic	30	728	745	734	*	*	*	33%	0%	33%	36%
Black or African American	21	725	744	731	*	*	*	*	*	29%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	34	728	755	753	*	*	*	*	*	29%	55%
Male	27	717	749	743	*	*	*	*	*	26%	46%
Economically Disadvantaged Students	43	722	741	731	*	*	*	*	*	23%	33%
Non-Economically Disadvantaged Students	18	725	760	759	*	*	*	*	*	39%	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	743	760	755	*	*	28%	*	*	47%	57%
White	*	*	769	763	*	*	*	*	*	*	67%
Hispanic	30	738	753	743	*	*	37%	40%	0%	40%	44%
Black or African American	12	746	760	739	*	*	*	*	*	50%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	35	752	765	760	*	*	*	*	*	54%	62%
Male	25	730	756	750	*	*	*	*	*	36%	53%
Economically Disadvantaged Students	37	742	751	740	*	*	*	*	*	46%	40%
Non-Economically Disadvantaged Students	23	744	766	765	*	*	*	*	*	48%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	742	761	756	*	16%	33%	*	*	44%	58%
White	*	*	773	764	*	*	*	*	*	*	68%
Hispanic	46	739	*	743	*	*	33%	*	*	43%	44%
Black or African American	16	750	752	739	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	37	750	770	761	*	*	30%	*	*	57%	64%
Male	33	733	752	750	*	*	36%	*	*	30%	52%
Economically Disadvantaged Students	42	737	748	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	28	751	769	766	*	*	*	*	*	54%	69%
Students with Disabilities	12	707	722	724	*	*	*	*	*	*	23%
Students without Disabilities	58	750	768	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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.

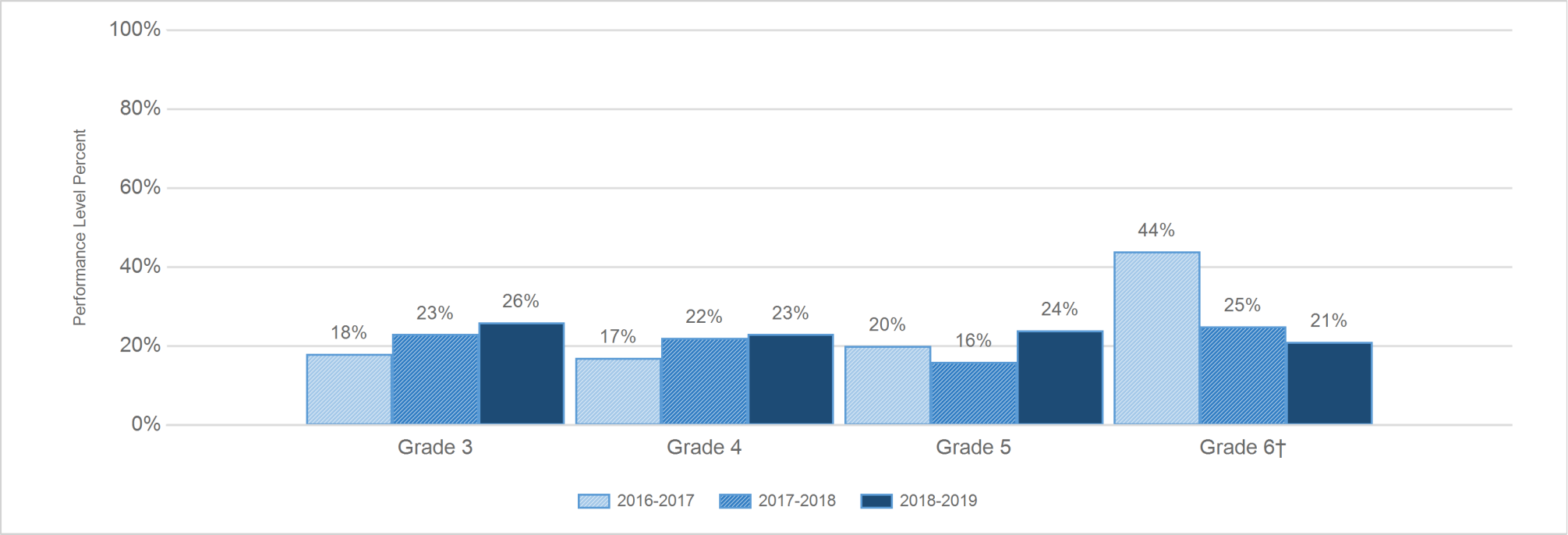| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	745	757	754	*	*	24%	*	*	48%	56%
White	*	*	766	762	*	*	*	*	*	*	65%
Hispanic	26	745	754	743	*	*	*	*	*	54%	43%
Black or African American	17	736	746	738	*	*	*	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	23	764	767	762	*	*	*	*	*	65%	64%
Male	27	729	746	748	*	*	*	*	*	33%	48%
Economically Disadvantaged Students	29	742	749	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	21	750	761	763	*	*	*	*	*	62%	67%
Students with Disabilities	*	*	720	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	761	*	*	*	*	*	*	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	758	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
2018-2019

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	252	98.1	24.2	41.6	44.5	24.2	35	Not Met
White	25	96.2	24.0	*	54.1	24.0	55.9	Not Met
Hispanic	140	98.7	21.4	34.9	28.8	21.4	27.8	Not Met
Black or African American	64	97.1	28.1	30.4	23.0	28.1	31.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	23	100.0	30.4	61.0	76.5	30.4	49.4	Not Met
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	132	97.9	30.3	42.9	44.9	30.3		
Male	120	98.4	17.5	40.4	44.2	17.5		
Economically Disadvantaged Students	157	98.8	21.0	*	26.3	21.0	31.1	Not Met
Non-Economically Disadvantaged Students	95	97.1	29.5	*	54.9	29.5		
Students with Disabilities	34	92.1	*	14.6	17.4	*	24.2	Not Met
Students without Disabilities	218	99.1	*	46.1	50.0	*		
English Learners	33	97.7	21.2	22.0	25.0	21.2	32.2	Met Target†
Non-English Learners	219	98.2	24.7	43.1	46.5	24.7		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

Mathematics Assessment – Performance Trends

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

Grade 3: 2016-2017: 18%, 2017-2018: 23%, 2018-2019: 26%
Grade 4: 2016-2017: 17%, 2017-2018: 22%, 2018-2019: 23%
Grade 5: 2016-2017: 20%, 2017-2018: 16%, 2018-2019: 24%
Grade 6†: 2016-2017: 44%, 2017-2018: 25%, 2018-2019: 21%

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

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

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	65	727	751	752	20%	31%	23%	*	*	26%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	33	731	748	739	*	33%	30%	*	*	27%	40%
Black or African American	21	722	741	735	*	*	*	*	*	29%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	34	731	750	751	*	29%	*	*	*	32%	54%
Male	31	721	752	752	*	32%	*	*	*	19%	56%
Economically Disadvantaged Students	46	722	742	737	*	*	*	*	*	17%	37%
Non-Economically Disadvantaged Students	19	738	759	761	*	*	*	*	*	47%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

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.

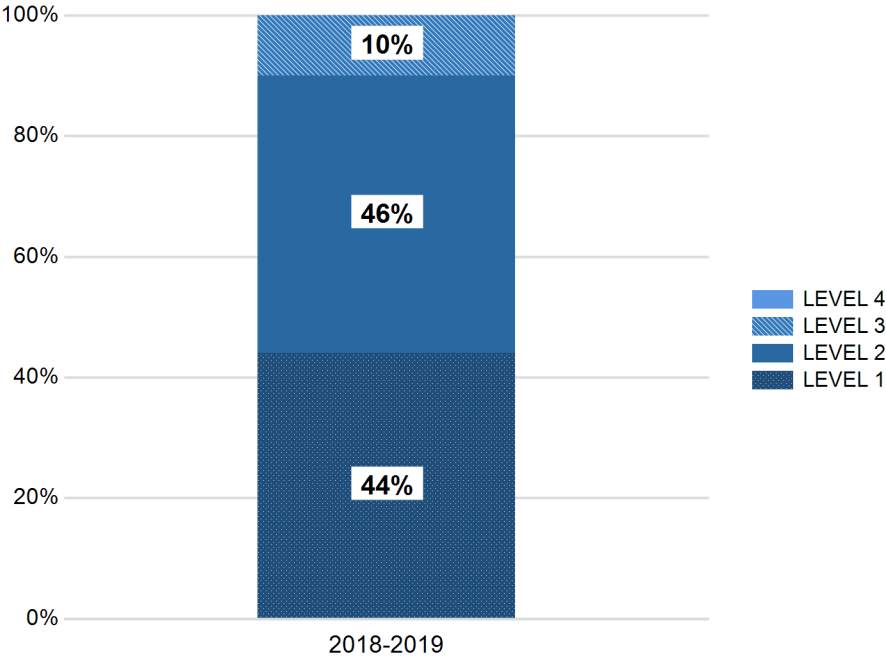| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	727	749	749	18%	29%	31%	23%	0%	23%	51%
White	*	*	758	757	*	*	*	*	*	*	62%
Hispanic	32	726	743	737	*	34%	31%	*	*	16%	36%
Black or African American	12	728	745	731	*	*	*	*	*	33%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	37	728	746	749	*	*	*	*	*	27%	50%
Male	25	724	751	749	*	*	*	*	*	16%	52%
Economically Disadvantaged Students	39	724	739	734	*	*	*	*	*	15%	32%
Non-Economically Disadvantaged Students	23	730	755	759	*	*	*	*	*	35%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	727	748	747	*	42%	23%	*	*	24%	47%
White	*	*	760	755	*	*	*	*	*	*	58%
Hispanic	52	723	*	735	*	42%	23%	*	*	19%	30%
Black or African American	16	732	737	729	*	*	*	*	*	38%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	42	727	749	747	*	31%	*	*	*	26%	47%
Male	37	727	747	747	*	54%	*	*	*	22%	47%
Economically Disadvantaged Students	47	727	740	732	*	47%	*	*	*	26%	27%
Non-Economically Disadvantaged Students	32	727	753	757	*	34%	*	*	*	22%	59%
Students with Disabilities	12	718	728	725	*	*	*	*	*	*	19%
Students without Disabilities	67	729	751	752	*	*	*	*	*	*	52%
English Learners	10	710	712	718	*	*	*	*	*	10%	12%
Non-English Learners	69	730	749	749	*	*	*	*	*	26%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	727	741	741	21%	21%	38%	*	*	21%	41%
White	*	*	752	749	*	*	*	*	*	*	51%
Hispanic	28	728	738	729	*	*	39%	*	*	21%	24%
Black or African American	18	720	729	722	*	*	*	*	*	11%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	25	734	746	742	*	*	*	*	*	32%	42%
Male	28	721	736	740	*	*	*	*	*	11%	40%
Economically Disadvantaged Students	29	728	734	726	*	*	34%	*	*	21%	21%
Non-Economically Disadvantaged Students	24	727	745	750	*	*	42%	*	*	21%	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	746	*	*	*	*	*	*	46%
English Learners	*	*	722	709	*	*	*	*	*	*	*
Non-English Learners	*	*	742	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-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.
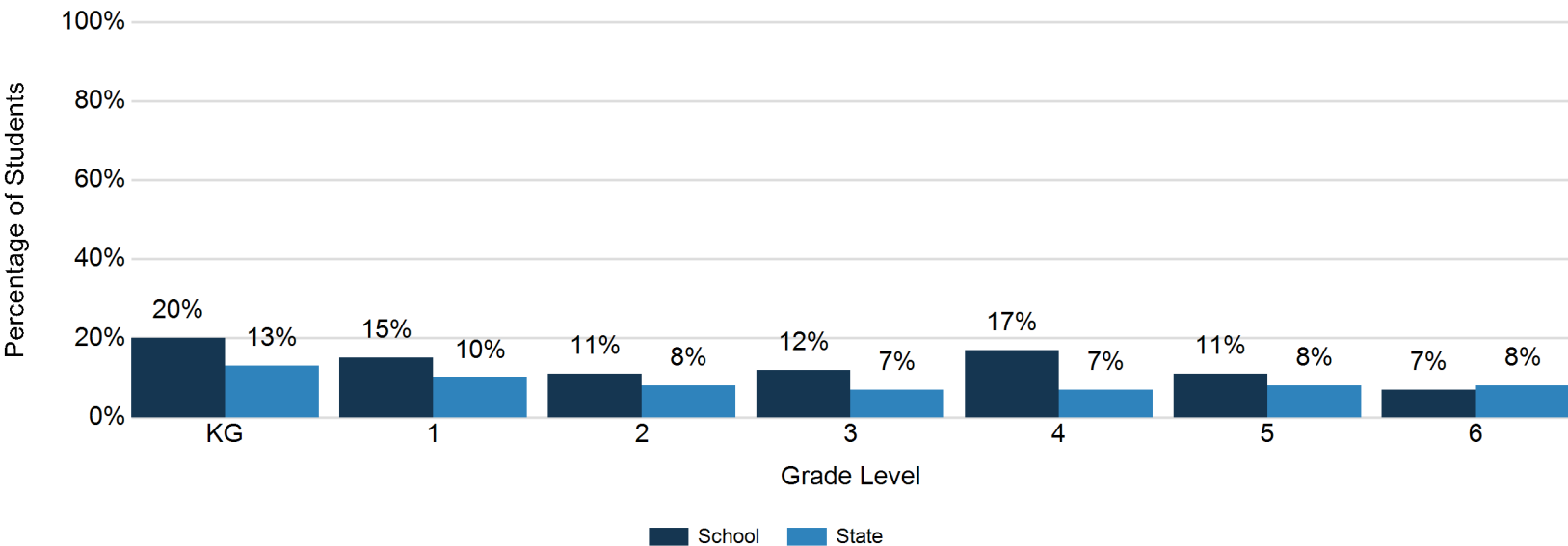
Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	44.4%	**	**

† 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	28	*	*
3-4	10	*	*
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	46	10	0
White	*	*	*	*
Hispanic	45	49	6	0
Black or African American	44	39	17	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	49	9	0
Male	46	44	10	0
Economically Disadvantaged Students	49	45	6	0
Non-Economically Disadvantaged Students	35	48	16	0
Students with Disabilities	80	20	0	0
Students without Disabilities	36	52	12	0
English Learners	80	10	10	0
Non-English Learners	39	51	10	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	59	13.5	8.8	Not Met
White	4	10.3	8.8	Not Met
Hispanic	30	12.9	8.8	Not Met
Black or African American	15	12.0	8.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	8.8	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	29	13.1		
Male	30	13.9		
Economically Disadvantaged Students	39	14.1	8.8	Not Met
Students with Disabilities	12	19.7	8.8	Not Met
English Learners	6	13.3	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

Grade Level	School	State
KG	20%	13%
1	15%	10%
2	11%	8%
3	12%	7%
4	17%	7%
5	11%	8%
6	7%	8%

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.22

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
14

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
2018-2019

Report Key:
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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
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
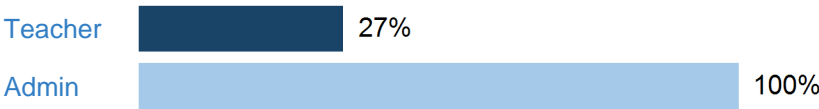
Teachers – Experience

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	33	118,214
Average years experience in public schools	10.2	12.1
Average years experience in district	9.9	10.8
Percentage of Teachers with 4 or more years experience in the district	78.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	11:1
Students to Administrators	445:1	188:1
Teachers to Administrators	33:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.6%	90.9%	100.0%	48.4%	77.1%	54.9%
Male	49.4%	9.1%	0.0%	51.6%	22.9%	45.1%
White	9.0%	87.9%	0.0%	42.4%	83.6%	77.4%
Hispanic	53.9%	6.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	28.1%	6.1%	100.0%	15.0%	6.6%	13.9%
Asian	7.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
2018-2019

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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

Teacher — 73%
Admin — N/A

Master's Degree

Teacher — 27%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	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	90.9%

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-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.

Berkeley Elementary School

(13-0410-050)

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2018-2019

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.3%	37.5%	40.7%
Math Proficiency	24.9%	22.8%	24.2%
ELA Growth	58	34	53
Math Growth	58	52	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		69.2%	44.4%
Chronic Absenteeism	8.5%	11.0%	13.5%

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

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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

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

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

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

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

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:	• Smart boards and computers are in all classrooms with the added extension of chrome books. • Curriculum includes Investigations Math, Balanced Literacy, and Science Program to address NGS standards. • Proud Title 1 School offering workshops to include emotional and social well-being, technology and academic support.
Mission, Vision, Theme:	Our Berkeley School community is a family. We must treat each child as if they were our own. We must work together, support each other and realize that no one person is bigger than the school. The mission is to provide a strong academic program while addressing individual student needs.It is rich in tradition and serves students as the oldest facility in Bloomfield. The instructional focus is geared toward problem solving, critical thinking, and comprehensive educational experience.
Awards, Recognition, Accomplishments:	Disney Musical Grant- Three Year Grant AwardedDisney Musical in Schools goals at Berkeley is to develop a critical awareness and appreciation of the arts within the school. Develop a strong community including students, parents, faculty, and staff. Coupled with creating a sustainable music theater program once the grant expires.

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

School Narrative

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Courses, Curriculum, Instruction:	Students in grades K-5 receive their academic instruction in one academic setting while students in the sixth grade follow a departmental program.The needs of student's are accomplished through differentiated instruction, project-based learning, and benchmark assessments. A variety of teaching and learning activities with the integration of technology are used to enhance each student's learning experience.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Peaceful Ambassador Program has been helping students succeed and resolve peer conflict. Peaceful ambassadors are trained on proper conflict resolution techniques.The Student Council program represents the voice of our students. The students help organize community service projects, arrange school-wide activities, and provide input on school decisions. The New Student Program members discuss topics each month that focus on peer relationships. Wingman is a social and emotional learning framework that inspires children to go above and beyond for others, instilling them with the courage and leadership to create strong, inclusive communities. Student leaders are selected and utilized front and center in Wingman, leading the classroom activity sessions for their peers that are the core of the program.

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School
(13-0410-050)
Grades Offered: KG-06
2018-2019

School Narrative

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Before and After School Programs:	Berkeley School offers a year-round after school program for students in grades 2-6. Targeted skills in Language Arts and mathematics are reviewed monthly based on benchmark assessments, STAR results, and teacher recommendations. Berkeley School offers a summer school enrichment program for students in grades 1st-5th. Lessons focus on mathematics, reading, writing, grammar skills and strategies.
Staff and Professional Learning:	All District teachers and staff are eligible both to offer as instructors or take as students courses in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.

NJ SCHOOL PERFORMANCE REPORT

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

School Narrative

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Student Supports and Services:	Utilizing the Goggle platform, Chromebooks and various other applications and extensions within support programs has allowed teachers, therapists and support personnel greater access and ability to create online accommodations and modifications within the inclusive environment. Technology has also provided for increased communication with peers and parents regarding progress and generalization. Professional development in the area of technology within our district has simplified our initiatives and streamlined our process of increasing access for all learners.
Parent and Community Involvement:	Our Home and School provides opportunities for the community to come together by hosting an array of educational and social events. Parent workshops are offered to include embedding technology infusion into the homes, peer conflict, and how to understand assessment results. Berkeley School offers programs such as Grandparents Day, Veterans Day, Dr. Seuss Birthday Celebration, Multi-Cultural Day, Family Literacy and Math nights and Pi Day.

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on the Holistic Approach to School; Safety & Well Being and the New Jersey Administrative Code 6A: 16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security, and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students, and their families.

Berkeley Elementary School

(13-0410-050)

Grades Offered: KG-06

2018-2019

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School Narrative

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2019-20, all students in grades 6-12 participate on the district 1:1 program and take home a Chromebook. Students without home internet access are provided on the recommendation of the school principal a device for high-speed internet. All students have access to a variety of online software and secure data sources for research and learning.

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Berkeley Elementary School

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School Narrative

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i Other Information	The School Improvement Panel purpose is to ensure, oversee, and support the implementation of the district's evaluation, professional development, and mentoring policies at the school level. The committee consist of parents, teachers, community stakeholders, and interventionist. Berkeley School also maintains a safety team which consist of the school anti-bullying specialist, nurse, building principal, parent representatives, and teachers.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
(13-0410-020)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Bloomfield High School
(13-0410-020)
Grades Offered: 09-12
2018-2019

School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Mr. Christopher Jennings
Address	160 Broad Street Bloomfield, NJ 07003-2628
Phone Number	973-680-8500
Email Address	cjennings@bloomfield.k12.nj.us
Website	https://bhs.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@07003bhs

Bloomfield High School

(13-0410-020)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	460	467	506
10	534	467	483
11	493	512	433
12	463	500	507
Total	1,950	1,946	1,929

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	47.5%	48.1%
Male	52.7%	52.5%	51.9%
Economically Disadvantaged Students	43.4%	41.1%	41.4%
Students with Disabilities	16.8%	16.6%	16.2%
English Learners	4.5%	3.8%	3.3%
Homeless Students	0.1%	0.4%	0.5%
Students in Foster Care	0.2%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.1%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.7%	25.6%	24.7%
Hispanic	36.4%	38.0%	39.7%
Black or African American	28.7%	27.5%	27.1%
Asian	7.7%	7.5%	7.2%
Native Hawaiian or Pacific Islander	0.9%	0.8%	0.7%
American Indian or Alaska Native	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.5%	0.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	1,950	1,946	1,929
Shared Time Students	0	0	0
Full Time Equivalent	1,950	1,946	1,929

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	96.0%
Spanish	2.7%
Other Languages	1.3%

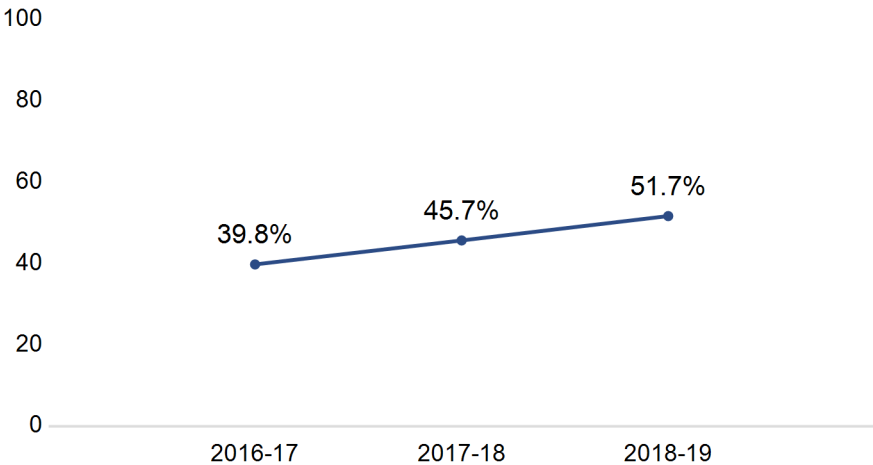**Bloomfield High School**
(13-0410-020)
Grades Offered: 09-12
2018-2019

Report Key:
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability
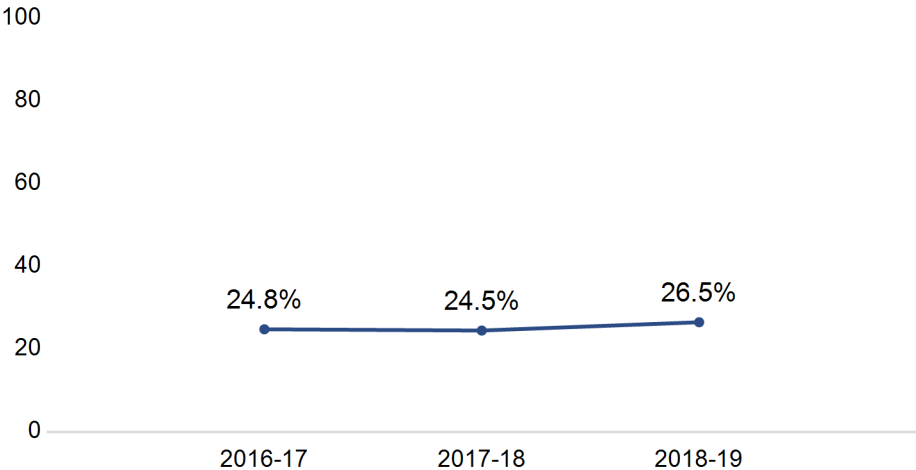
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.0%	98.5%	98.1%	92.8%	91.7%	96.9%
Proficiency Rate for Federal Accountability	39.8%	45.7%	51.7%	24.8%	24.5%	26.5%
Annual Target	42.2%	44.2%	46.2%	21.2%	24.3%	27.4%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

4

Bloomfield High School

(13-0410-020)

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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	878	98.1	51.7	57.9	57.9	51.7	46.2	Met Target
White	202	97.1	61.9	*	66.9	61.9	51.8	Met Target
Hispanic	371	98.9	42.0	51.1	43.9	42.0	45.4	Met Target†
Black or African American	232	97.5	47.4	50.6	38.5	47.4	36.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	70	100.0	88.6	76.1	82.9	88.6	66.9	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	427	99.3	61.1	65.8	64.8	61.1		
Male	451	97.0	42.8	50.5	51.3	42.8		
Economically Disadvantaged Students	369	97.4	43.4	*	40.0	43.4	38.5	Met Target
Non-Economically Disadvantaged Students	509	98.7	57.8	*	67.9	57.8		
Students with Disabilities	130	95.0	*	16.7	22.7	*	20.4	Not Met
Students without Disabilities	748	98.7	*	64.9	65.1	*		
English Learners	45	100.0	20.0	29.8	29.3	20.0	21	Met Target†
Non-English Learners	833	98.0	53.4	59.9	60.6	53.4		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

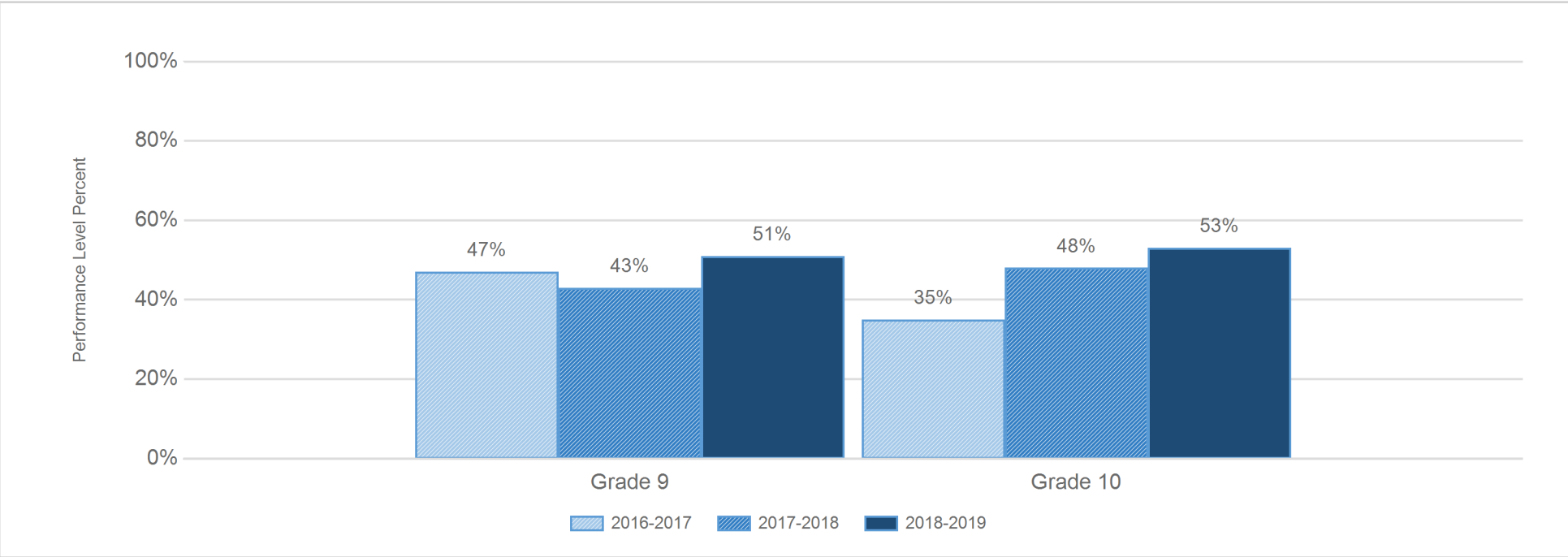† Target was met within a confidence interval.

Bloomfield High School
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Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance Trends

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

Bloomfield High School
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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	461	747	747	753	10%	15%	24%	38%	12%	51%	56%
White	101	758	758	762	*	*	23%	43%	21%	63%	65%
Hispanic	199	738	738	737	13%	20%	30%	29%	9%	37%	40%
Black or African American	124	745	745	732	9%	19%	21%	*	*	51%	33%
Asian, Native Hawaiian, or Pacific Islander	35	775	775	783	*	*	*	*	*	91%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	227	759	759	760	5%	11%	22%	45%	18%	63%	63%
Male	234	736	736	746	15%	20%	26%	32%	7%	39%	49%
Economically Disadvantaged Students	198	740	740	734	11%	20%	28%	34%	7%	41%	36%
Non-Economically Disadvantaged Students	263	753	753	762	9%	12%	21%	42%	16%	58%	65%
Students with Disabilities	72	709	709	717	36%	33%	19%	*	*	11%	17%
Students without Disabilities	389	754	754	760	5%	12%	25%	*	*	58%	63%
English Learners	15	699	699	693	*	*	*	*	*	*	*
Non-English Learners	446	749	749	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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Bloomfield High School
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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	424	751	751	757	18%	12%	17%	33%	20%	53%	58%
White	102	764	764	767	15%	13%	13%	24%	36%	60%	67%
Hispanic	172	745	745	738	20%	12%	20%	34%	13%	48%	43%
Black or African American	113	737	737	733	24%	12%	20%	33%	11%	43%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	203	760	760	766	12%	10%	18%	35%	25%	60%	66%
Male	221	743	743	749	24%	13%	17%	30%	16%	46%	51%
Economically Disadvantaged Students	172	740	740	735	20%	14%	20%	34%	11%	45%	40%
Non-Economically Disadvantaged Students	252	758	758	767	17%	10%	15%	31%	26%	58%	67%
Students with Disabilities	56	694	694	711	*	*	*	*	*	*	19%
Students without Disabilities	368	760	760	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	916	96.9	26.5	41.6	44.5	26.5	27.4	Met Target†
White	208	95.4	38.5	*	54.1	38.5	33.3	Met Target
Hispanic	382	96.8	20.2	34.9	28.8	20.2	25.3	Not Met
Black or African American	249	97.3	18.1	30.4	23.0	18.1	20.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	73	100.0	54.8	61.0	76.5	54.8	41.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	440	98.2	28.0	42.9	44.9	28.0		
Male	476	95.7	25.2	40.4	44.2	25.2		
Economically Disadvantaged Students	396	96.4	17.4	*	26.3	17.4	21.8	Not Met
Non-Economically Disadvantaged Students	520	97.3	33.5	*	54.9	33.5		
Students with Disabilities	137	94.6	*	14.6	17.4	*	16	Not Met
Students without Disabilities	779	97.3	*	46.1	50.0	*		
English Learners	58	95.3	*	22.0	25.0	*	19.3	Not Met
Non-English Learners	858	97.0	*	43.1	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

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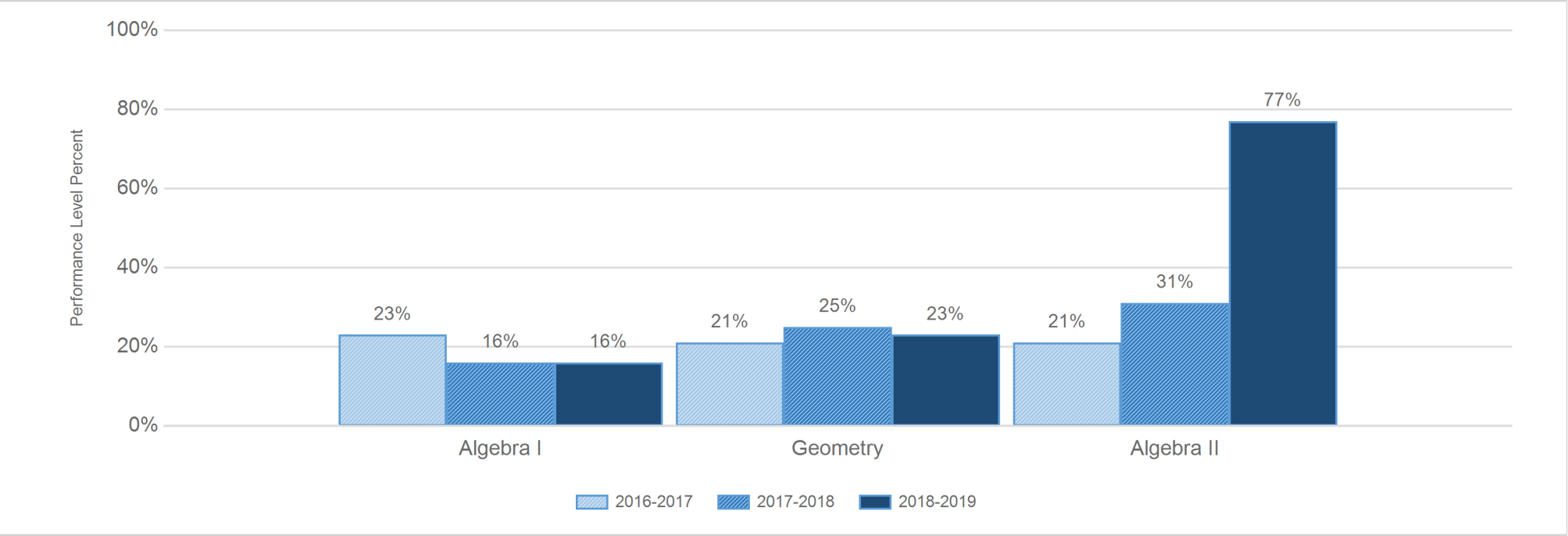
NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
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2018-2019

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Mathematics Assessment – Performance Trends

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

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

NJ SCHOOL PERFORMANCE REPORT

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	413	724	736	744	15%	41%	28%	16%	0%	16%	42%
White	73	731	753	752	*	40%	26%	*	*	25%	53%
Hispanic	189	720	728	728	17%	46%	27%	11%	0%	11%	24%
Black or African American	125	722	*	725	18%	38%	32%	13%	0%	13%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	194	726	737	745	12%	40%	31%	17%	0%	17%	44%
Male	219	722	736	743	18%	41%	26%	15%	0%	15%	41%
Economically Disadvantaged Students	199	721	728	727	17%	43%	28%	13%	0%	13%	23%
Non-Economically Disadvantaged Students	214	726	743	752	14%	39%	29%	19%	0%	19%	52%
Students with Disabilities	73	711	*	717	*	*	*	*	*	*	12%
Students without Disabilities	340	727	*	748	*	*	*	*	*	*	47%
English Learners	20	709	709	710	*	60%	*	*	*	10%	*
Non-English Learners	393	725	737	745	*	40%	*	*	*	16%	*
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%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	403	726	726	737	15%	35%	27%	*	*	23%	35%
White	100	735	735	743	*	30%	33%	*	*	31%	43%
Hispanic	157	723	723	724	18%	37%	25%	*	*	20%	17%
Black or African American	111	717	717	720	22%	42%	22%	*	*	14%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	197	730	730	738	12%	32%	29%	*	*	26%	36%
Male	206	723	723	736	17%	37%	25%	*	*	20%	34%
Economically Disadvantaged Students	168	720	720	722	20%	42%	25%	*	*	13%	16%
Non-Economically Disadvantaged Students	235	731	731	743	11%	30%	29%	*	*	30%	43%
Students with Disabilities	60	702	702	712	*	*	*	*	*	*	*
Students without Disabilities	343	731	731	741	*	*	*	*	*	*	*
English Learners	17	705	705	708	*	*	*	*	*	*	*
Non-English Learners	386	727	727	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School

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Mathematics Assessment - Performance by Test: Algebra II

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

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	110	767	767	755	*	*	16%	68%	9%	77%	58%
White	36	778	778	758	0%	0%	*	*	*	86%	62%
Hispanic	38	760	760	731	*	*	*	*	*	68%	34%
Black or African American	19	753	753	725	*	*	*	*	*	68%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	53	763	763	752	*	*	*	*	*	74%	55%
Male	57	772	772	758	*	*	*	*	*	81%	62%
Economically Disadvantaged Students	31	759	759	729	*	*	*	*	*	71%	32%
Non-Economically Disadvantaged Students	79	771	771	761	*	*	*	*	*	80%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*

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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
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	48.8%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	31	83.9%	16.1%
3-4	21	*	*
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 11 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019
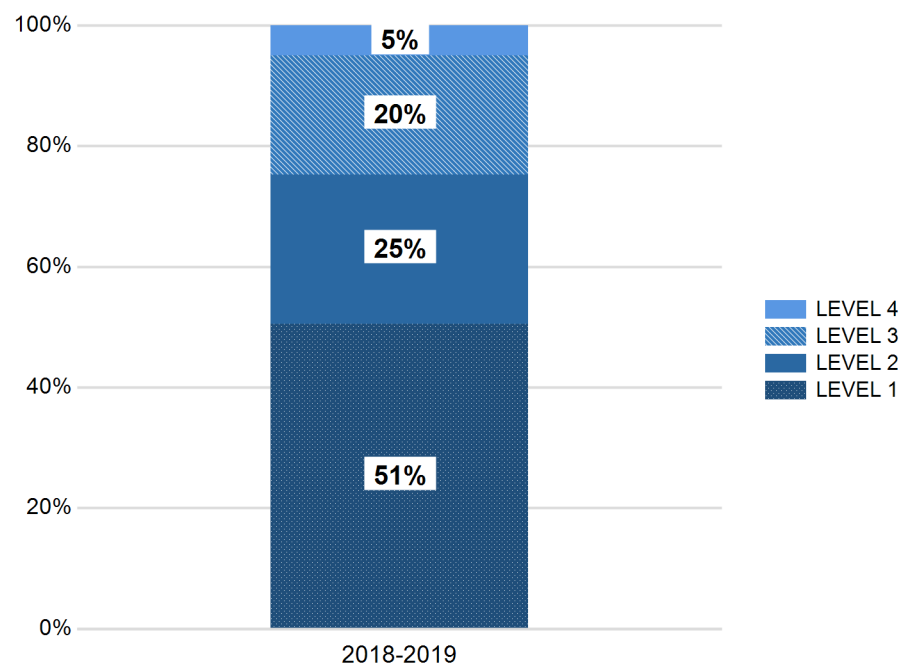
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	25	20	5
White	36	27	27	9
Hispanic	55	27	15	3
Black or African American	65	19	15	1
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	25	22	3
Male	52	25	16	7
Economically Disadvantaged Students	62	24	12	2
Non-Economically Disadvantaged Students	45	25	24	6
Students with Disabilities	85	11	3	0
Students without Disabilities	45	27	22	6
English Learners	82	18	0	0
Non-English Learners	50	25	20	5
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
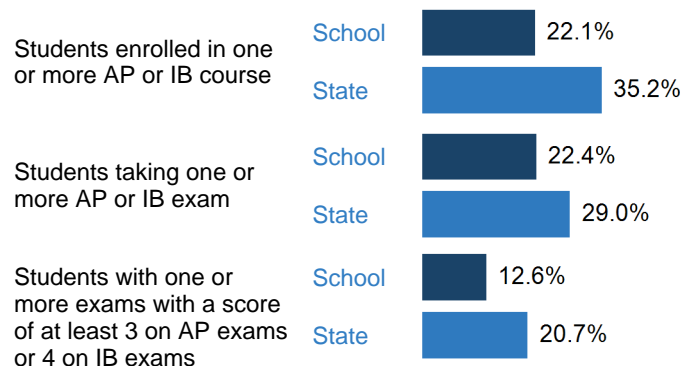(13-0410-020)
Grades Offered: 09-12
2018-2019

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

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

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.6%	84.5%
12th graders taking SAT in 2018-19 or prior years	95.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	9.3%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	451	476	Grade 10: 430 Grade 11: 460	52%	61%
PSAT 10/NMSQT - Math	458	477	Grade 10: 480 Grade 11: 510	33%	43%
SAT - Reading and Writing	483	539	480	49%	70%
SAT - Math	478	541	530	30%	53%
ACT - Reading	24	25	22	53%	66%
ACT - English	22	24	18	68%	81%
ACT - Math	23	24	22	51%	65%
ACT - Science	22	24	23	43%	57%

Bloomfield High School

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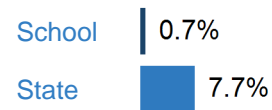
Grades Offered: 09-12

2018-2019

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 22.1%
- State 35.2%

Students taking one or more AP or IB exam
- School 22.4%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 12.6%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School 1.3%
- State 19.0%
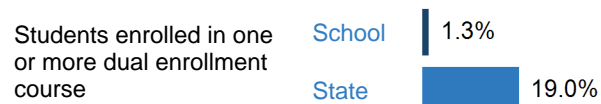
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	15
AP Calculus AB	27	27
AP Calculus BC	12	12
AP Chemistry	5	5
AP Comparative Government and Politics	13	12
AP Computer Science A	41	40
AP English Language and Composition	54	53
AP English Literature and Composition	56	56
AP Japanese Language and Culture	0	1
AP Physics 1	0	53
AP Physics C	7	0
AP Physics C: Electricity and Magnetism	0	7
AP Physics C: Mechanics	0	7
AP Spanish Literature	13	12
AP Statistics	85	83
AP U.S. History	101	59

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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		442
Exams with scores of at least 3 on AP exams or 4 on IB exams		238

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

Career and Technical Education Participation

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

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

School   0.7%

State   7.7%

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

School   7.2%

State   10.3%

Structured Learning Experiences Participation

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

Structured Learning Experiences

School   2.2%

State   3.3%

Bloomfield High School

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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.7%	7.2%	7.7%	10.3%
White	*	5.5%	6.1%	9.6%
Hispanic	*	7.3%	10.3%	11.3%
Black or African American	*	8.8%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	6.5%	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	0.0%	*	6.8%	12.1%
Female	*	5.1%	7.3%	10.6%
Male	*	9.2%	8.0%	10.1%
Economically Disadvantaged Students	*	7.1%	10.4%	11.8%
Students with Disabilities	*	5.8%	6.6%	9.2%
English Learners	0.0%	*	8.7%	3.2%
Homeless Students	0.0%	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*

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2018-2019

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School	0.0%
State	0.9%
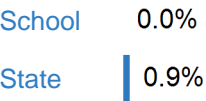
Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Finance	152		
Total (All Clusters)	152	0	0

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(13-0410-020)
Grades Offered: 09-12
2018-2019

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	400	104	4	0	0	0	0
10	32	337	107	1	0	5	9
11	1	16	233	110	0	21	68
12	0	6	2	131	66	114	60
Total	433	463	346	242	66	140	137
Enrolled in AP/IB Course					39	85	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	114	0	0	27	356	1
10	339	105	0	1	8	19
11	22	116	0	4	87	131
12	20	7	0	57	75	101
Total	495	228	0	89	526	252
Enrolled in AP/IB Course	15	5		0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	477	25	2	0	3	0
10	30	452	12	0	9	7
11	5	417	36	11	22	36
12	3	71	68	83	53	170
Total	515	965	118	94	87	213
Enrolled in AP/IB Course	0	101	0	0		13
Enrolled in Dual Enrollment Course	0	0	0	12	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	290	83	48	0	0	0	0
10	285	60	57	0	0	0	0
11	110	32	38	0	0	0	0
12	78	22	17	0	0	0	0
Total	763	197	160	0	0	0	0
Enrolled in AP/IB Course	13	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	133	50	44	0	0	0	0

Bloomfield High School

(13-0410-020)

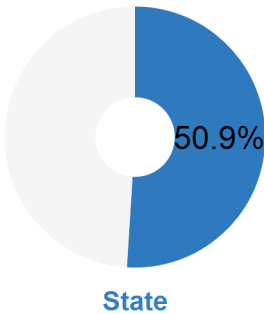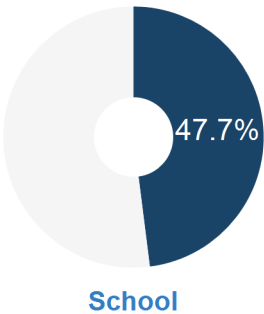Grades Offered: 09-12

2018-2019

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	19	0	0	0	0	0
10	29	0	0	0	0	0
11	36	0	0	0	0	0
12	42	0	0	0	0	0
Total	126	0	0	0	0	0
Enrolled in AP/IB Course	41		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Spanish	11
Total	11

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2018-2019

Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

47.7% **School**

50.9% **State**

Students enrolled in one or more classes by discipline:

MUSIC
- School 23.0%
- State 17.6%

DANCE
- School 0.0%
- State 2.3%

DRAMA
- School 3.7%
- State 3.9%

VISUAL ARTS
- School 23.3%
- State 32.9%

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

- Cohort 2017: 91.3%
- Cohort 2018: 90.0%
- Cohort 2019: 89.7%

5-Year Graduation Rate Trends
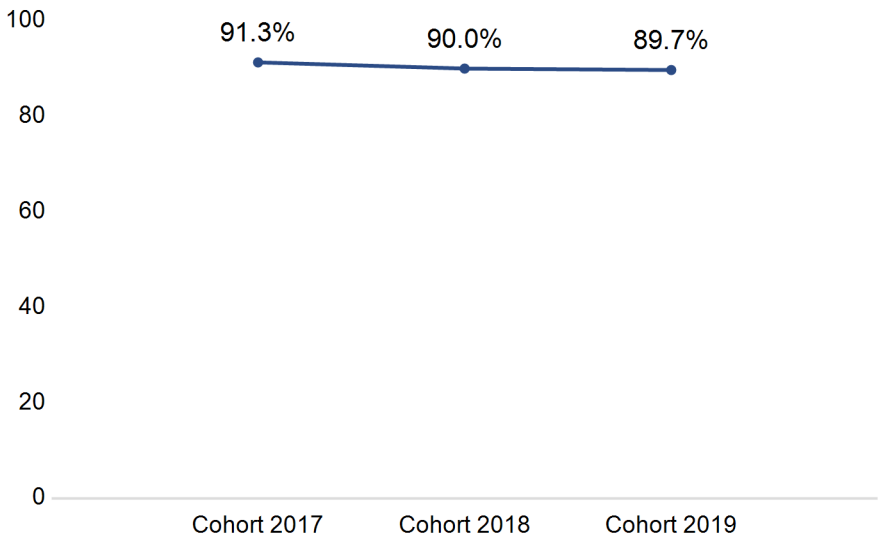
- Cohort 2016: 92.7%
- Cohort 2017: 93.1%
- Cohort 2018: 91.7%
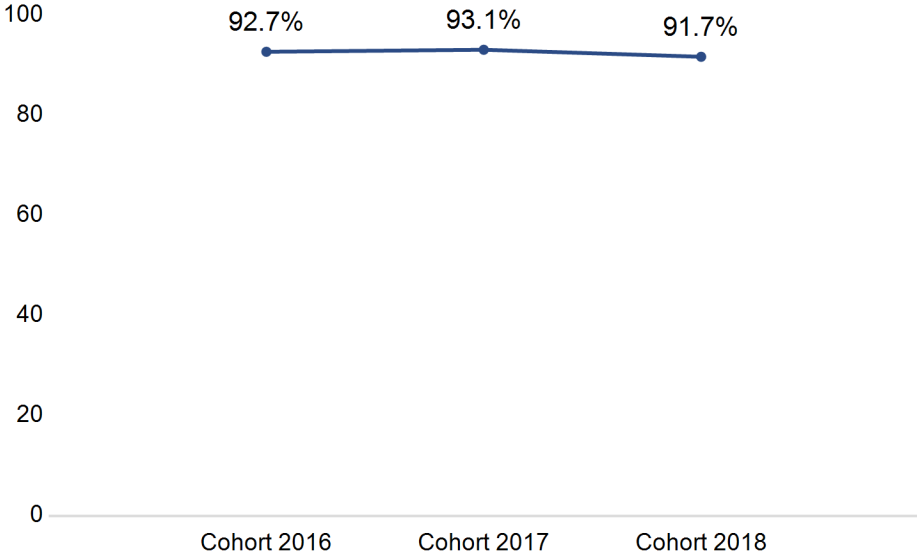
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	91.3%	90.0%	89.7%	92.7%	93.1%	91.7%
Annual Target	90.5%	90.7%		93.0%	93.2%	
Met Annual Target?	Met Target	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.7%	90.6%	91.7%	92.5%	90.0%	90.7%	Not Met	93.1%	93.2%	Not Met
White	88.3%	94.9%	92.6%	95.9%	91.9%	94.7%	Not Met	92.6%	93.7%	Not Met
Hispanic	89.8%	84.5%	88.8%	87.3%	87.8%	86.6%	Met Target	92.4%	91.1%	Met Target
Black or African American	88.0%	83.3%	92.3%	87.1%	88.5%	90.5%	Not Met	92.9%	92.9%	Met Target
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	*	97.8%	*	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	92.5%	92.8%	94.1%	94.4%	92.5%			93.9%		
Male	87.3%	88.5%	89.4%	90.8%	87.6%			92.5%		
Economically Disadvantaged Students	90.3%	84.0%	90.9%	87.3%	90.5%	91.6%	Not Met	92.4%	91.8%	Met Target
Students with Disabilities	78.6%	79.2%	82.8%	83.8%	80.7%	81.1%	Not Met	82.5%	81.8%	Met Target
English Learners	79.5%	75.4%	90.3%	80.1%	90.3%	78.9%	Met Target	95.5%	N	Met Goal
Homeless Students	N	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			*		
Migrant Students	N	83.3%	N	85.0%	N			N		

Bloomfield High School
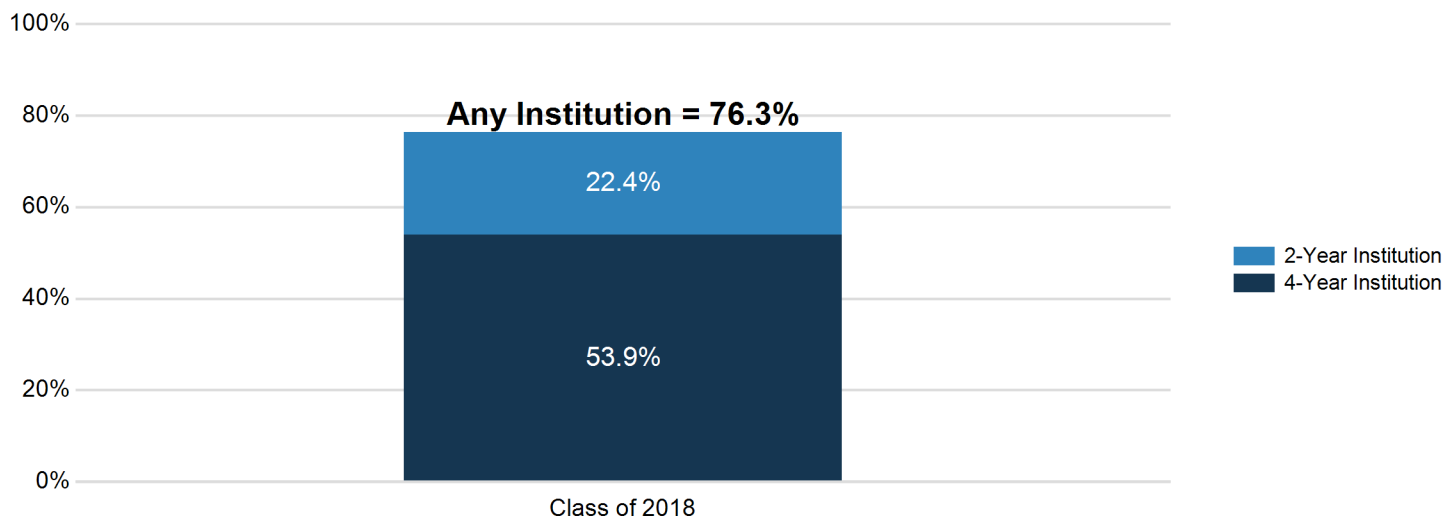(13-0410-020)
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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	65.4%	48.8%
Substitute Competency Test	28.7%	40.9%
Portfolio Appeals Process	0.2%	0.0%
Alternate Requirements specified in IEP	5.0%	9.6%
Unknown	0.6%	0.6%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.0%	1.2%
2017-2018	1.0%	1.2%
2016-2017	1.7%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 76.3%

- 2-Year Institution: 22.4%
- 4-Year Institution: 53.9%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	22.4%
% Enrolled in 4-Year Institution	53.9%
% Enrolled in Any Postsecondary Institution	76.3%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	71.2%	29.2%	70.8%
White	73.9%	22.4%	77.6%
Hispanic	69%	34.6%	65.4%
Black or African American	67.9%	32.3%	67.7%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	66.7%	32.8%	67.2%
Students with Disabilities	43.8%	46.9%	53.1%
English Learners	*	*	*

Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	76.3%	29.4%	70.6%	78.4%	21.6%	79.5%	20.5%
White	83.9%	26%	74%	74%	26%	74%	26%
Hispanic	69.7%	30.6%	69.4%	78.2%	21.8%	84.7%	15.3%
Black or African American	75.4%	30.8%	69.2%	77.9%	22.1%	77.9%	22.1%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	66.8%	34.1%	65.9%	81.4%	18.6%	87.6%	12.4%
Students with Disabilities	40.5%	53.3%	46.7%	80%	20%	90%	10%
English Learners	34.8%	50%	50%	100%	0%	62.5%	37.5%

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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	297	15.3	14.2	Not Met
White	73	15.3	14.2	Not Met
Hispanic	118	15.4	14.2	Not Met
Black or African American	93	17.5	14.2	Not Met
Asian, Native Hawaiian, or Pacific	9	6.0	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	116	12.5		
Male	181	17.9		
Economically Disadvantaged Students	152	19.0	14.2	Not Met
Students with Disabilities	63	19.4	14.2	Not Met
English Learners	16	26.7	14.2	Not Met
Homeless Students	4	40.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

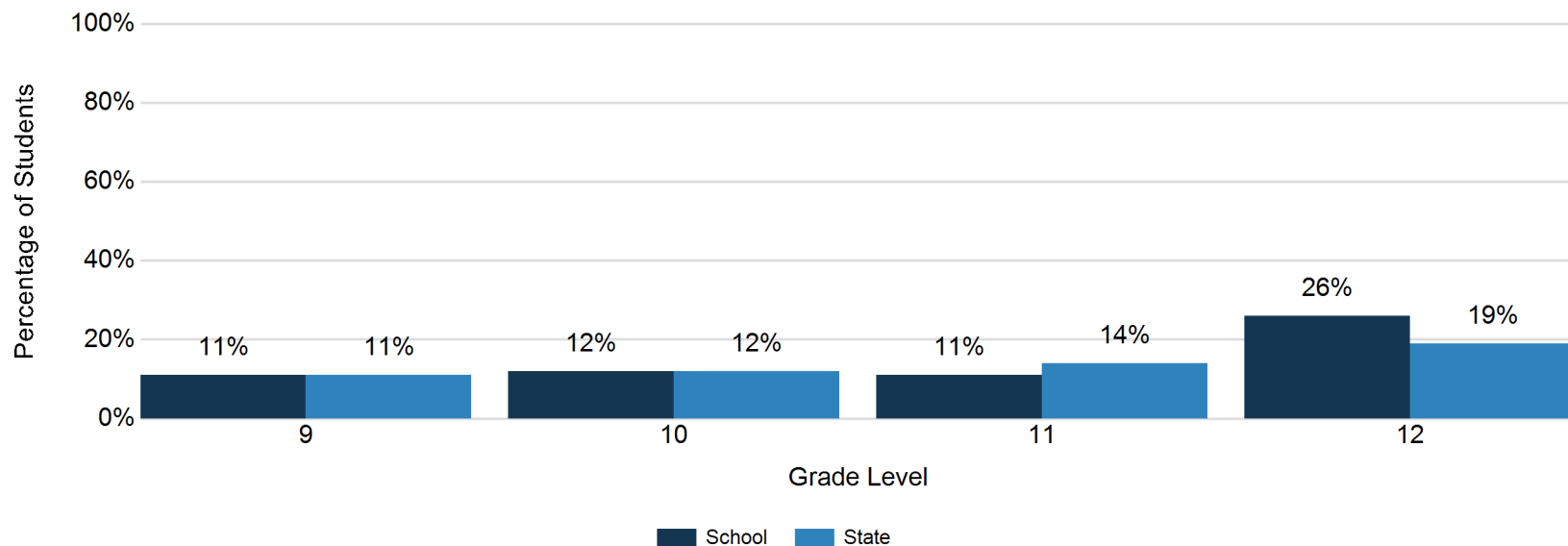This graph shows the percentage of K-12 students by the number of days they were absent during the school year.

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Chronic Absenteeism by Grade

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

33

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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	10
Weapons	2
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	16
Incidents Per 100 Students Enrolled	0.83

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	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	142	7.4%
Out-of-School Suspensions	68	3.5%
Any Suspension	188	9.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
326

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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	N
Shared Time - Instructional Time	N

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	169	118,214
Average years experience in public schools	12.1	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	79.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	175:1	188:1
Teachers to Administrators	15:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	56.2%	36.4%	48.4%	77.1%	54.9%
Male	51.9%	43.8%	63.6%	51.6%	22.9%	45.1%
White	24.7%	88.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	39.7%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	27.1%	4.1%	0.0%	15.0%	6.6%	13.9%
Asian	7.2%	1.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.6%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	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

Teacher — 57%
Admin — N/A

Master's Degree

Teacher — 41%
Admin — 91%

Doctoral Degree

Teacher — 2%
Admin — 9%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.2%

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.8%	45.7%	51.7%
Math Proficiency	24.8%	24.5%	26.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	91.3%	90.0%	89.7%
5-Year Graduation Rate†	92.7%	93.1%	91.7%
Progress toward English Language Proficiency		55.6%	48.8%
Chronic Absenteeism	10.7%	16.6%	15.3%

† 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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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.
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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Not Met	Met Target	Not Met	No
White	Met Target	Met Target	Not Met	Not Met	n/a	Not Met	No
Hispanic	Met Target†	Not Met	Met Target	Met Target	n/a	Not Met	No
Black or African American	Met Target	Met Target†	Not Met	Met Target	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target	Met Goal	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	Met Target†	Not Met	Met Target	Met Goal	**	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:	• A 1:1 Chrome Book initiative is underway at BHS. All students were issued a personal device to use in their learning. • Award-winning freshman transition program that promotes multiple opportunities for success through personal connections. • Ranked 2nd most diverse school in NJ.
Mission, Vision, Theme:	Core Values Built Upon a Culture of Positive Attitudes and Teamwork! We value our diversity, We accept responsibility, We strive to be better every day, We are problem solvers- not problem finders, We believe in family, friends, and community.
Awards, Recognition, Accomplishments:	Distinguished Title I School, National Breakthrough School, College Board AP Honor Roll, National School Change Award, District of Distinction, Gaston Capperton Opportunity Honor Roll

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School Narrative

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

Courses, Curriculum, Instruction:	13 AP courses, Weekly Activity Period for small group instruction, Award winning Freshman Transition Program that supports freshmen in the transition process from 8th grade to high school. All English/Language Arts 1,2,3, and 4 are novel based courses all of which contain thematic units to meet all NJSLS literacy standards. All science courses have adopted the Next Generation Science Standards which stresses hands-on student exploration.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Golf (Boys & Girls), Ice Hockey (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Boys & Girls) Boys & Girls have recently won Basketball Sectional Championships, Boys Cross Country League Champions, Boys Bowling League Champions, Boys Volleyball ranked 6th in NJ, 56% of athletes are honor roll students
Clubs and Activities:	Camera Club Cercle Francais Chess Club Culture Club Dramatics Club FCCLA Gay & Straight Alliance Italian Club National Honor Society S.A.D.D. Ski Club World Lang. Hon. Soc. Student Prints Earth Science Math Team Mock Trial Physics Team Chemistry I Team Astronomy Club Academic Bowl Key Club Chess Team FBLA Robotics Team Future Educators Stage Crew Coordinator SGA Student Prints Bengal Paws HS Tutorial Band -Color Guard Choral/Madrigal HS Jazz Percussion Pop a Capella

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
(13-0410-020)
Grades Offered: 09-12
2018-2019

Report Key:
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School Narrative

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Before and After School Programs:	ELL Café meets after school to provide all ELL students academic and social support in their journey to success. Academic tutoring is provided for all students each afternoon in all content areas. Our Wednesday Activity period provides students with fifty minutes each week to have small group meetings with teachers and support staff. The Den, a grant funded counseling center, provides students access to academic and psychological support.
Staff and Professional Learning:	Bloomfield Teacher Academy - Teacher led professional development offered in evenings, weekends, and summer sessions. Teachers meet in departmental and school-wide Professional Learning Communities. Freshman teachers work in collaborative teams and meet twice a week to discuss best practice and effective teaching strategies. Sixty-five percent of staff hold advanced degrees.
Postsecondary Information:	90% of Bloomfield graduates attend post-secondary schooling. The school counseling department provides a variety of workshop and tutorials to assist students and families in the application process. The district provides students in grades 10-12 the opportunity to take the PSAT or the SAT for free during the school day. The Bloomfield Educational Foundation funds all AP testing fees as well as SAT preparation classes. Bloomfield High graduates attend schools across the country and the world.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
(13-0410-020)
Grades Offered: 09-12
2018-2019

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School Narrative

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Student Supports and Services:	English Language Learners are provided opportunities for academic support through push in ELL teachers in each content area and ELL café, an after-school support program. Students with disabilities are provided extensive services with the goal of providing an education in the least restrictive environment possible. The I&RS team works to ensure that all students with academic or social issues receive services. All students have the opportunity to attend free after school tutoring.
Student Health and Wellness:	Breakfast and lunch are served every school day, with an emphasis on student nutrition. There is a wellness committee that meets quarterly to discuss nutritious and delicious menu options. Our physical education curriculum has been revised to incorporate lifelong health and wellness and students are allowed to choose their activities each quarter.
Parent and Community Involvement:	An active Home and School Association meets monthly with the goal of supporting the students and staff in their quest for excellence. The Home and School also lends monetary support to many student activities such as Project Graduation and Senior Fest.

Bloomfield High School

(13-0410-020)

Grades Offered: 09-12

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers
Facilities:	Although the building is over 100 years old, a 54-million-dollar renovation program has transformed our original building, which now extends to four corners on a single block. Our science tower has state of the art laboratories; our gymnasia cover five levels to accommodate our athletic programs which serve the majority of our student body who participate. The history of Bloomfield athletics in 100 years is showcased in our atrium which is the main entrance of the building.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield High School
(13-0410-020)
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2018-2019

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School Narrative

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Other Information

Bloomfield High School is in the third year of a 1:1 Chrome Book initiative which provides students with a Chromebook to use in school and at home. Staff members are continuing their training so they are equipped to teach with an emphasis on 21st Century Skills. All classrooms are equipped with either a Smartboard or an interactive projection system that allows lessons to be more student-centered. Student safety while at school is a major theme at Bloomfield HS. All exits are monitored with an alarm system and the school is equipped with ninety interior and exterior cameras. The freshman transition program known as "RAFT" seeks to provide additional academic and social support to ninth graders who are transitioning to BHS. The cornerstone principles of "RAFT" are multiple opportunities for success through personal connections. We believe that students should be afforded opportunities to demonstrate learning beyond tests and quizzes.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
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:

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

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	Essex
District	Bloomfield Township School District
Principal Name	Mrs. Alla Vayda-Manzo
Address	60 Huck Road Bloomfield, NJ 07003-4144
Phone Number	973-680-8620
Email Address	avayda@bloomfield.k12.nj.us
Website	https://bms.bloomfield.k12.nj.us/
Twitter	https://twitter.com/07003bmsbengals

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	473	471	509
8	451	478	479
Total	927	952	993

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.7%	46.6%	46.1%
Male	52.3%	53.4%	53.9%
Economically Disadvantaged Students	44.4%	42.6%	42.3%
Students with Disabilities	15.2%	14.3%	14.4%
English Learners	1.9%	3.2%	4.0%
Homeless Students	0.4%	0.3%	0.0%
Students in Foster Care	0.0%	0.1%	0.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	26.0%	24.9%	25.0%
Hispanic	39.6%	42.3%	42.5%
Black or African American	26.4%	23.9%	23.8%
Asian	6.3%	6.0%	6.3%
Native Hawaiian or Pacific Islander	1.4%	2.5%	2.1%
American Indian or Alaska Native	0.2%	0.3%	0.2%
Two or More Races	0.1%	0.0%	0.1%

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	95.5%
Spanish	3.3%
Other Languages	1.2%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
2018-2019

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

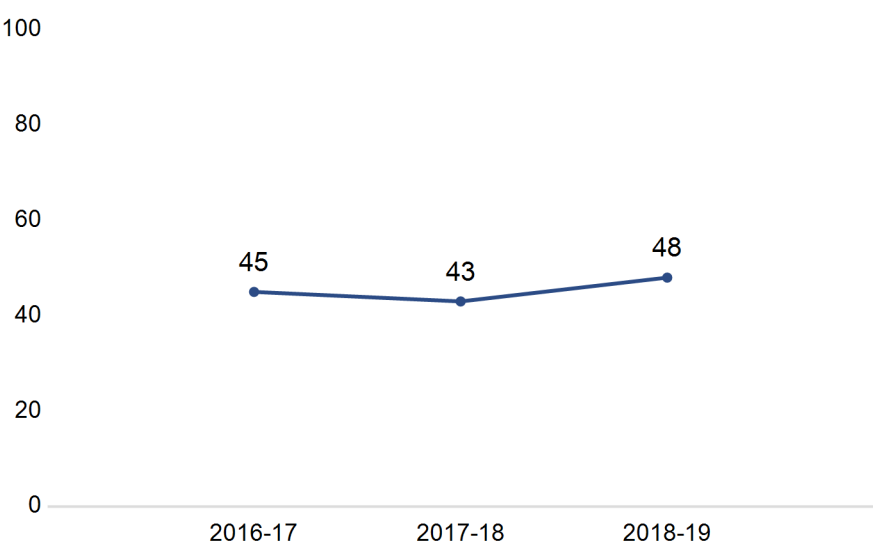| Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	45	43	48	58	50	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	53	50	Met Standard	49	52	50	Met Standard
White	49	56	50	Met Standard	54	54.5	52	Met Standard
Hispanic	46	51	49	Met Standard	44	51	47	Met Standard
Black or African American	44.5	50	45	Met Standard	47	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55	55	59	Met Standard	60	56	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	N	*	52	**
Female	46	56	53	N	51	53	50	N
Male	50	50	47	N	47	51	51	N
Economically Disadvantaged Students	42.5	49	48	Met Standard	40	52	46	Met Standard
Students with Disabilities	54	51	43	Met Standard	26	42.5	45	Not Met
English Learners	39.5	49.5	52	Not Met	32.5	47	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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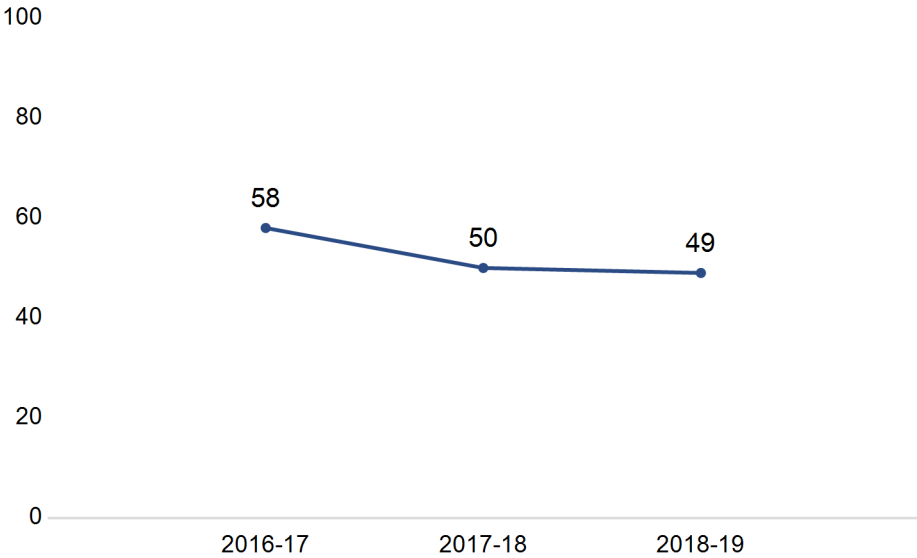† This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

Student Growth by Grade

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

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

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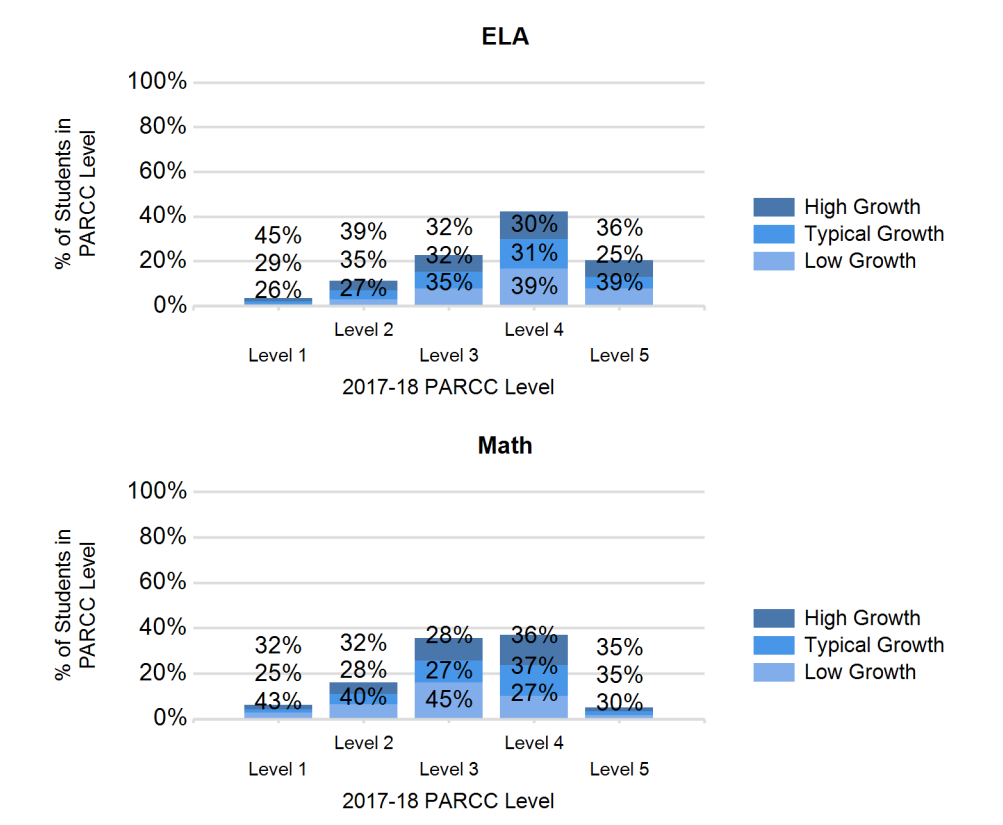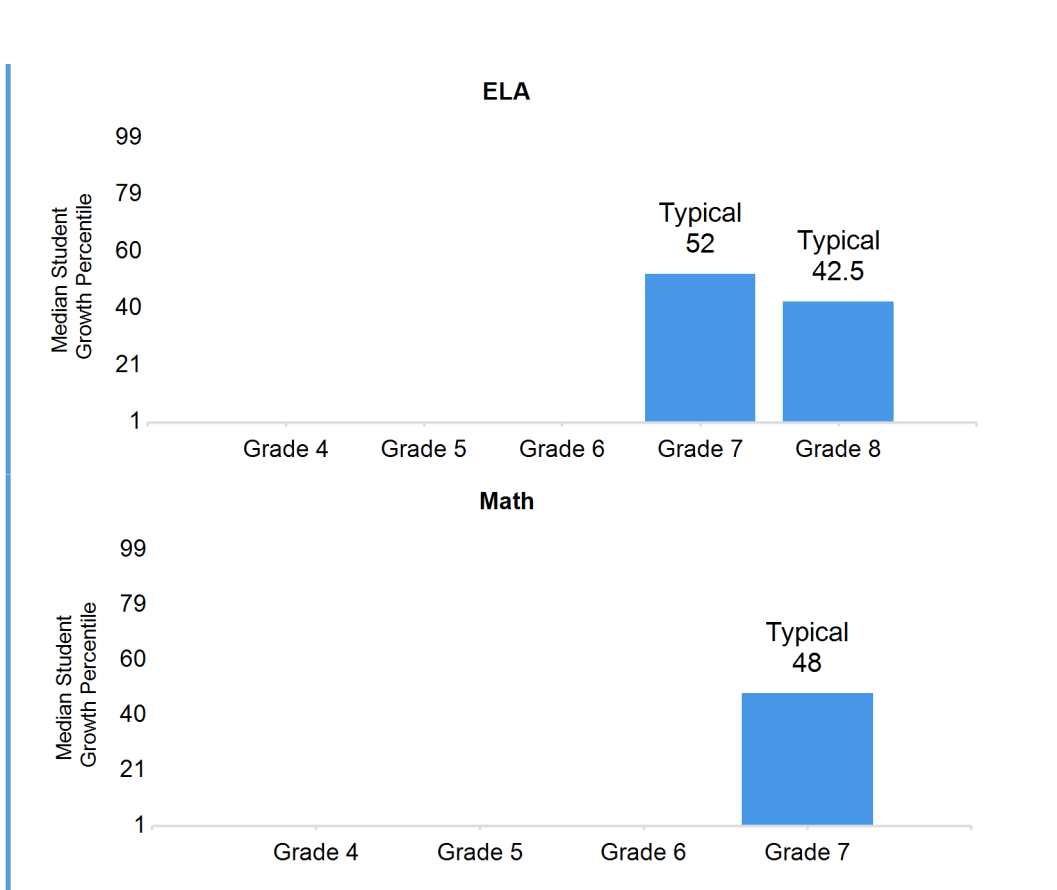- **†** This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 58.1%
- 2017-18: 60.7%
- 2018-19: 62.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 45.5%
- 2017-18: 47.5%
- 2018-19: 43.3%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	97.9%	96.8%	96.6%	98.3%	96.8%
Proficiency Rate for Federal Accountability	58.1%	60.7%	62.2%	45.5%	47.5%	43.3%
Annual Target	58.8%	59.9%	61.0%	47.5%	49.2%	50.9%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

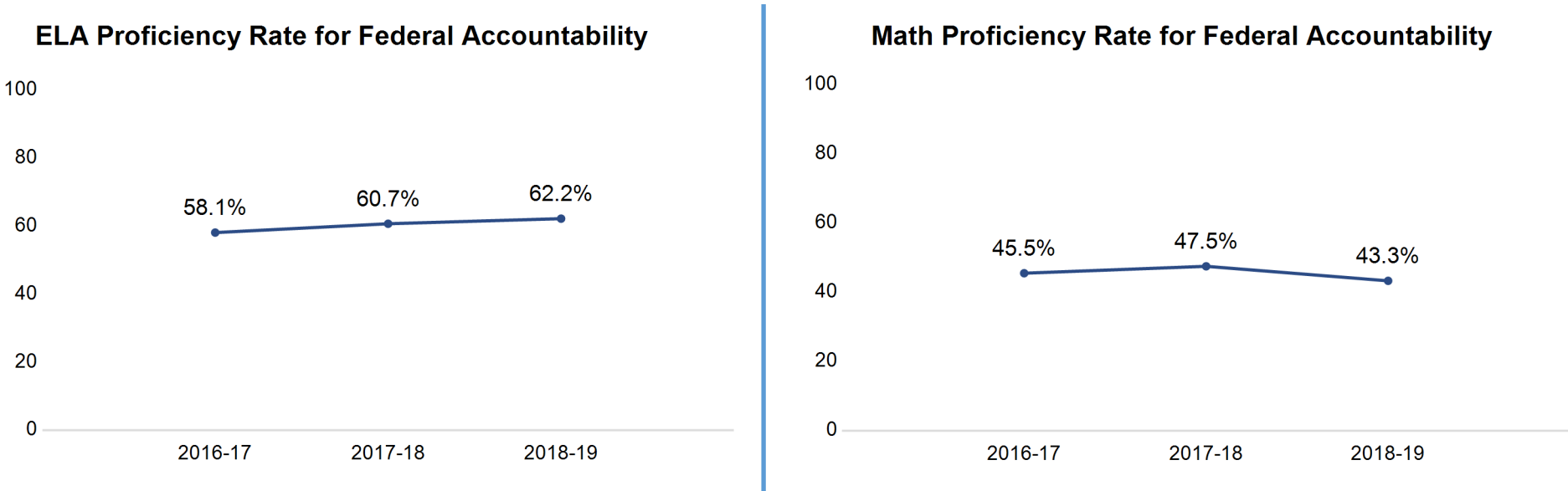† Target was met within a confidence interval.

7

Bloomfield Middle School

(13-0410-030)

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2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	932	96.8	62.2	57.9	57.9	62.2	61	Met Target
White	231	94.0	73.6	*	66.9	72.7	64.1	Met Target
Hispanic	397	97.8	54.2	51.1	43.9	54.2	58.7	Not Met
Black or African American	220	97.0	57.7	50.6	38.5	57.7	55.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	81	100.0	81.5	76.1	82.9	81.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	426	95.8	68.1	65.8	64.8	68.1		
Male	506	97.7	57.3	50.5	51.3	57.3		
Economically Disadvantaged Students	395	97.8	50.4	*	40.0	50.4	54.2	Met Target†
Non-Economically Disadvantaged Students	537	96.1	70.9	*	67.9	70.9		
Students with Disabilities	125	95.6	23.2	16.7	22.7	23.2	26.6	Met Target†
Students without Disabilities	807	97.0	68.3	64.9	65.1	68.3		
English Learners	71	100.0	28.2	29.8	29.3	28.2	20.8	Met Target
Non-English Learners	861	96.6	65.0	59.9	60.6	65.0		
Homeless Students	N	N	N	*	29.1	N		
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.

8

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
2018-2019

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English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
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2018-2019

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.

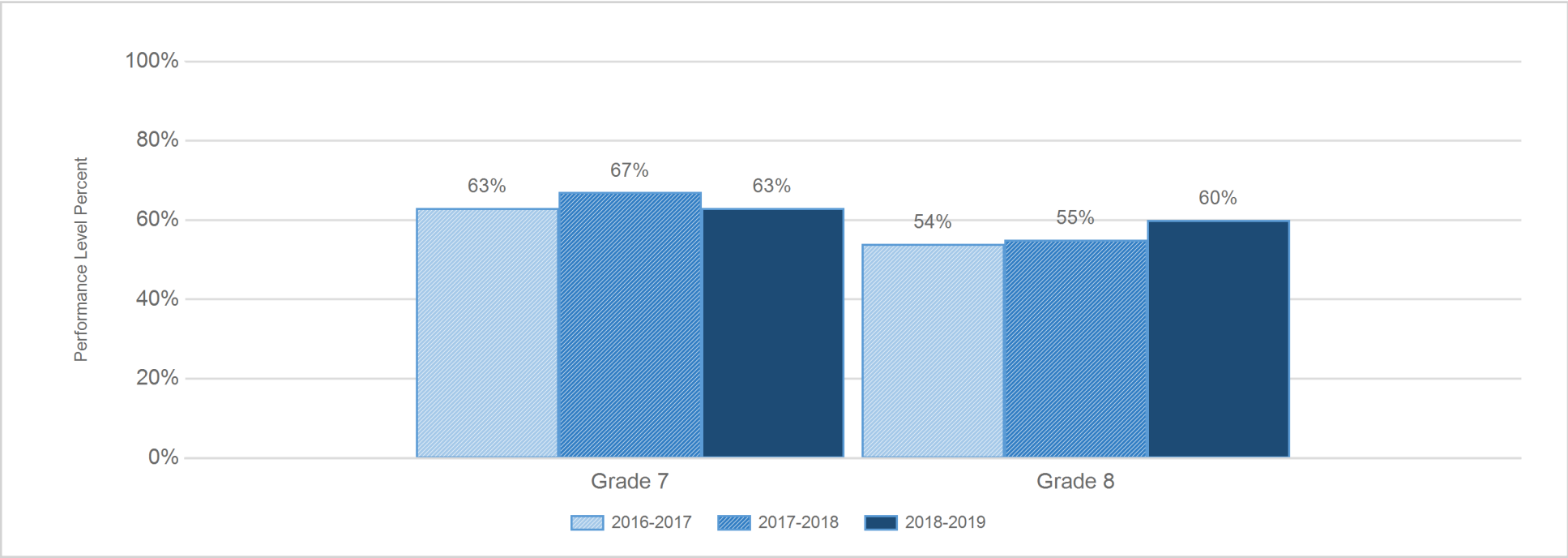| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	483	762	762	761	6%	11%	20%	34%	30%	63%	63%
White	127	775	775	769	*	*	15%	31%	44%	75%	72%
Hispanic	203	755	755	747	9%	13%	21%	33%	24%	57%	50%
Black or African American	115	753	753	741	*	*	27%	37%	17%	54%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	233	769	769	769	6%	6%	18%	33%	37%	70%	71%
Male	250	755	755	753	6%	17%	21%	34%	23%	57%	55%
Economically Disadvantaged Students	201	749	749	743	*	*	26%	32%	17%	50%	45%
Non-Economically Disadvantaged Students	282	771	771	771	*	*	15%	35%	38%	73%	73%
Students with Disabilities	62	724	724	720	18%	31%	37%	*	*	15%	22%
Students without Disabilities	421	767	767	769	4%	9%	17%	*	*	71%	71%
English Learners	20	691	691	706	*	*	*	*	*	*	12%
Non-English Learners	463	765	765	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	453	761	761	762	6%	10%	24%	40%	20%	60%	63%
White	105	773	773	770	*	*	17%	37%	34%	71%	72%
Hispanic	197	753	753	747	6%	15%	29%	36%	14%	50%	49%
Black or African American	104	755	755	741	*	*	26%	50%	11%	61%	43%
Asian, Native Hawaiian, or Pacific Islander	45	776	776	794	*	*	*	47%	31%	78%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	198	767	767	771	*	*	22%	40%	23%	64%	71%
Male	255	756	756	753	*	*	25%	40%	17%	58%	55%
Economically Disadvantaged Students	191	750	750	743	8%	13%	29%	38%	12%	50%	45%
Non-Economically Disadvantaged Students	262	769	769	772	4%	7%	21%	42%	26%	68%	72%
Students with Disabilities	54	728	728	721	20%	30%	26%	*	*	24%	22%
Students without Disabilities	399	765	765	770	4%	7%	24%	*	*	65%	71%
English Learners	17	713	713	708	*	*	*	*	*	12%	12%
Non-English Learners	436	763	763	764	*	*	*	*	*	62%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	932	96.8	43.3	41.6	44.5	43.3	50.9	Not Met
White	231	94.0	56.7	*	54.1	56.0	56	Met Target
Hispanic	397	97.8	36.3	34.9	28.8	36.3	48.3	Not Met
Black or African American	220	97.0	33.6	30.4	23.0	33.6	41.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	81	100.0	64.2	61.0	76.5	64.2	78	Not Met
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	426	95.8	43.2	42.9	44.9	43.2		
Male	506	97.7	43.5	40.4	44.2	43.5		
Economically Disadvantaged Students	395	97.8	32.7	*	26.3	32.7	43.8	Not Met
Non-Economically Disadvantaged Students	537	96.1	51.2	*	54.9	51.2		
Students with Disabilities	125	95.6	12.0	14.6	17.4	12.0	19.9	Not Met
Students without Disabilities	807	97.0	48.2	46.1	50.0	48.2		
English Learners	71	100.0	16.9	22.0	25.0	16.9	31.2	Not Met
Non-English Learners	861	96.6	45.5	43.1	46.5	45.5		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
2018-2019

Mathematics Assessment – Performance Trends

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

	Grade 7†	Grade 8†	Algebra I
2016-2017	46%	28%	100%
2017-2018	45%	36%	100%
2018-2019	40%	34%	99%

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

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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.

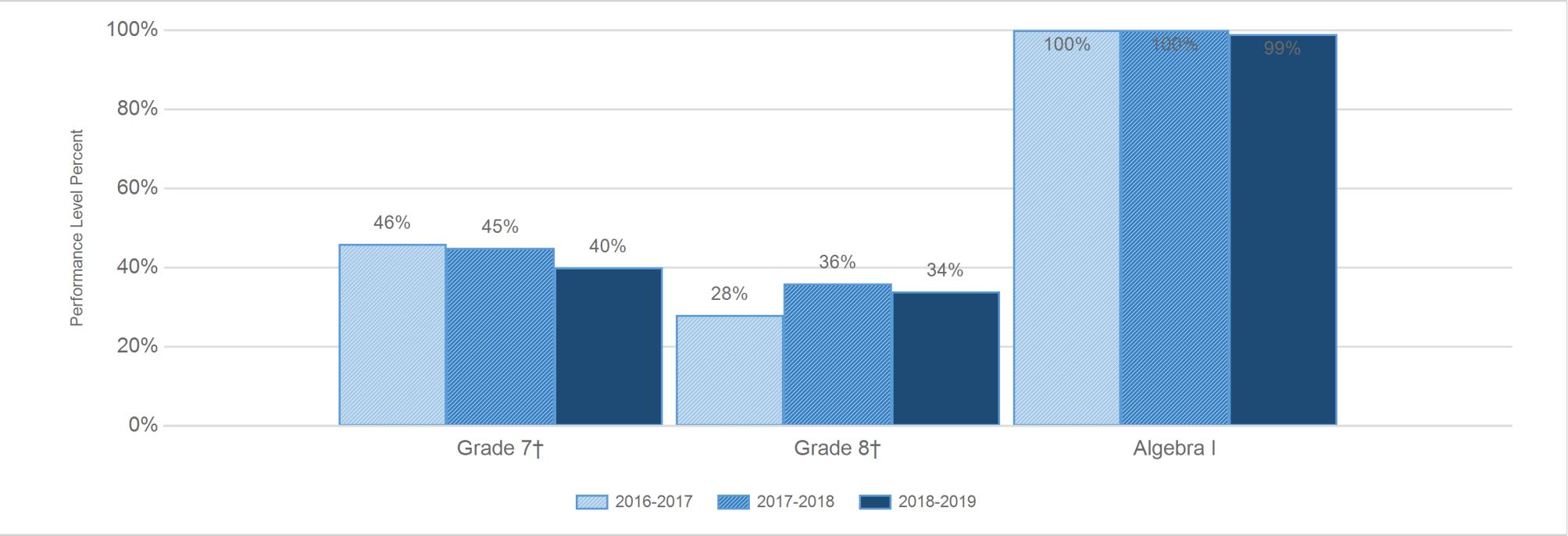| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	483	743	743	744	8%	22%	30%	31%	10%	40%	42%
White	127	754	754	751	*	*	25%	35%	19%	54%	53%
Hispanic	203	738	738	733	9%	25%	29%	31%	6%	36%	26%
Black or African American	115	733	733	727	10%	29%	34%	*	*	27%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	233	745	745	744	8%	18%	32%	31%	11%	42%	42%
Male	250	741	741	743	8%	26%	28%	30%	8%	38%	42%
Economically Disadvantaged Students	201	733	733	731	11%	31%	30%	*	*	28%	24%
Non-Economically Disadvantaged Students	282	750	750	751	5%	16%	29%	*	*	49%	53%
Students with Disabilities	62	709	709	718	*	*	*	*	*	*	13%
Students without Disabilities	421	748	748	749	*	*	*	*	*	*	48%
English Learners	20	708	708	716	*	*	*	*	*	*	10%
Non-English Learners	463	744	744	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	367	735	735	728	17%	22%	28%	30%	3%	34%	29%
White	67	736	736	737	19%	19%	24%	*	*	37%	38%
Hispanic	175	731	731	722	19%	26%	29%	*	*	27%	22%
Black or African American	94	736	736	714	15%	22%	28%	*	*	35%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	162	734	734	731	15%	23%	30%	*	*	31%	31%
Male	205	735	735	726	19%	20%	26%	*	*	36%	27%
Economically Disadvantaged Students	170	732	732	719	18%	24%	29%	*	*	29%	20%
Non-Economically Disadvantaged Students	197	738	738	735	16%	20%	27%	*	*	37%	36%
Students with Disabilities	52	710	710	707	44%	19%	23%	*	*	13%	10%
Students without Disabilities	315	739	739	734	13%	22%	29%	*	*	37%	35%
English Learners	17	711	711	706	*	*	*	*	*	12%	10%
Non-English Learners	350	736	736	730	*	*	*	*	*	35%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	797	736	744	0%	0%	*	*	*	99%	42%
White	38	796	753	752	0%	0%	*	*	*	97%	53%
Hispanic	22	799	728	728	0%	0%	0%	*	*	100%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	15	800	*	775	0%	0%	0%	*	*	100%	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	36	798	737	745	0%	0%	*	*	*	97%	44%
Male	50	796	736	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	21	794	728	727	0%	0%	*	*	*	100%	23%
Non-Economically Disadvantaged Students	65	798	743	752	0%	0%	*	*	*	98%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	709	710	N	N	N	N	N	N	*
Non-English Learners	86	797	737	745	0%	0%	*	*	*	99%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
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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	10	10
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	51.9%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	24	79.2%	20.8%
3-4	*	*	*
5 or more	*	*	*

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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

NJSLA Science Assessment: Grade 8 Summary

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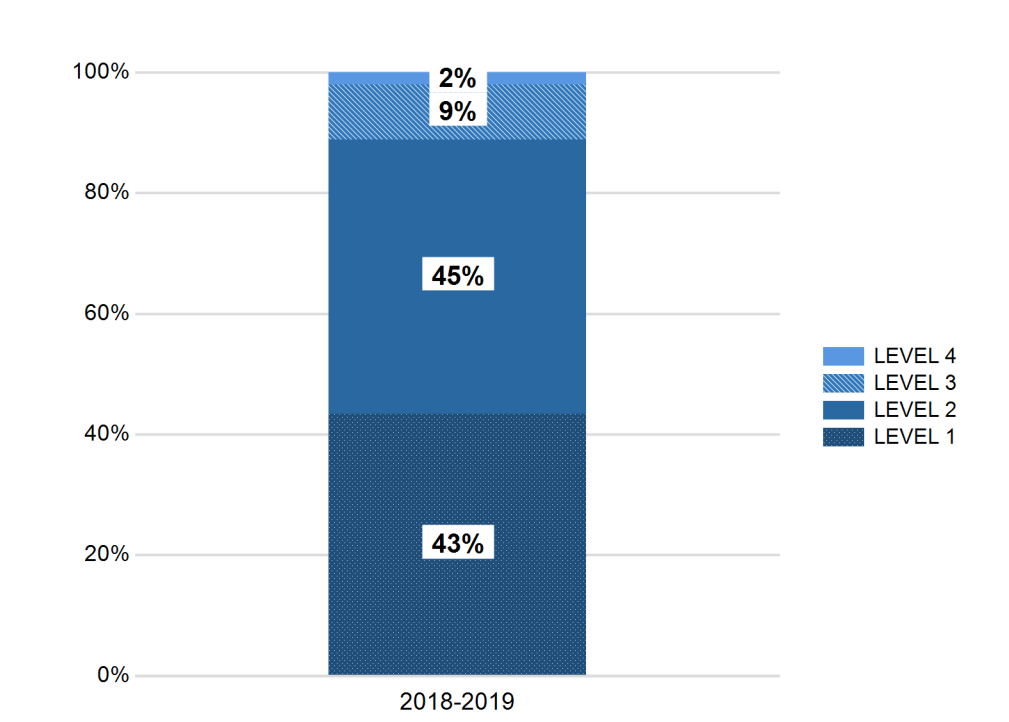
NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	45	9	2
White	29	52	16	3
Hispanic	53	39	7	2
Black or African American	48	46	4	2
Asian, Native Hawaiian, or Pacific Islander	18	60	18	4
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	47	41	11	2
Male	40	49	9	3
Economically Disadvantaged Students	53	40	5	2
Non-Economically Disadvantaged Students	35	49	13	3
Students with Disabilities	78	20	0	2
Students without Disabilities	38	49	11	2
English Learners	65	35	0	0
Non-English Learners	42	46	10	2
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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	514
8	90	0	401
Total	90	0	915

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	337	0	0	0	0	0	0
8	313	0	0	0	0	0	0
Total	650	0	0	0	0	0	0

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
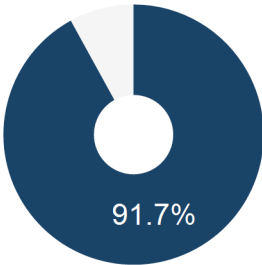Grades Offered: 07-08
2018-2019

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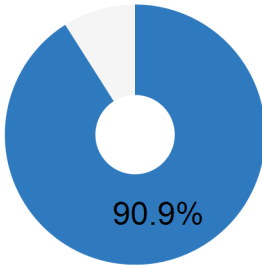## Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

91.7% School

90.9% State

Students enrolled in one or more classes by discipline:

MUSIC	School	57.7%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	19.2%
	State	7.1%
VISUAL ARTS	School	43.8%
	State	70.0%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

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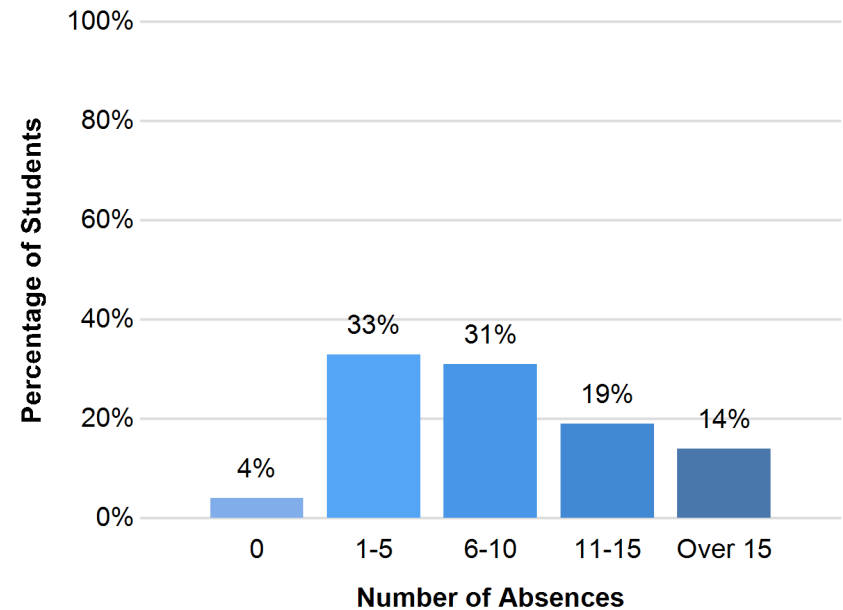
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	107	10.8	9.5	Not Met
White	30	12.1	9.5	Not Met
Hispanic	55	13.1	9.5	Not Met
Black or African American	18	7.7	9.5	Met
Asian, Native Hawaiian, or Pacific	4	4.8	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	49	10.8		
Male	58	10.9		
Economically Disadvantaged Students	70	16.7	9.5	Not Met
Students with Disabilities	22	15.4	9.5	Not Met
English Learners	9	22.5	9.5	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

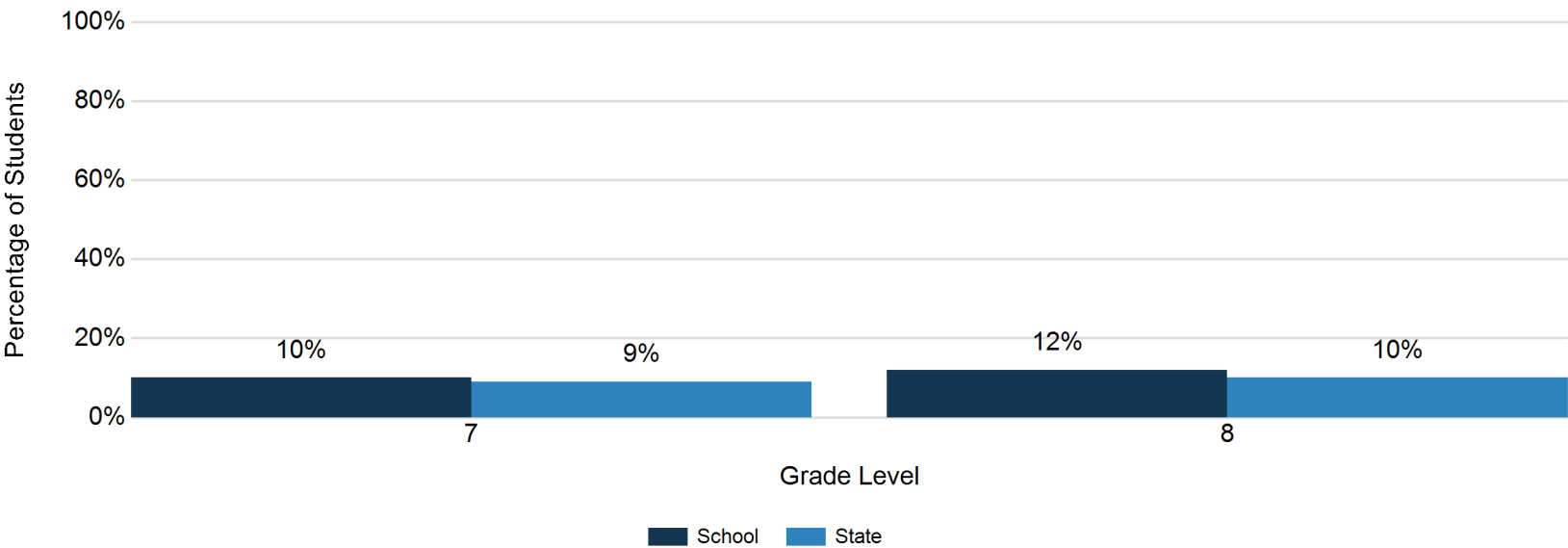| Number of Absences	Percentage
0	4%
1-5	33%
6-10	31%
11-15	19%
Over 15	14%

NJ SCHOOL PERFORMANCE REPORT

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

Chronic Absenteeism by Grade

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

Grade 7: School 10%, State 9%
Grade 8: School 12%, State 10%

Legend: School, State

22

Bloomfield Middle School

(13-0410-030)

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	2
Vandalism	0
Substances	7
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	39
Incidents Per 100 Students Enrolled	3.93

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	2	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	1	1
Other	6	7	13
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	83	8.4%
Out-of-School Suspensions	44	4.4%
Any Suspension	102	10.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
244

Bloomfield Middle School
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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	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

Report Key:
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – 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	87	118,214
Average years experience in public schools	9.0	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	63.2%	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	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	248:1	188:1
Teachers to Administrators	22:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

Bloomfield Middle School

(13-0410-030)

Grades Offered: 07-08

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	73.6%	75.0%	48.4%	77.1%	54.9%
Male	53.9%	26.4%	25.0%	51.6%	22.9%	45.1%
White	25.0%	86.2%	75.0%	42.4%	83.6%	77.4%
Hispanic	42.5%	6.9%	25.0%	29.9%	7.3%	7.2%
Black or African American	23.8%	1.1%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	4.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	1.1%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 52%
Admin — N/A

Master's Degree

Teacher — 48%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.2%

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School
(13-0410-030)
Grades Offered: 07-08
2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Bloomfield Middle School

(13-0410-030)

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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.

Bloomfield Middle School

(13-0410-030)

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	58.1%	60.7%	62.2%
Math Proficiency	45.5%	47.5%	43.3%
ELA Growth	45	43	48
Math Growth	58	50	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.5%	51.9%
Chronic Absenteeism	6.8%	9.2%	10.8%

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

NJ SCHOOL PERFORMANCE REPORT

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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School Narrative

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

Highlights:	• Technology integrated into everyday instruction with all BMS students utilizing a 1:1 personal Chromebook. • Curriculum includes Balanced Literacy approach, Connected Math 3, and Next Gen Science Standards. • Participant in numerous school climate programs like Sandy Hook Promise and Wingman
Mission, Vision, Theme:	The Bloomfield Middle School staff is dedicated to preparing students to become outstanding citizens within a complex and changing society. Essential to this is understanding the value of responsibility, honor, and confidence- our school motto. Our curriculum is designed to motivate students to achieve academic success through a well-rounded educational experience with focus on 21st century skills.
Awards, Recognition, Accomplishments:	BMS has been awarded the title of a Spotlight School by the New Jersey Association for Middle Level Education during the 2014-2017 period. This designation is awarded for academic excellence, developmental responsiveness, social equity, and organizational structures.

NJ SCHOOL PERFORMANCE REPORT

Bloomfield Middle School

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Courses, Curriculum, Instruction:	Curriculum includes Connected Math 3, Balanced Literacy, and Next Generation Science Standards. The robust Social Studies program exposes students to vital current issues while making connections to world and American history. Elective choices provide multiple opportunities to explore student interests in areas of fine and performing arts, STEM, Computer Science, Business, Physical Education and Creative Writing. In its fourth year, a 1-to-1 Chromebook initiative enhances curriculum and instruction. Concurrently, an interdisciplinary approach focuses on critical thinking, decision-making, and problem-solving. BMS offers a full continuum of services: honors, gifted and talented, inclusion, targeted special education, & ABA. An alternative education program is an option for students who have not experienced success in their present settings.
Clubs and Activities:	Bloomfield Middle School remains very active after the end to the school day. In addition to the many clubs and activities, there is a variety of opportunities for students to receive support ranging from specific skill building programs to individualized tutoring. Visit our website for a complete list.

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| | Staff and Professional Learning: | Ongoing professional development is paramount to the success of our curricular programs. Daily Professional Learning Communities, partnerships with surrounding colleges and universities, as well as access to high quality PD allow teachers to remain current and innovative in their instruction. A Bloomfield Teacher Academy provides an opportunity to turn key vital strategies across the district in a peer to peer format. |

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Student Supports and Services:	The guidance, child study, and counseling teams support individual student needs with targeted approaches developed through expertise and communication with families. Counselors respond to the direct and immediate concerns of students whether it is to provide information, respond to a crisis, or arrange a consultation with parents, staff, and other specialists.
Parent and Community Involvement:	Through a site-based management approach, the members of our Home & School Association serve as active educational partners and direct participants in school governance. Our facility is one that is continually in use for the benefit of BMS families and the community.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Administrators, Teachers Students are surveyed to provide feedback on school climate and ongoing curricular initiatives. Results are shared with stakeholders and utilized in decision-making.
Facilities:	Established September 1987, BMS is located on a picturesque 32-acre site of the former North Junior High. The park-like campus features sports fields, nature areas, and Clark's Pond, now home to a living classroom. BMS is a WiFi campus with student presentation systems in every class. Recent renovations: main office, secure entrance, camera system, new boilers, brand new doors, student lockers, locker rooms, parking lot, kitchen, ceilings, lights, gym floor/bleachers, roof.
School Safety:	Student safety is of paramount importance to BMS staff. A security team consisting of a School Resource Officer, a retired Fire Captain, a Navy Medic, a nurse, and key staff members monitors security protocols and procedures and consistently reflects on school security and safety practices. Monthly drills are practiced and procedures consistently reinforced with students and staff.

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School Narrative

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

Technology and STEM:	Every student at BMS receives a Chromebook to use at school and home. Continuous professional development for staff driven by the SAMR model assures technology is utilized to truly enhance learning. Elective options such as STEM and Introduction to Computer Science pull from Project Lead the Way and code.org curricular resources to assure students have access to dynamic, cross-curricular, and project based opportunities to apply STEM concepts.

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Lauren Barton
Address	1230 Broad Street Bloomfield, NJ 07003-3031
Phone Number	973-680-8520
Email Address	lbarton@bloomfield.k12.nj.us
Website	https://brookdale.bloomfield.k12.nj.us/
Twitter	https://twitter.com/BrookPrincipal

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2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	50	51	46
1	54	49	61
2	47	49	50
3	48	45	50
4	53	48	44
5	45	46	51
6	52	42	50
Total	349	330	352

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	44.4%	46.4%	48.3%
Male	55.6%	53.6%	51.7%
Economically Disadvantaged Students	7.7%	5.5%	5.1%
Students with Disabilities	8.6%	9.4%	12.5%
English Learners	2.0%	0.9%	1.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.3%	0.6%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	59.0%	60.0%	57.4%
Hispanic	20.9%	20.0%	20.5%
Black or African American	8.3%	7.9%	7.4%
Asian	6.9%	8.5%	10.8%
Native Hawaiian or Pacific Islander	4.6%	2.7%	2.3%
American Indian or Alaska Native	0.0%	0.6%	0.3%
Two or More Races	0.3%	0.3%	1.4%

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	50	51	46

Enrollment by Home Language

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

Home Language	% of Students
English	98.6%
Other Languages	1.4%

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Brookdale Elementary School
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	57.5	55.5	63.5	46	55	50
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	63.5	53	50	Exceeds Standard	50	52	50	Met Standard
White	62.5	56	50	Exceeds Standard	52	54.5	52	Met Standard
Hispanic	60.5	51	49	Exceeds Standard	44.5	51	47	Met Standard
Black or African American	62.5	50	45	**	68	50	43	**
Asian, Native Hawaiian, or Pacific Islander	73	55	59	**	44	56	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	70	56	53	N	50	53	50	N
Male	55	50	47	N	49	51	51	N
Economically Disadvantaged Students	*	49	48	**	*	52	46	**
Students with Disabilities	25.5	51	43	**	61.5	42.5	45	**
English Learners	*	49.5	52	**	*	47	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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

A student's SGP falls between 1 and 99 and can be grouped into three levels:

Low Growth: Less than 35	Typical Growth: Between 35 and 65	High Growth: Greater than 65

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	76.3%	74.1%	74.5%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	59.1%	65.4%	69.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.5%	96.7%	100.0%	94.0%	97.3%	100.0%
Proficiency Rate for Federal Accountability	76.3%	74.1%	74.5%	59.1%	65.4%	69.8%
Annual Target	75.2%	75.5%	75.7%	65.8%	66.6%	67.3%
Met Annual Target?	Met Target	Met Target†	Met Target†	Not Met	Met Target†	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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- **N** No Data is available to display
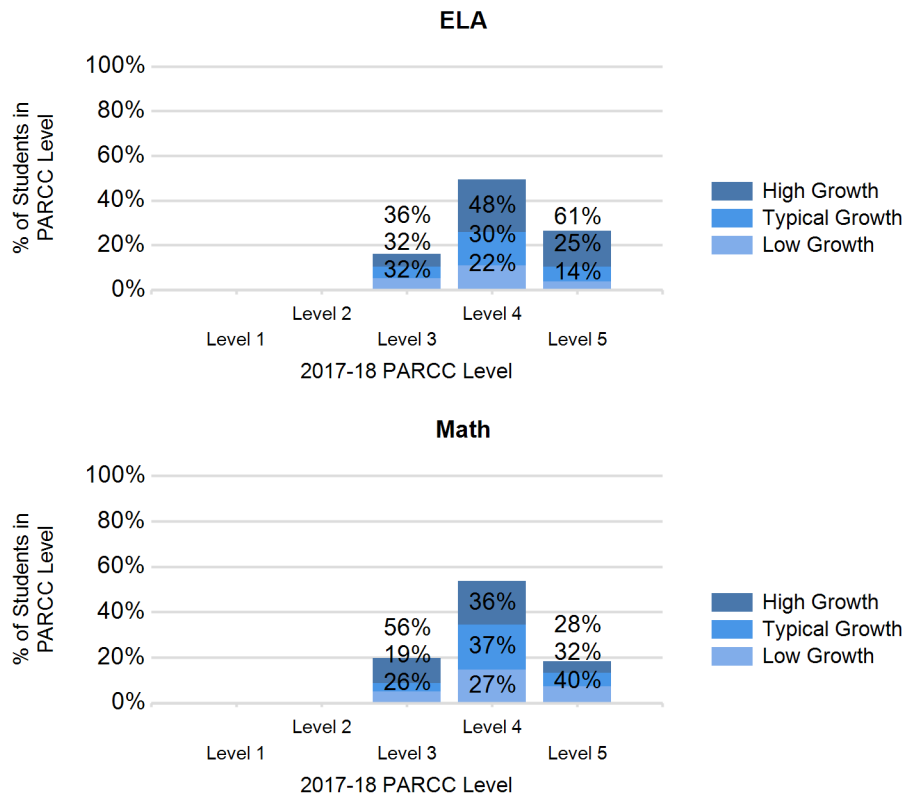- **†** This indicates a table specific note, see note below table

English Language Arts Assessment - Participation and Performance
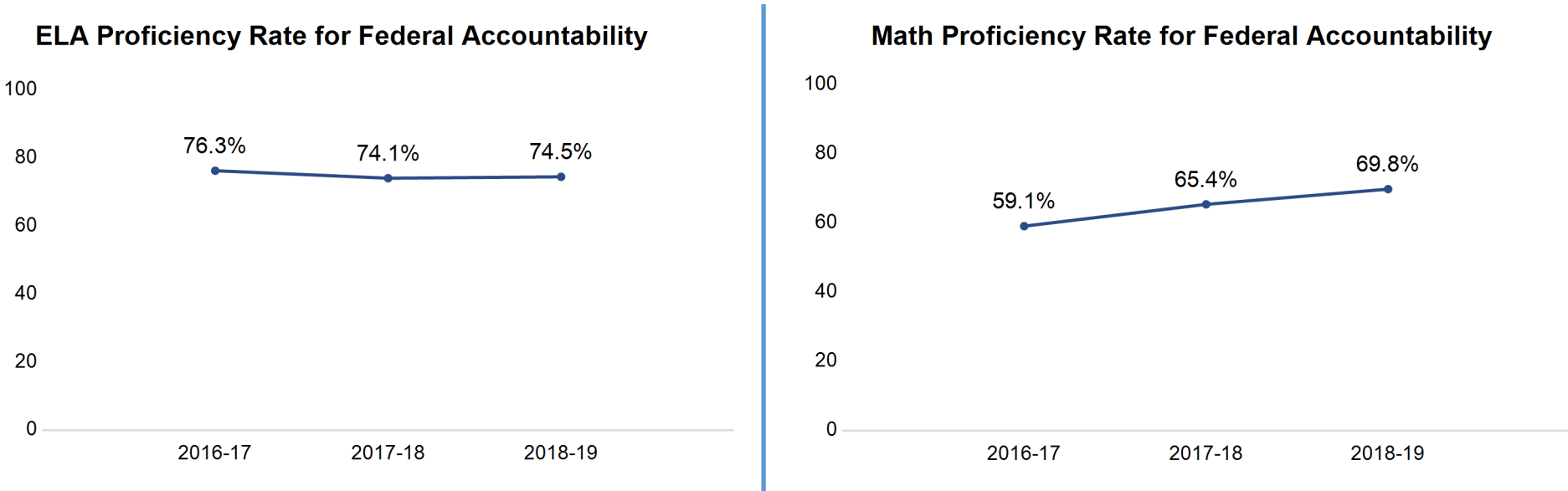
This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half 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	192	100.0	74.5	57.9	57.9	74.5	75.7	Met Target†
White	109	100.0	72.5	*	66.9	72.5	74.1	Met Target†
Hispanic	38	100.0	76.3	51.1	43.9	76.3	73.5	Met Target
Black or African American	16	100.0	62.5	50.6	38.5	62.5	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	85.2	76.1	82.9	85.2	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	87	100.0	87.4	65.8	64.8	87.4		
Male	105	100.0	63.8	50.5	51.3	63.8		
Economically Disadvantaged Students	*	*	*	*	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	67.9	*		
Students with Disabilities	31	100.0	25.8	16.7	22.7	25.8	25.3	Met Target
Students without Disabilities	161	100.0	83.9	64.9	65.1	83.9		
English Learners	*	*	*	29.8	29.3	*	**	**
Non-English Learners	*	*	*	59.9	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

English Language Arts Assessment - Performance Trends

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

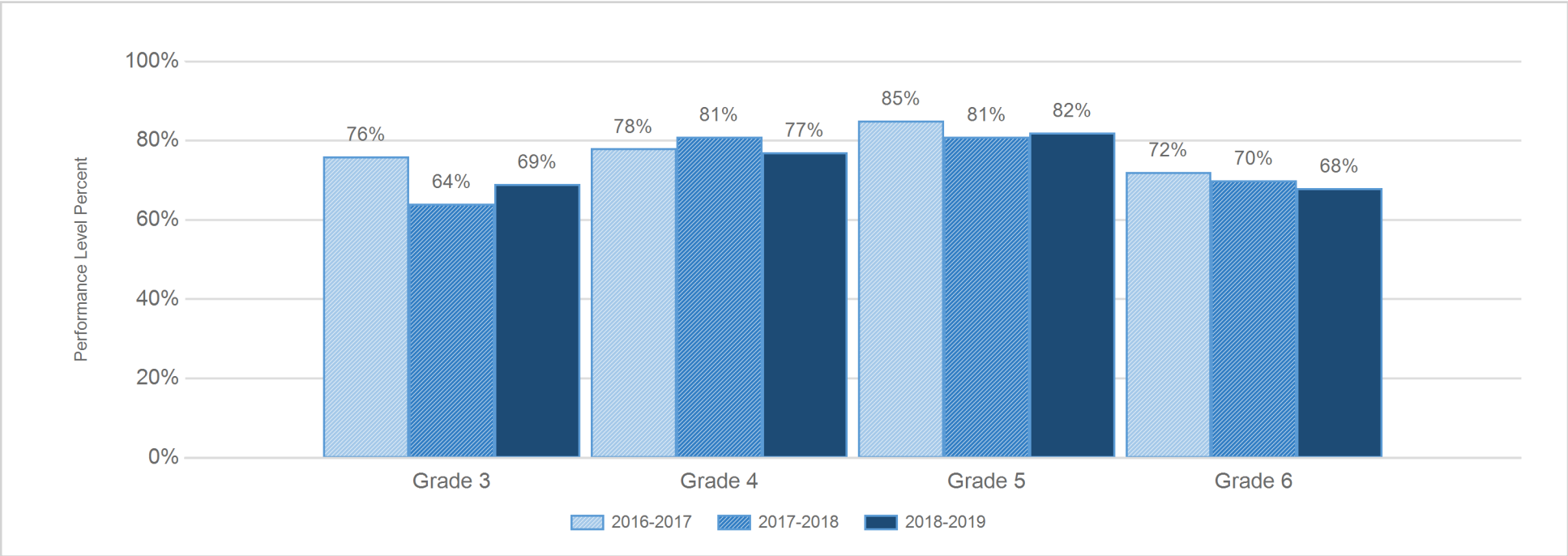| Grade	2016-2017	2017-2018	2018-2019
Grade 3	76%	64%	69%
Grade 4	78%	81%	77%
Grade 5	85%	81%	82%
Grade 6	72%	70%	68%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

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	51	769	752	748	*	*	*	49%	20%	69%	50%
White	34	759	763	757	*	*	*	*	*	56%	60%
Hispanic	*	*	745	734	*	*	*	*	*	*	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	19	781	755	753	*	*	*	*	*	84%	55%
Male	32	761	749	743	*	*	*	*	*	59%	46%
Economically Disadvantaged Students	*	*	741	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	51	769	752	751	*	*	*	49%	20%	69%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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	44	778	760	755	0%	*	*	39%	39%	77%	57%
White	27	780	769	763	0%	*	*	44%	37%	81%	67%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	760	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	20	781	765	760	0%	*	*	*	*	80%	62%
Male	24	775	756	750	0%	*	*	*	*	75%	53%
Economically Disadvantaged Students	*	*	751	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	N	N	733	720	N	N	N	N	N	N	17%
Non-English Learners	44	778	761	758	0%	*	*	39%	39%	77%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	783	761	756	*	0%	*	49%	33%	82%	58%
White	28	788	773	764	0%	0%	*	*	*	89%	68%
Hispanic	14	779	*	743	0%	0%	*	*	*	79%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	26	795	770	761	*	0%	*	*	*	96%	64%
Male	25	770	752	750	*	0%	*	*	*	68%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	51	783	*	758	*	0%	*	49%	33%	82%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	768	757	754	*	*	*	38%	30%	68%	56%
White	22	765	766	762	*	*	*	*	*	64%	65%
Hispanic	14	769	754	743	0%	*	*	*	*	64%	43%
Black or African American	*	*	746	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	23	787	767	762	*	*	*	*	*	87%	64%
Male	27	752	746	748	*	*	*	*	*	52%	48%
Economically Disadvantaged Students	*	*	749	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	763	*	*	*	*	*	*	67%
Students with Disabilities	10	719	720	722	*	*	*	*	*	10%	19%
Students without Disabilities	40	780	763	761	*	*	*	*	*	83%	64%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	50	768	758	756	*	*	*	38%	30%	68%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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* **N** No Data is available to display
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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	192	100.0	69.8	41.6	44.5	69.8	67.3	Met Target
White	109	100.0	76.1	*	54.1	76.1	64.4	Met Target
Hispanic	38	100.0	55.3	34.9	28.8	55.3	66.2	Met Target†
Black or African American	16	100.0	62.5	30.4	23.0	62.5	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	70.4	61.0	76.5	70.4	76.6	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	87	100.0	69.0	42.9	44.9	69.0		
Male	105	100.0	70.5	40.4	44.2	70.5		
Economically Disadvantaged Students	*	*	*	*	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	*	54.9	*		
Students with Disabilities	31	100.0	45.2	14.6	17.4	45.2	35.2	Met Target
Students without Disabilities	161	100.0	74.5	46.1	50.0	74.5		
English Learners	*	*	*	22.0	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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(13-0410-060)

Grades Offered: KG-06

2018-2019

Mathematics Assessment – Performance Trends

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

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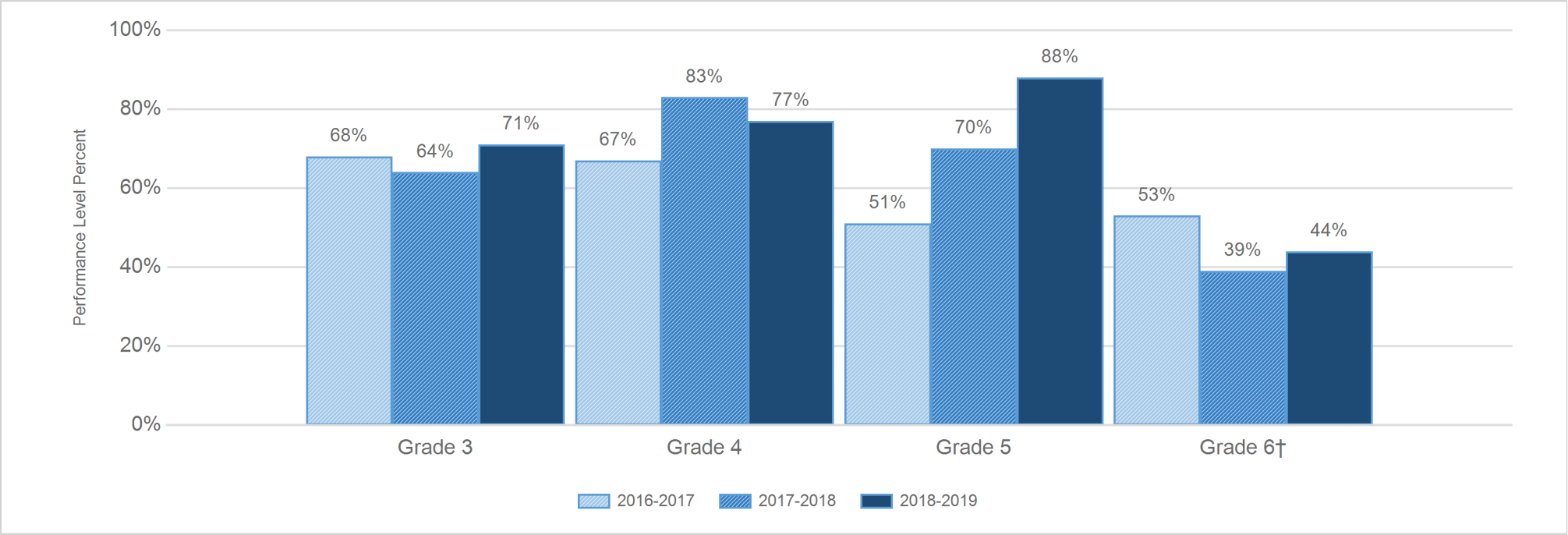
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NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	760	751	752	*	*	20%	*	*	71%	55%
White	34	757	760	760	*	*	*	*	*	65%	66%
Hispanic	*	*	748	739	*	*	*	*	*	*	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	19	761	750	751	*	*	*	*	*	74%	54%
Male	32	760	752	752	*	*	*	*	*	69%	56%
Economically Disadvantaged Students	*	*	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	N	N	737	728	N	N	N	N	N	N	26%
Non-English Learners	51	760	752	754	*	*	20%	*	*	71%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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	44	769	749	749	0%	*	*	*	*	77%	51%
White	27	773	758	757	0%	0%	*	*	*	85%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	745	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	20	761	746	749	0%	*	*	*	*	60%	50%
Male	24	776	751	749	0%	*	*	*	*	92%	52%
Economically Disadvantaged Students	*	*	739	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	755	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	N	N	722	722	N	N	N	N	N	N	18%
Non-English Learners	44	769	750	751	0%	*	*	*	*	77%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	770	748	747	0%	*	*	*	*	88%	47%
White	28	774	760	755	0%	0%	*	*	*	93%	58%
Hispanic	14	766	*	735	0%	*	*	*	*	86%	30%
Black or African American	*	*	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	26	772	749	747	0%	*	*	*	*	92%	47%
Male	25	768	747	747	0%	*	*	*	*	84%	47%
Economically Disadvantaged Students	*	*	740	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	N	N	712	718	N	N	N	N	N	N	12%
Non-English Learners	51	770	749	749	0%	*	*	*	*	88%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-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	50	747	741	741	*	*	32%	*	*	44%	41%
White	22	748	752	749	*	*	*	*	*	55%	51%
Hispanic	14	743	738	729	0%	*	71%	*	*	21%	24%
Black or African American	*	*	729	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	23	753	746	742	*	*	*	*	*	52%	42%
Male	27	742	736	740	*	*	*	*	*	37%	40%
Economically Disadvantaged Students	*	*	734	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	745	750	*	*	*	*	*	*	53%
Students with Disabilities	10	716	716	716	*	*	*	*	*	*	12%
Students without Disabilities	40	755	745	746	*	*	*	*	*	*	46%
English Learners	N	N	722	709	N	N	N	N	N	N	*
Non-English Learners	50	747	742	743	*	*	32%	*	*	44%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

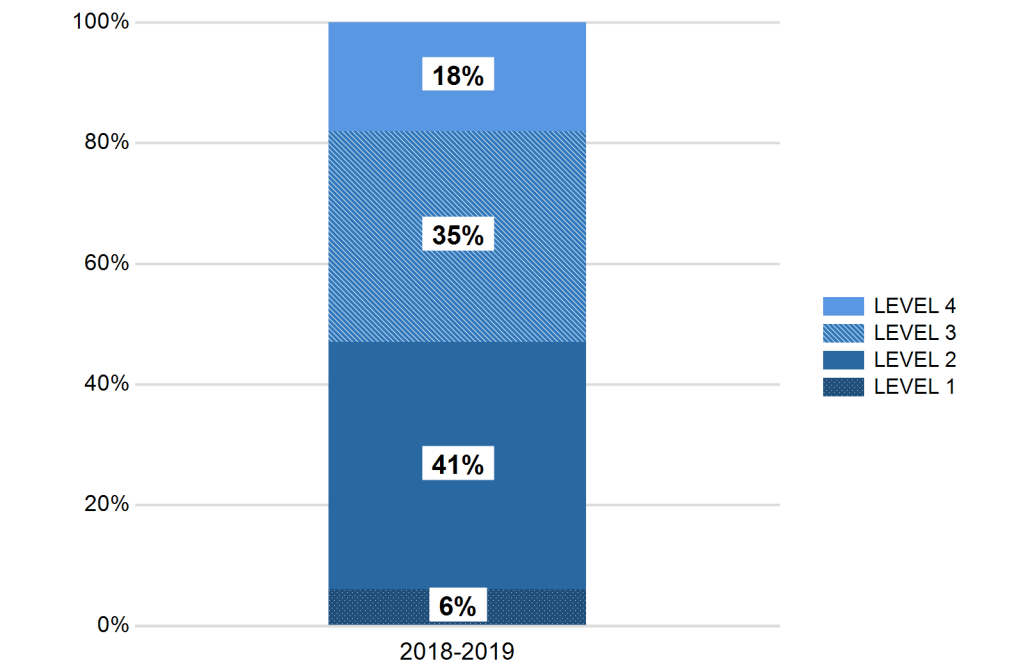**Brookdale Elementary School**
(13-0410-060)
Grades Offered: KG-06
2018-2019

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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
3	N	N
4	*	*
5	*	*
6	N	N

English Language Progress to Proficiency

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

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

 † 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	N	N	N
5 or more	N	N	N

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

NJSLA Science Assessment: Grade 5 Summary

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

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	6	41	35	18
White	4	43	36	18
Hispanic	0	43	43	14
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	N	N	N	N
Female	4	35	46	15
Male	8	48	24	20
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	6	41	35	18
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
Grades Offered: KG-06
2018-2019

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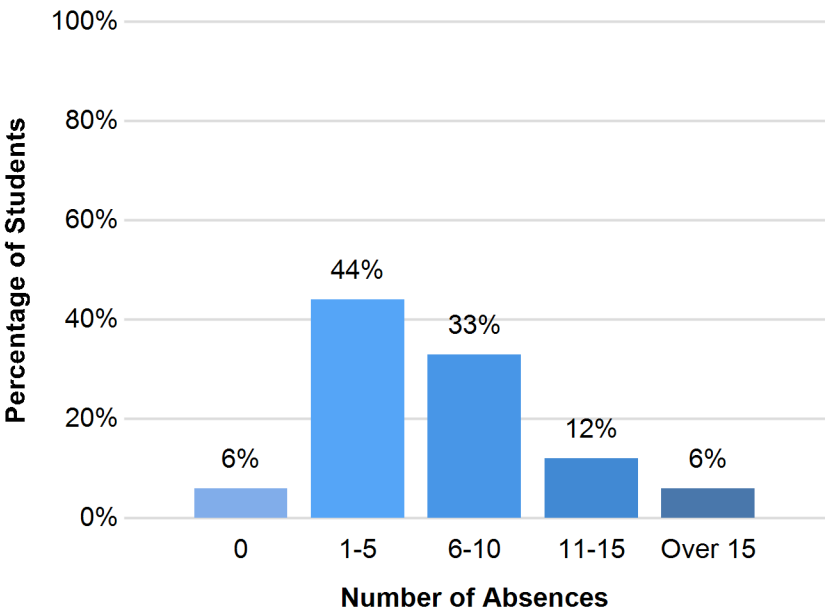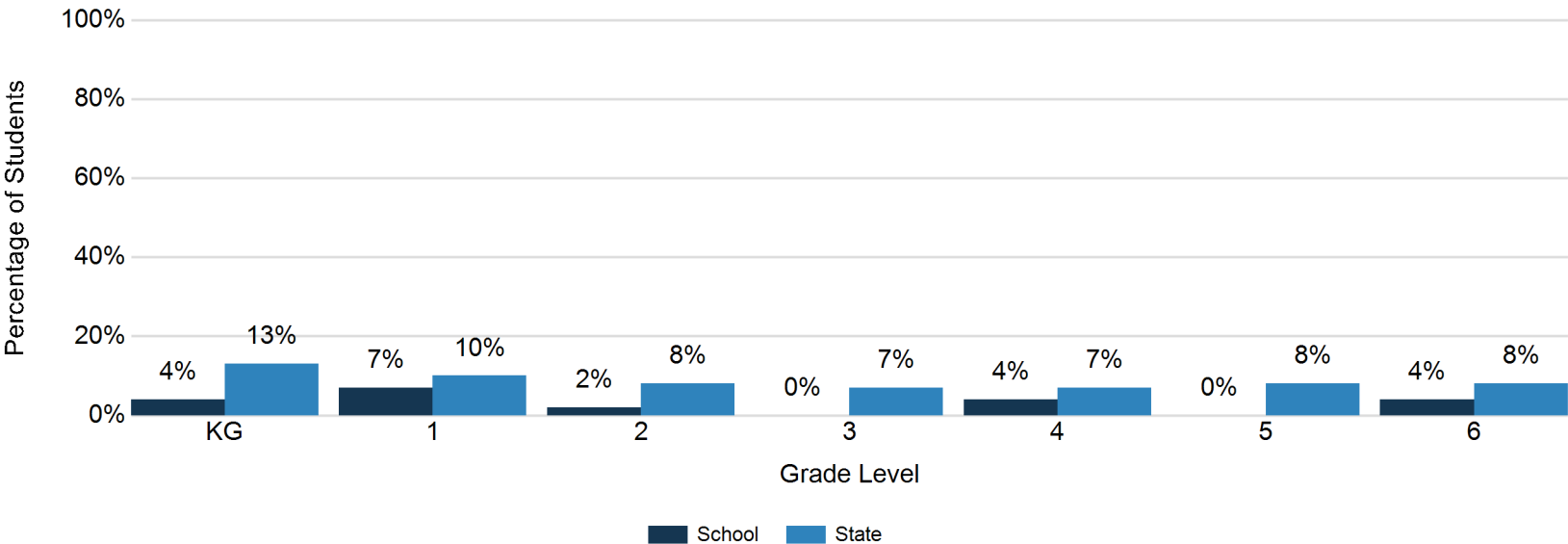
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	11	3.1	8.8	Met
White	3	1.5	8.8	Met
Hispanic	3	4.1	8.8	Met
Black or African American	0	0	8.8	Met
Asian, Native Hawaiian, or Pacific	4	8.5	8.8	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	4.0		
Male	4	2.1		
Economically Disadvantaged Students	2	10.0	8.8	Not Met
Students with Disabilities	3	5.9	8.8	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Chart: Percentage of Students by Number of Absences:
- 0: 6%
- 1-5: 44%
- 6-10: 33%
- 11-15: 12%
- Over 15: 6%

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2018-2019

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Chronic Absenteeism by Grade

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

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
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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	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.57

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Brookdale Elementary School
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2018-2019

School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-06
2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	29	118,214
Average years experience in public schools	9.7	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	75.9%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	352:1	188:1
Teachers to Administrators	29:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.3%	89.7%	100.0%	48.4%	77.1%	54.9%
Male	51.7%	10.3%	0.0%	51.6%	22.9%	45.1%
White	57.4%	89.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.5%	3.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.4%	3.4%	0.0%	15.0%	6.6%	13.9%
Asian	10.8%	3.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.4%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School
(13-0410-060)
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2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 48%
Admin — N/A

Master's Degree

Teacher — 52%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	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	92.0%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability 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.

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	76.3%	74.1%	74.5%
Math Proficiency	59.1%	65.4%	69.8%
ELA Growth	58	56	64
Math Growth	46	55	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	3.2%	3.9%	3.1%

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

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

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

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

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

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

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

Brookdale Elementary School

(13-0410-060)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Brookdale Elementary School

(13-0410-060)

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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:	• Brookdale School's goal is for students develop into lifelong learners. • Students are recognized for demonstrating kindness and responsibility.
Mission, Vision, Theme:	Brookdale School provides an educational foundation that enables and encourages all students to take advantage of opportunities for learning throughout their educational journey both academically and social emotionally. Brookdale School is one of eight neighborhood elementary schools in the Bloomfield School District. We are home to over 350 students who have a strong desire to learn.
Awards, Recognition, Accomplishments:	Our students and staff are recognized as students and staff members of the month based on the monthly themes of being responsible, having a positive attitude, helping others, being a team player, showing kindness, demonstrating creativity, being a positive leader, and working hard. In addition, staff members are nominated and selected for the Teacher and Educator of the Year recognition award. Students are also recognized for their achievements in various local contests in conjunction with Columbus Day, Veterans Day, and the Daughters of the American Revolution

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

School Narrative

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

Courses, Curriculum, Instruction:	Our daily instructional practices are aligned with the district's curriculum and the New Jersey State Learning Standards through a student-centered approach to learning by using the Reader's Writer's Workshop Model to facilitate language arts instruction. Additionally, our Math Investigations program is interactive and focuses on a discovery method of instruction. Students also study science aligned with NGSS standards. We are currently implementing our Young Citizens Social Studies program for grade K-3. Brookdale School integrates technology across the curriculum, which focuses on critical thinking, decision making, and problem solving skills in all grade levels.
Clubs and Activities:	Brookdale School offers a variety of clubs throughout the school year. These programs encourage higher order thinking skills and address the variety of learning styles within our student body. We are proud of the extra curricular initiatives such as: basketball skill building, safety patrols, student council government, K-Kids, and chess club. Other programs include D.A.R.E. (Drug Awareness and Resistance Education) and clubs including Forensics Interpretive Reading, Academically Speaking, Challenge 24, and an after school enrichment program.

Brookdale Elementary School

(13-0410-060)

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2018-2019

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Before and After School Programs:	Brookdale School provides a variety of opportunities for our students beyond school hours. We offer a STEAM night as well as a Mindfulness Family and Parent Night. Our Home and School offers a Halloween Dance for our students in the evening. In addition our students can attend family movie nights during the year. Brookdale School offers before and after care programs provided by the YMCA. We also have an after school enrichment program sponsored by our Home and School Association.
Staff and Professional Learning:	The faculty and staff at Brookdale School strive to help students become positive, contributing members of a culturally diverse society. We are fortunate to have an enthusiastic staff who is dedicated to meeting the academic, social and emotional needs of all students. Staff members collaborate in professional learning communities and strive to improve best practices on a daily basis. All District teachers and staff are eligible to both offer courses as instructors or take courses as students in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Student Supports and Services:	We also provide vocal and instrumental music, fine arts, physical education, library/media, speech therapy, occupational and physical therapy, gifted and talented, and primary intervention services. Our ELL population is serviced with pull out and inclusion lessons. Our special education team offers in class support and pull out replacement to meet the needs of our student population. Our school counselor and child study team support student needs with a targeted approach. Chromebooks and various other applications and extensions within support programs has allowed teachers, therapists and support personnel greater access and ability to create online accommodations and modifications within the inclusive environment. Technology has also provided for increased communication with peers and parents regarding progress. Professional development in the area of technology within our district has simplified our initiatives and streamlined our process of increasing access for all learners.
Student Health and Wellness:	Our physical education teacher gives students the opportunity to engage in fun health and wellness activities and lessons. Additionally, students enjoy forty minutes of recess each day. Our school nurse constantly promotes the health and wellness of our student population on a daily basis. We also offer Mindfulness classes throughout the school year and promote mindfulness to help support students' social and emotional well being.
Parent and Community Involvement:	Brookdale School is fortunate to have a supportive home and school connection which is the basis of our exceptional Home and School Association. Our parent community represents the model example of public engagaement in public education. They provide our students with many educational programs as well as social programs which enhance our overall curriculum throughout the year.

NJ SCHOOL PERFORMANCE REPORT

Brookdale Elementary School

(13-0410-060)

Grades Offered: KG-06

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

Brookdale Elementary School

(13-0410-060)

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2018-2019

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

Brookdale Elementary School

(13-0410-060)

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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.

Other Information	Brookdale School fosters a positive culture and climate in a warm, friendly learning environment. We integrate technology with best practices and look to enhance our instruction on a daily basis. Brookdale School remains committed to our students' over well-being, while maintaining high expectations as we encourage our students to become lifelong learners.

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Mr. John Baltz
Address	158 Grove Street Bloomfield, NJ 07003-5650
Phone Number	973-680-8580
Email Address	jbaltz@bloomfield.k12.nj.us
Website	https://carteret.bloomfield.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	44	47	35
1	55	49	57
2	70	57	48
3	59	73	57
4	69	50	70
5	67	60	55
6	68	69	64
Total	432	405	386

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	48.1%	50.1%	52.6%
Male	51.9%	49.9%	47.4%
Economically Disadvantaged Students	64.1%	63.5%	64.2%
Students with Disabilities	9.5%	10.6%	11.9%
English Learners	4.2%	4.4%	6.0%
Homeless Students	0.0%	0.5%	0.5%
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	6.9%	6.9%	7.5%
Hispanic	53.5%	58.5%	63.2%
Black or African American	31.3%	26.9%	23.1%
Asian	1.6%	1.7%	3.4%
Native Hawaiian or Pacific Islander	5.3%	4.0%	2.1%
American Indian or Alaska Native	1.2%	1.2%	0.0%
Two or More Races	0.2%	0.7%	0.8%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	44	47	35

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	89.6%
Spanish	8.0%
Other Languages	2.3%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	41	60	53	49	62
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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

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

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

Student Growth

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

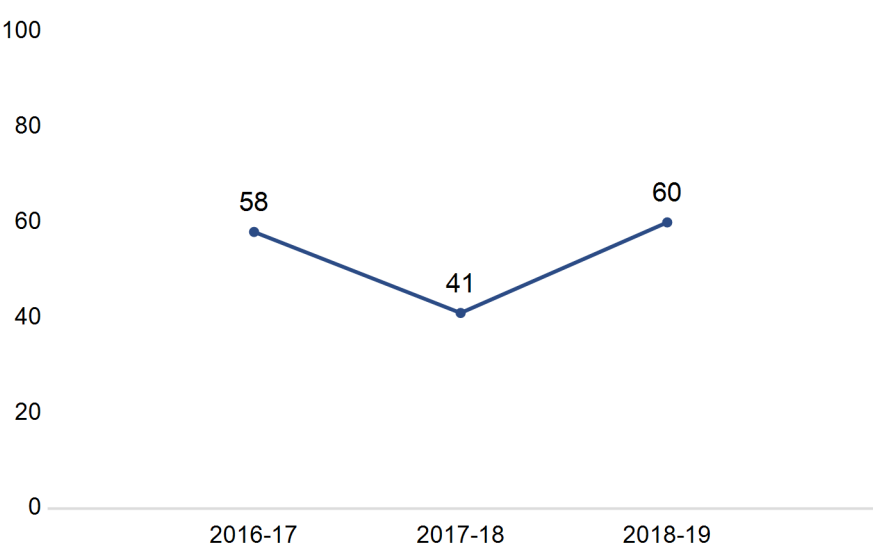| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	53	50	Exceeds Standard	62	52	50	Exceeds Standard
White	47	56	50	**	80	54.5	52	**
Hispanic	64	51	49	Exceeds Standard	60.5	51	47	Exceeds Standard
Black or African American	51.5	50	45	Met Standard	55.5	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	55.5	55	59	**	84	56	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	63.5	56	53	N	59	53	50	N
Male	54	50	47	N	66.5	51	51	N
Economically Disadvantaged Students	62	49	48	Exceeds Standard	67	52	46	Exceeds Standard
Students with Disabilities	47.5	51	43	Met Standard	54.5	42.5	45	Met Standard
English Learners	73	49.5	52	**	62	47	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
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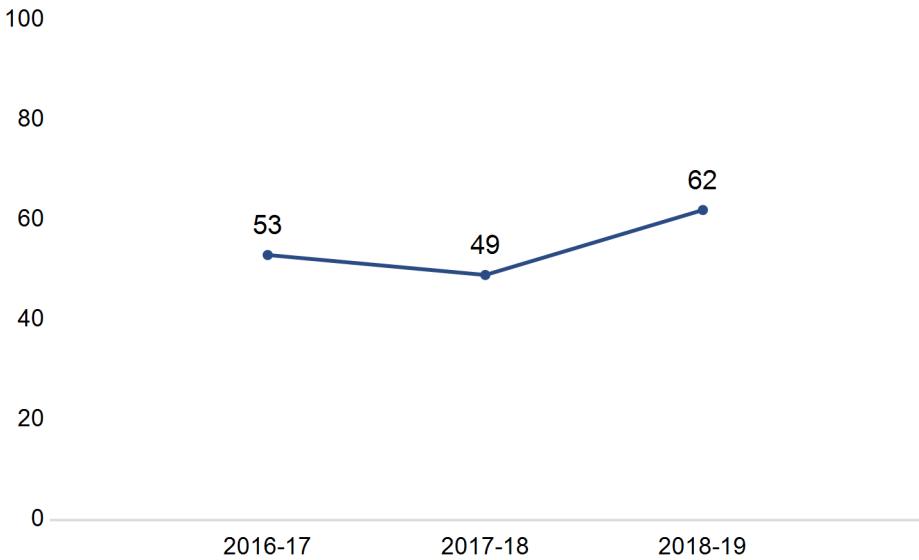† This indicates a table specific note, see note below table

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

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

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

Student Growth by Performance Level

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

ELA — 2017-18 PARCC Level

Level 1	Level 2	Level 3	Level 4	Level 5
31%	48%	38%	48%	
38%	28%	41%	28%	
31%	24%	21%	24%	

High Growth / Typical Growth / Low Growth

Math — 2017-18 PARCC Level

Level 1	Level 2	Level 3	Level 4	Level 5
	50%	50%	43%	
	27%	23%	29%	
	23%	27%	29%	

High Growth / Typical Growth / Low Growth

Student Growth by Grade

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

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Typical 54	Typical 62	Typical 63		

Math

Grade 4	Grade 5	Grade 6	Grade 7
High 67	High 68.5	Typical 46	

NJ SCHOOL PERFORMANCE REPORT

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(13-0410-080)
Grades Offered: KG-06
2018-2019

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

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 52.2%
- 2017-18: 53.2%
- 2018-19: 54.2%

Math Proficiency Rate for Federal Accountability

- 2016-17: 44.5%
- 2017-18: 36.0%
- 2018-19: 39.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.2%	99.6%	100.0%	99.2%	99.6%
Proficiency Rate for Federal Accountability	52.2%	53.2%	54.2%	44.5%	36.0%	39.0%
Annual Target	55.8%	57.1%	58.3%	46.8%	48.6%	50.3%
Met Annual Target?	Met Target†	Met Target†	Met Target†	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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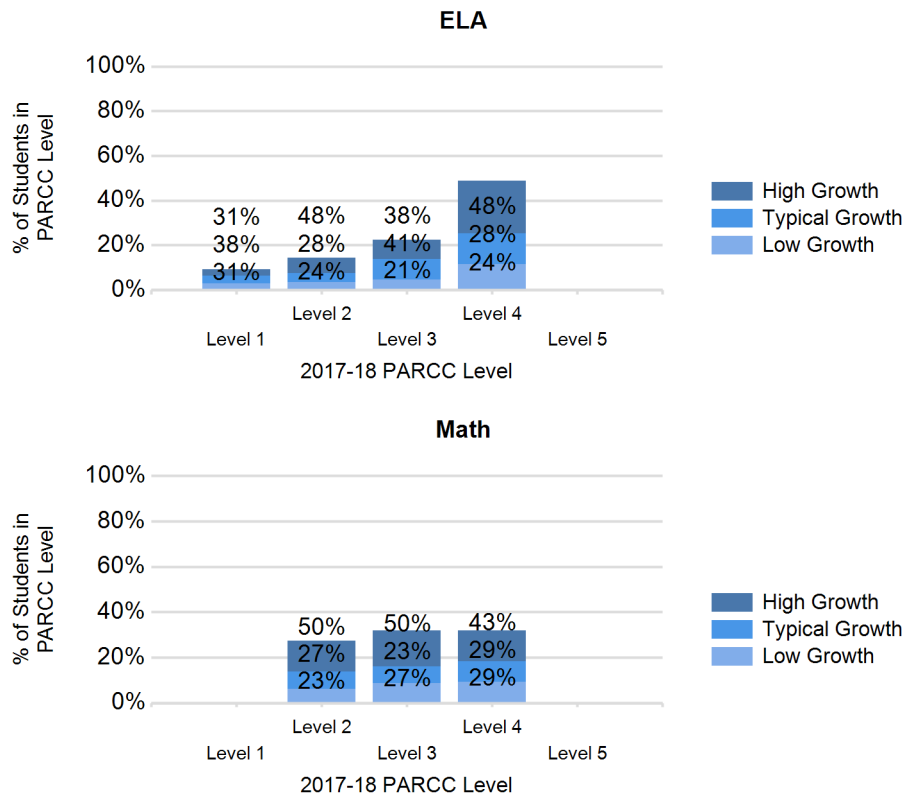* **†** This indicates a table specific note, see note below table

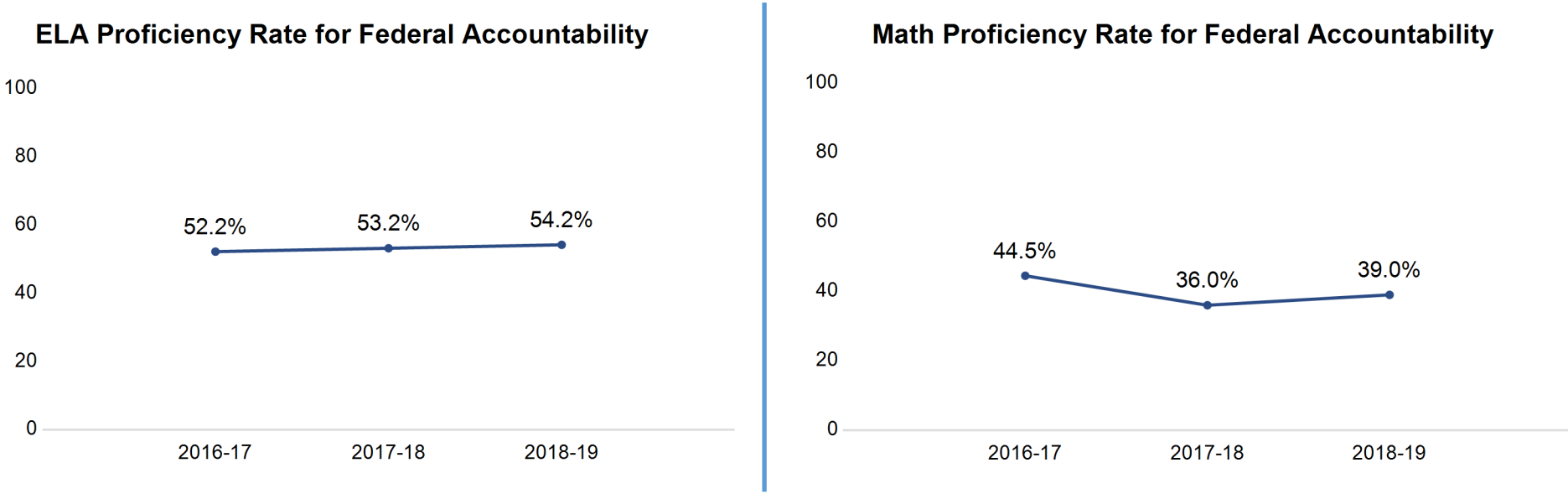## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	238	99.6	54.2	57.9	57.9	54.2	58.3	Met Target†
White	19	100.0	52.6	*	66.9	52.6	**	**
Hispanic	141	100.0	54.6	51.1	43.9	54.6	56.7	Met Target†
Black or African American	64	98.5	53.1	50.6	38.5	53.1	55.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	14	100.0	57.1	76.1	82.9	57.1	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	122	100.0	59.8	65.8	64.8	59.8		
Male	116	99.2	48.3	50.5	51.3	48.3		
Economically Disadvantaged Students	150	100.0	53.3	*	40.0	53.3	56.3	Met Target†
Non-Economically Disadvantaged Students	88	98.9	55.7	*	67.9	55.7		
Students with Disabilities	43	97.8	*	16.7	22.7	*	21.4	Not Met
Students without Disabilities	195	100.0	*	64.9	65.1	*		
English Learners	18	100.0	50.0	29.8	29.3	50.0	**	**
Non-English Learners	220	99.6	54.5	59.9	60.6	54.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

English Language Arts Assessment - Performance Trends

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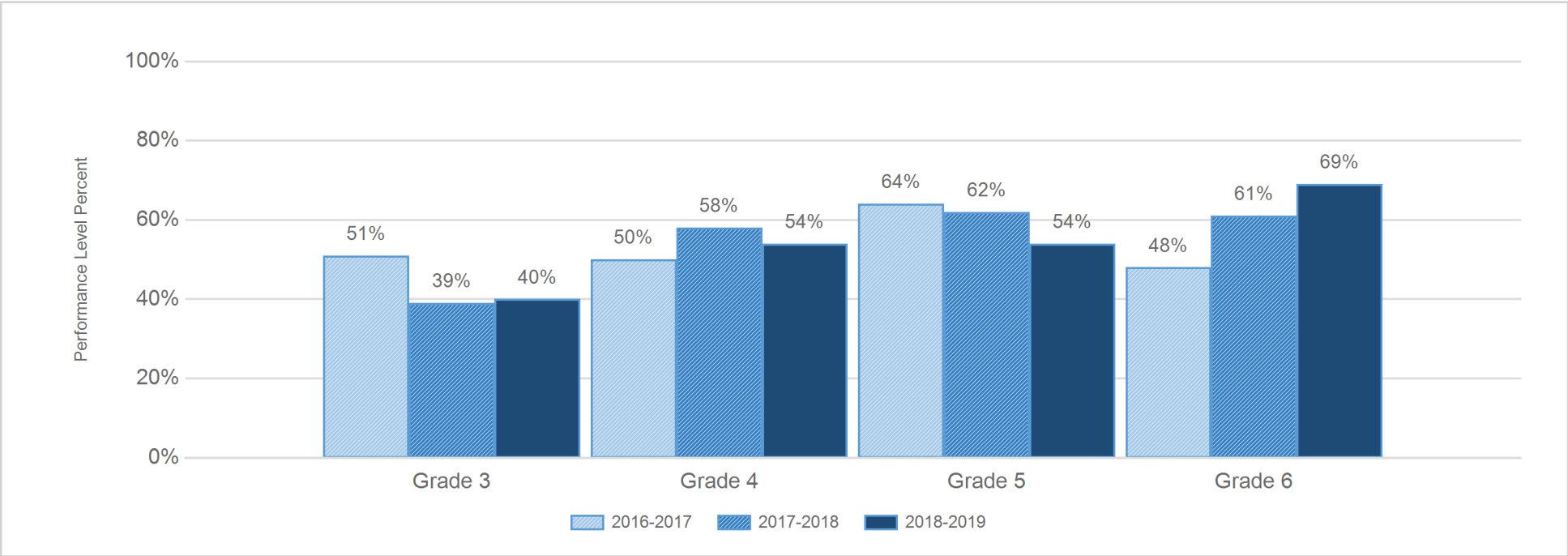

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NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	741	752	748	19%	*	33%	*	*	40%	50%
White	*	*	763	757	*	*	*	*	*	*	60%
Hispanic	36	740	745	734	*	*	31%	*	*	42%	36%
Black or African American	12	740	744	731	*	*	*	*	*	42%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	31	749	755	753	*	*	*	*	*	42%	55%
Male	26	732	749	743	*	*	*	*	*	38%	46%
Economically Disadvantaged Students	38	738	741	731	*	*	*	*	*	39%	33%
Non-Economically Disadvantaged Students	19	747	760	759	*	*	*	*	*	42%	61%
Students with Disabilities	12	686	721	719	*	*	*	*	*	*	24%
Students without Disabilities	45	756	756	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	57	741	752	751	19%	*	33%	*	*	40%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	754	760	755	*	*	29%	*	*	54%	57%
White	*	*	769	763	*	*	*	*	*	*	67%
Hispanic	37	753	753	743	*	*	27%	*	*	57%	44%
Black or African American	20	762	760	739	*	*	*	*	*	55%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	33	753	765	760	*	*	*	*	*	52%	62%
Male	30	756	756	750	*	*	*	*	*	57%	53%
Economically Disadvantaged Students	44	755	751	740	*	*	*	*	*	52%	40%
Non-Economically Disadvantaged Students	19	754	766	765	*	*	*	*	*	58%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	755	761	756	*	*	31%	*	*	54%	58%
White	*	*	773	764	*	*	*	*	*	*	68%
Hispanic	32	753	*	743	*	*	38%	*	*	50%	44%
Black or African American	13	759	752	739	*	*	*	*	*	62%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	27	763	770	761	*	*	*	*	*	70%	64%
Male	27	746	752	750	*	*	*	*	*	37%	52%
Economically Disadvantaged Students	29	746	748	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	25	764	769	766	*	*	*	*	*	68%	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	54	755	*	758	*	*	31%	*	*	54%	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%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	760	757	754	*	*	17%	53%	16%	69%	56%
White	*	*	766	762	*	*	*	*	*	*	65%
Hispanic	38	763	754	743	*	*	*	*	*	68%	43%
Black or African American	17	748	746	738	*	*	*	*	*	59%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	32	766	767	762	*	*	*	*	*	75%	64%
Male	32	754	746	748	*	*	*	*	*	63%	48%
Economically Disadvantaged Students	40	764	749	740	*	*	*	*	*	75%	39%
Non-Economically Disadvantaged Students	24	755	761	763	*	*	*	*	*	58%	67%
Students with Disabilities	11	717	720	722	*	*	*	*	*	18%	19%
Students without Disabilities	53	769	763	761	*	*	*	*	*	79%	64%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	64	760	758	756	*	*	17%	53%	16%	69%	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	241	99.6	39.0	41.6	44.5	39.0	50.3	Not Met
White	19	100.0	57.9	*	54.1	57.9	**	**
Hispanic	143	100.0	38.5	34.9	28.8	38.5	50	Not Met
Black or African American	64	98.5	32.8	30.4	23.0	32.8	47.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	15	100.0	46.7	61.0	76.5	46.7	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	123	100.0	39.8	42.9	44.9	39.8		
Male	118	99.2	38.1	40.4	44.2	38.1		
Economically Disadvantaged Students	153	100.0	37.9	*	26.3	37.9	46.5	Not Met
Non-Economically Disadvantaged Students	88	98.9	40.9	*	54.9	40.9		
Students with Disabilities	43	97.8	*	14.6	17.4	*	19.1	Not Met
Students without Disabilities	198	100.0	*	46.1	50.0	*		
English Learners	21	100.0	28.6	22.0	25.0	28.6	33.2	Met Target†
Non-English Learners	220	99.6	40.0	43.1	46.5	40.0		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

Mathematics Assessment – Performance Trends

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

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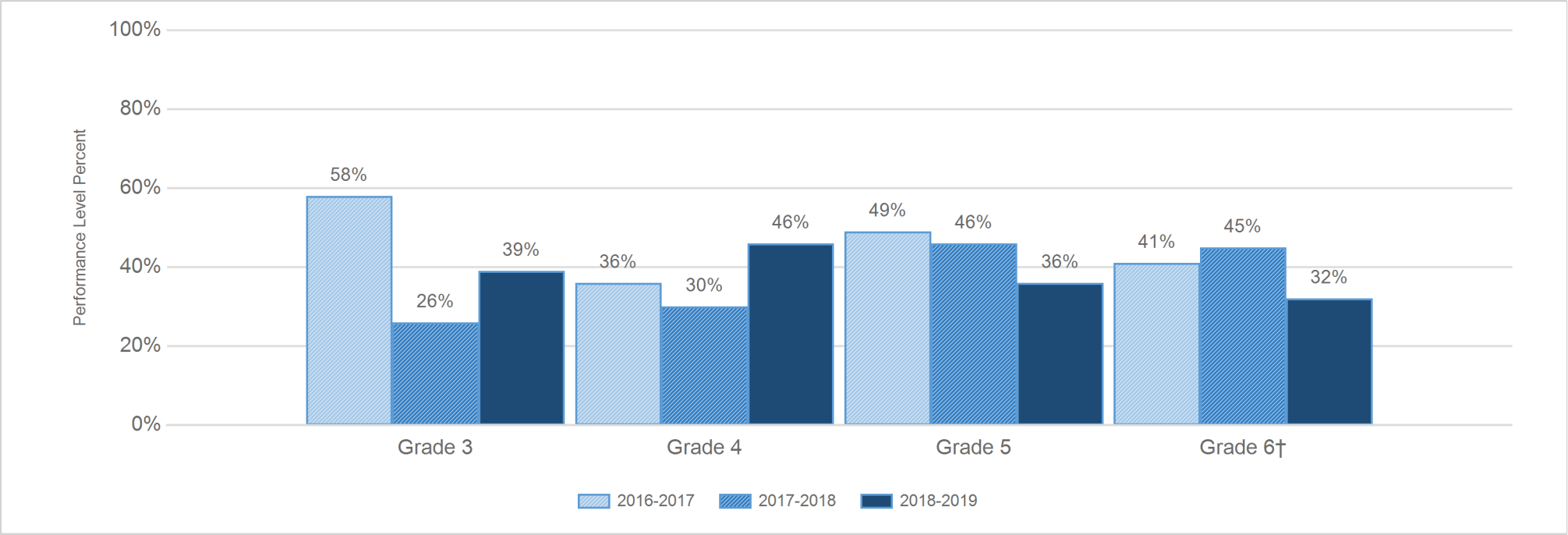
NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	59	740	751	752	*	20%	32%	*	*	39%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	38	740	748	739	*	*	37%	*	*	39%	40%
Black or African American	12	737	741	735	0%	*	*	*	*	33%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	32	742	750	751	*	*	*	*	*	38%	54%
Male	27	739	752	752	*	*	*	*	*	41%	56%
Economically Disadvantaged Students	40	738	742	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	19	745	759	761	*	*	*	*	*	42%	67%
Students with Disabilities	12	706	734	731	*	*	*	*	*	*	31%
Students without Disabilities	47	749	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	745	749	749	*	15%	31%	*	*	46%	51%
White	*	*	758	757	*	*	*	*	*	*	62%
Hispanic	40	743	743	737	*	*	30%	*	*	45%	36%
Black or African American	20	751	745	731	0%	*	*	*	*	45%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	36	737	746	749	*	*	*	*	*	44%	50%
Male	31	755	751	749	*	*	*	*	*	48%	52%
Economically Disadvantaged Students	47	744	739	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	20	749	755	759	*	*	*	*	*	50%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	742	748	747	*	22%	40%	*	*	36%	47%
White	*	*	760	755	*	*	*	*	*	*	58%
Hispanic	33	741	*	735	*	*	42%	36%	0%	36%	30%
Black or African American	13	742	737	729	0%	*	*	*	*	31%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	27	743	749	747	*	*	41%	*	*	33%	47%
Male	28	741	747	747	*	*	39%	*	*	39%	47%
Economically Disadvantaged Students	30	738	740	732	*	*	40%	*	*	30%	27%
Non-Economically Disadvantaged Students	25	748	753	757	*	*	40%	*	*	44%	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	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%

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NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	736	741	741	*	15%	38%	*	*	32%	41%
White	*	*	752	749	*	*	*	*	*	*	51%
Hispanic	39	738	738	729	*	*	46%	*	*	28%	24%
Black or African American	17	723	729	722	*	*	*	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	33	737	746	742	*	*	33%	*	*	36%	42%
Male	32	735	736	740	*	*	44%	*	*	28%	40%
Economically Disadvantaged Students	40	737	734	726	*	*	35%	*	*	33%	21%
Non-Economically Disadvantaged Students	25	735	745	750	*	*	44%	*	*	32%	53%
Students with Disabilities	11	707	716	716	*	*	*	*	*	*	12%
Students without Disabilities	54	742	745	746	*	*	*	*	*	*	46%
English Learners	*	*	722	709	*	*	*	*	*	*	*
Non-English Learners	*	*	742	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Carteret Elementary School
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Grades Offered: KG-06
2018-2019

DLM Alternate Assessment - Participation

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

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

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.

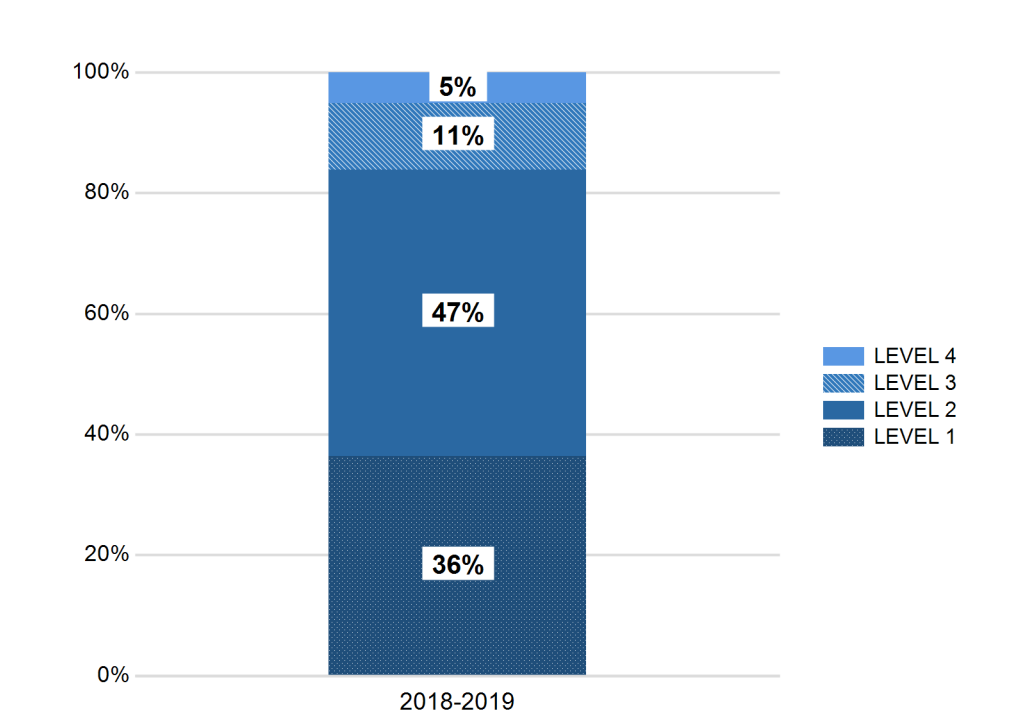| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	*	*	*
5 or more	*	*	*

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Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
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.

Stacked bar chart for 2018-2019:
- LEVEL 4: 5%
- LEVEL 3: 11%
- LEVEL 2: 47%
- LEVEL 1: 36%

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	36	47	11	5
White	*	*	*	*
Hispanic	39	48	6	6
Black or African American	31	38	31	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	44	33	19	4
Male	29	61	4	7
Economically Disadvantaged Students	53	37	7	3
Non-Economically Disadvantaged Students	16	60	16	8
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
2018-2019

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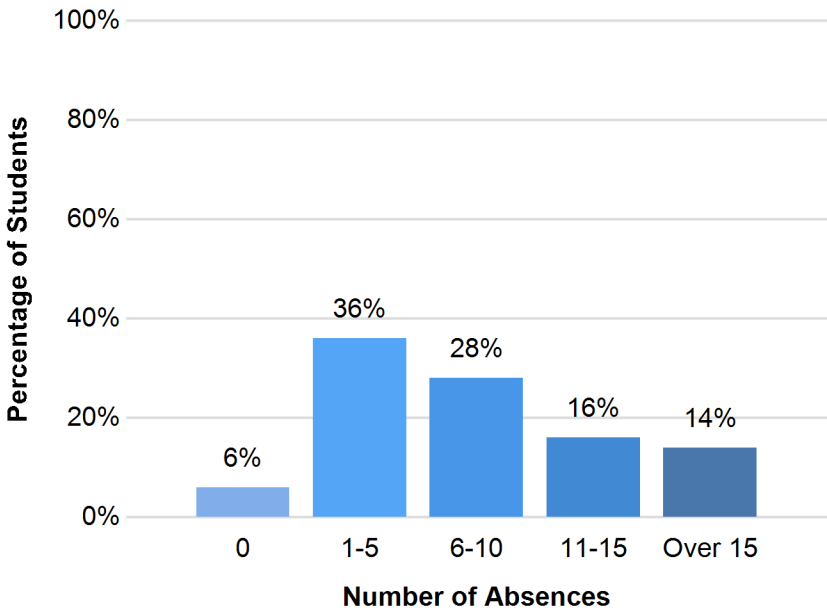
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	9.7	8.8	Not Met
White	4	13.3	8.8	Not Met
Hispanic	24	9.4	8.8	Not Met
Black or African American	8	8.6	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	8.8	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	15	7.1		
Male	24	12.6		
Economically Disadvantaged Students	26	9.9	8.8	Not Met
Students with Disabilities	9	14.1	8.8	Not Met
English Learners	2	8.3	8.8	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.
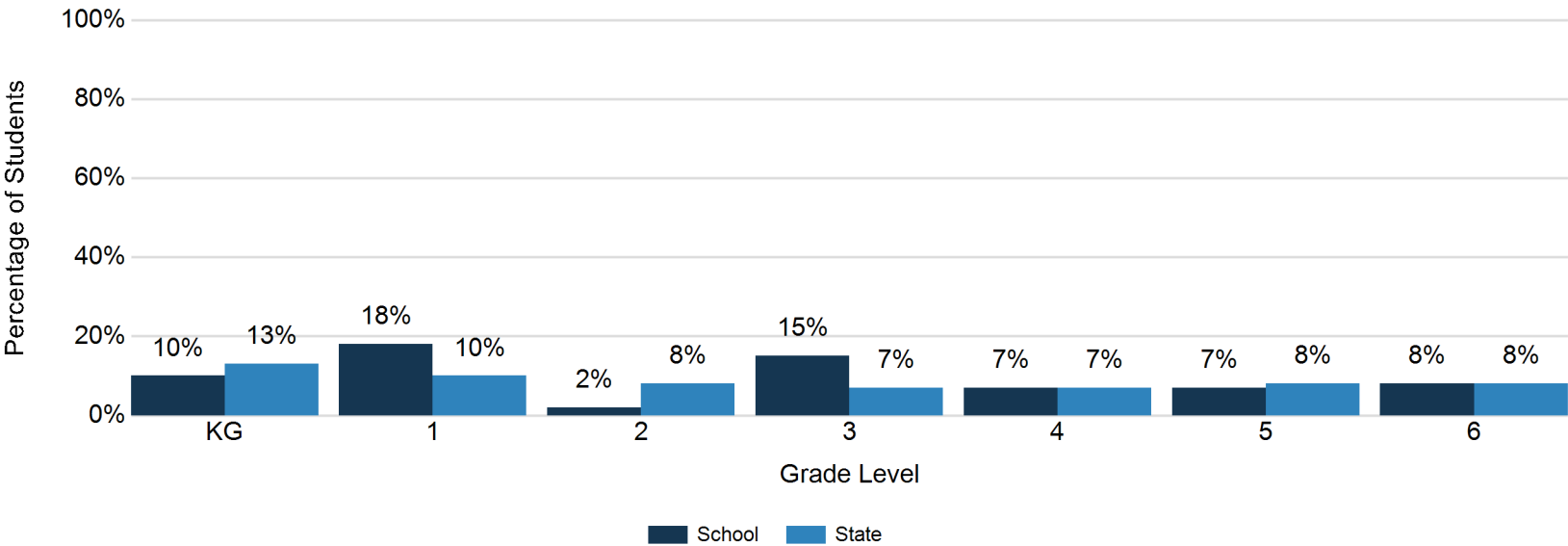
NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

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.

Grade Level	School	State
KG	10%	13%
1	18%	10%
2	2%	8%
3	15%	7%
4	7%	7%
5	7%	8%
6	8%	8%

Carteret Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	11.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	67.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	386:1	188:1
Teachers to Administrators	40:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

Carteret Elementary School
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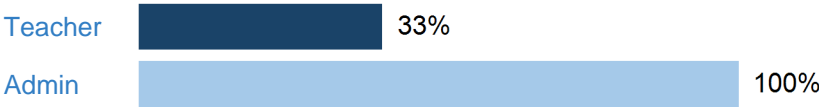
Teachers and Administrators – Demographics

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	52.6%	85.0%	0.0%	48.4%	77.1%	54.9%
Male	47.4%	15.0%	100.0%	51.6%	22.9%	45.1%
White	7.5%	82.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	63.2%	10.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.1%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	3.4%	2.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.1%	2.5%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.8%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School
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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 and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 68%
Admin — N/A

Master's Degree

Teacher — 33%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%

Carteret Elementary School

(13-0410-080)

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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.

Carteret Elementary School

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.2%	53.2%	54.2%
Math Proficiency	44.5%	36.0%	39.0%
ELA Growth	58	41	60
Math Growth	53	49	62
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		53.3%	*
Chronic Absenteeism	7.6%	9.0%	9.7%

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

NJ SCHOOL PERFORMANCE REPORT

Carteret Elementary School

(13-0410-080)

Grades Offered: KG-06

2018-2019

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

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

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

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

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

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

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

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

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

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

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

Carteret Elementary School

(13-0410-080)

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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

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Carteret Elementary School
(13-0410-080)
Grades Offered: KG-06
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:	• Parental Involvement: Carteret holds various evening events: Back To School Night, Parent teacher Conferences, Student of the Month recognition, Home and School Parent Nights, (continued) • (continued) Publishing Parties, Wax Museum, Power-school, ELA Initiatives, Seal Team VI • Extra-Curricular Activities: Saturday Academy, Literacy Camp. Academic Support Program: Full Time Inclusion in grades 2, 3, 4, 5 and 6, ELA and Math Interventionists support students in gr2-6.
Mission, Vision, Theme:	Carteret School will continue to encourage academic growth and nurture individual needs in a positive learning environment to provide all with the success-oriented, educational experiences demanded by our changing world.
Awards, Recognition, Accomplishments:	Each month teachers choose one student per grade to become Student of the Month. This honor is celebrated by having a pizza lunch with the principal in his office. Students pictures are also displayed proudly at the front door entrance and at the neighborhood STOP & SHOP. At the end of the school year, there are two awards assemblies. This is when students can receive awards for physical fitness, academics, music, art, clubs, presidential award or accomplishments made throughout the school year. There is an Upstander of the Week Award sponsored by the NY Jets football team recognizing those students that stand up again st bullying. Each trimester students are recognized for their academic accomplishments by meeting all academic standards and citizenship goals - Bengal Cub Award.

NJ SCHOOL PERFORMANCE REPORT

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Courses, Curriculum, Instruction:	We have a comprehensive educational program at Carteret School. The mathematics program is a focused, coherent, and rigorous K-5 mathematics curriculum. Fully aligned to state standards and challenges our students to utilize their problem solving skills, logical reasoning and analyzing data techniques. The Language Arts literacy and reading curriculum incorporates a balanced literacy approach through Reader's and Writer's Workshop. which focuses on both fiction and non-fiction texts. We are also implementing a Spelling program called Words Their Way in all grade levels. Balanced Literacy is also supported by RAZ Kids and Study Island software program. We also support our ESL students by providing Bi-Lingual and ELL instruction. We also have World Language and Suzuki Violin to our special schedule. We introduced a new Social Studies curriculum in grade K-3 called Young Citizens and for Science, grades K-6 explores the Bring Science Alive series in which young learners observe and unders
Clubs and Activities:	Clubs are held during lunch time recess or afterschool. Students volunteer their time to be a part of the Chess Club, Challenge 24, Geography Bee, Academically Speaking , Battle of the Books and Carteret School Cub Reporters. Students are recognized during morning announcements, the local newspaper and award assembly programs.

Carteret Elementary School

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2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Before and After School Programs:	Literacy Camp is an after school program offered to students in grades K-4. Students are placed into leveled classes where they work with peers reading at their same level and working in the same developmental spelling stage. Saturday Academy is offered two times a year for four weeks. Students engage in activities such as arts & crafts, science, math, music, reader's theater and athletics. Seal Team VI is a four week STEM program for a selected group of sixth graders which is held on Saturday mornings.
Staff and Professional Learning:	All District teachers and staff are eligible to participate as instructors or students in relevant educational courses as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.

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Student Supports and Services:	Utilizing the Google platform, Chromebooks and various other applications and extensions within support programs has allowed teachers, therapists and support personnel greater access and ability to create online accommodations and modifications within the inclusive environment. Our 6th Grade classes utilized the One to One District Initiative in which all grade 6 students have access to their own chrome book. Technology has also provided for increased communication with peers and parents regarding progress and generalization. Professional development in the area of technology within our district has simplified our initiatives and streamlined our process of increasing access for all learners.
Student Health and Wellness:	Our counselor leads our Anti-Bullying Committee. It consists of classroom lessons allowing students to explore different social behaviors.In addition, we began a new program called Wingman. This youth program inspires children to be more empathetic and courageous to create a strong, inclusive community. Our school also provides a Breakfast After the Bell Program and lunch program daily. Both programs provide the students with a choice of a hot or cold meal. As part of the lunch hour, students have 30 minutes of recess to interact with students, friends and classmates in a recreational environment. In addition,our nurse provides valuable information on such topics as dental care, hygiene and physical well-being in the form assembly programs, in-class lessons and grade level discussions.
Parent and Community Involvement:	The Carteret Home and School Association continues to serve as school volunteers, fundraising participants and as concerned parents who are encouraged to take an active part in the Carteret School experience. Carteret is committed in developing strong programs for school, family and community partnerships. Carteret is committed to developing and implementing strong programs for school, family and community partnership.

Carteret Elementary School

(13-0410-080)

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2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers A survey is conducted at the conclusion of each school year by our Social Committee. This survey allows the staff to reflect and evaluate programs, activities, and events that took place throughout the year. This is a way to communicate and collect different viewpoints regarding the past school year and helps make both short term and long term future decisions.
Facilities:	Our school has been renovated throughout the years to include more classrooms due to our ever growing population of students. Our building consists of classrooms, a Multi Purpose Room, a cafeteria, Media Center, art room, a vocal music room, an instrumental music room and Resource Room classrooms. It has a Child Study Team office and Interventionist room where meetings with parents or students can be held. Recent upgrades include basement floor, painting of rooms, brand new heating (boiler) system, new roof and perimeter fence.
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

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School Narrative

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Other Information

Currently, we have a comprehensive educational program which is in alignment with the New Jersey Student Learning Standards which have been adopted by The State Board of Education. The mathematics program is in the second year of implementation and challenges our students to utilize their problem solving skills, logical reasoning and analyzing data techniques. The Language Arts literacy and reading curriculum incorporates a balanced literacy approach through Reader's and Writer's Workshop, and a component to our current Accelerated Reader Program called Accelerated Reader 360 which focused on non-fiction texts in Grades 3-6. We are also implementing an innovative Spelling program called Words Their Way in all grade levels. Carteret School is proud of its diverse student population. The cultural diversity has provided enriching learning experiences for Carteret school's students, staff and community. Our multi-cultural programs assist us in becoming more knowledgeable and aware of how to celebrate and respect differences. Many support services are also provided to enhance the well-being of our school including an Inclusion Model for Special Education, Response to Intervention Program, Speech Therapy, English Language Learner, Media Science, vocal and instrumental instruction, physical education, art instruction and guidance assistance. All programs are integrated to provide the most meaningful learning experience for every Carteret student.

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Marie Hardenberg
Address	465 Broughton Ave Bloomfield, NJ 07003-4232
Phone Number	973-680-8510
Email Address	mhardenberg@bloomfield.k12.nj.us
Website	https://demarest.bloomfield.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	67	75	55
1	79	67	74
2	71	81	68
3	76	59	76
4	87	75	67
5	69	90	77
6	74	70	91
Total	523	517	508

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	51.8%	50.5%	51.2%
Male	48.2%	49.5%	48.8%
Economically Disadvantaged Students	33.3%	29.6%	26.8%
Students with Disabilities	8.6%	9.3%	8.9%
English Learners	4.0%	4.3%	4.7%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	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	37.1%	36.4%	34.4%
Hispanic	33.3%	37.3%	37.6%
Black or African American	19.5%	17.6%	18.1%
Asian	7.6%	6.4%	6.3%
Native Hawaiian or Pacific Islander	1.9%	1.7%	1.6%
American Indian or Alaska Native	0.4%	0.2%	0.0%
Two or More Races	0.2%	0.4%	2.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	67	75	55

Enrollment by Home Language

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

Home Language	% of Students
English	93.9%
Spanish	3.5%
Arabic	1.8%
Other Languages	0.8%

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Year	Value
2016-17	63
2017-18	55
2018-19	51

Math Median Student Growth Percentile

Year	Value
2016-17	52
2017-18	51.5
2018-19	50

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	55	51	52	51.5	50
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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

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

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

Student Growth

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

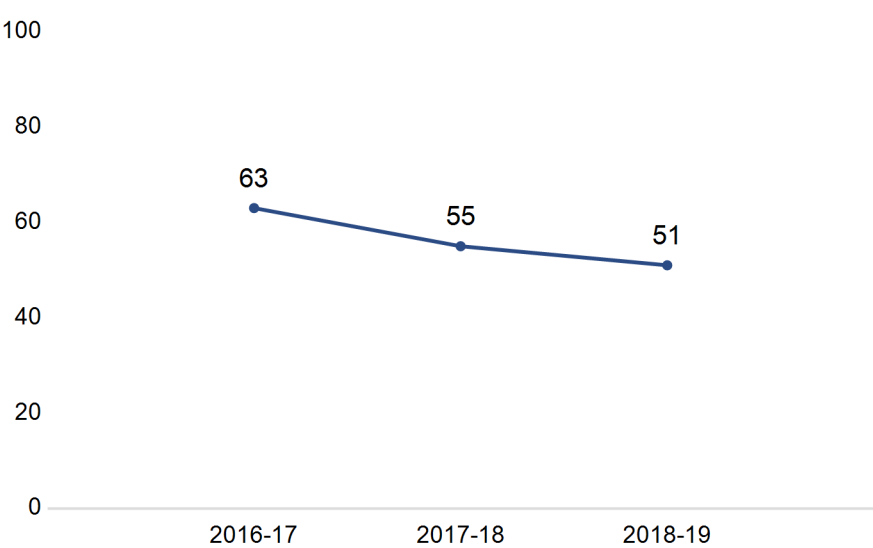| Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	53	50	Met Standard	50	52	50	Met Standard
White	55	56	50	Met Standard	61.5	54.5	52	Exceeds Standard
Hispanic	46.5	51	49	Met Standard	53.5	51	47	Met Standard
Black or African American	53	50	45	Met Standard	37	50	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	46.5	55	59	Met Standard	48	56	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	55	56	53	N	53.5	53	50	N
Male	46	50	47	N	49	51	51	N
Economically Disadvantaged Students	47	49	48	Met Standard	47.5	52	46	Met Standard
Students with Disabilities	50	51	43	Met Standard	47.5	42.5	45	Met Standard
English Learners	51	49.5	52	**	38.5	47	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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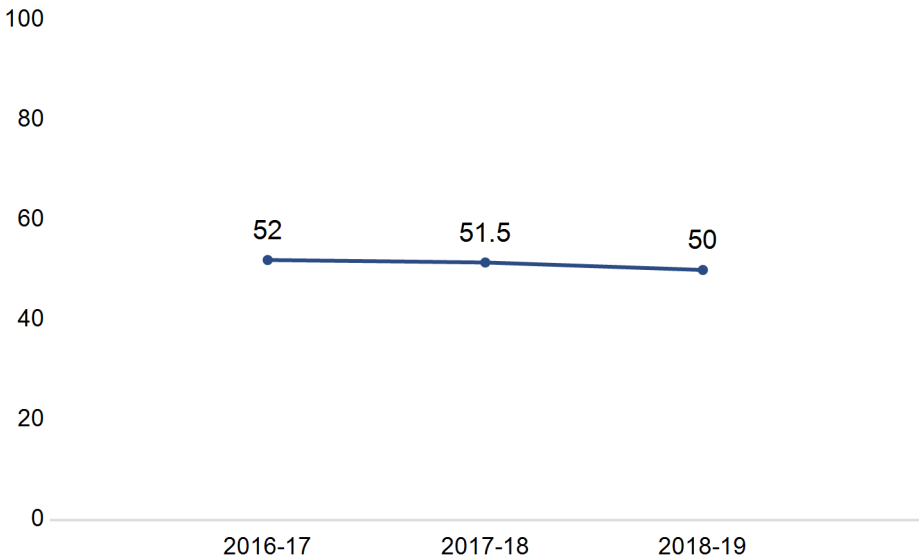- **†** This indicates a table specific note, see note below table

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A student's SGP falls between 1 and 99 and can be grouped into three levels:

| Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

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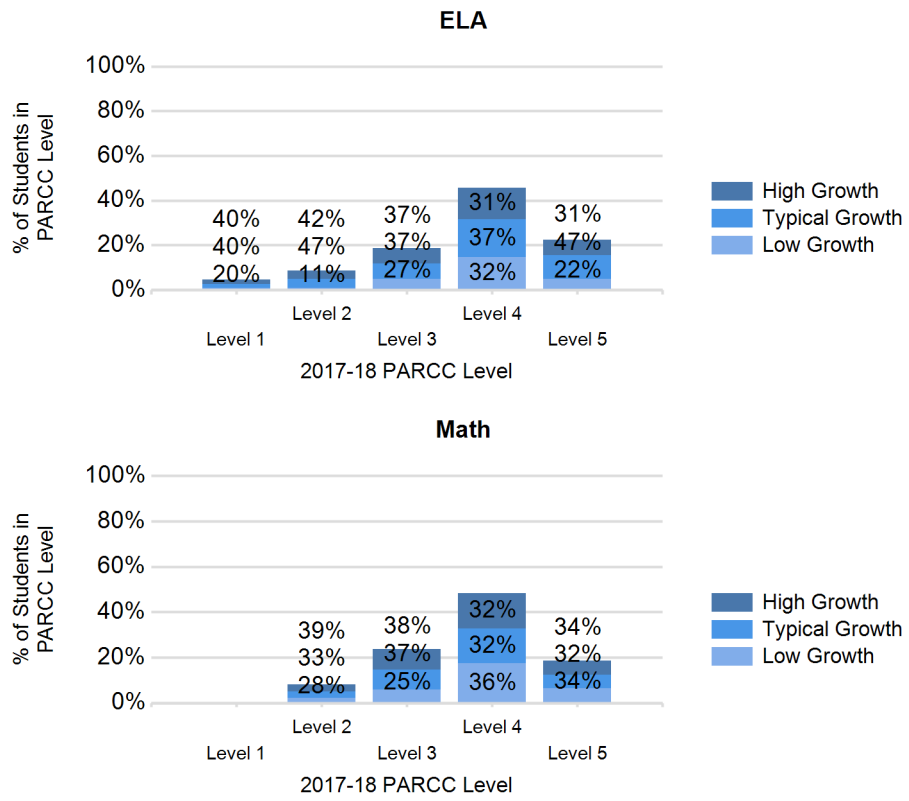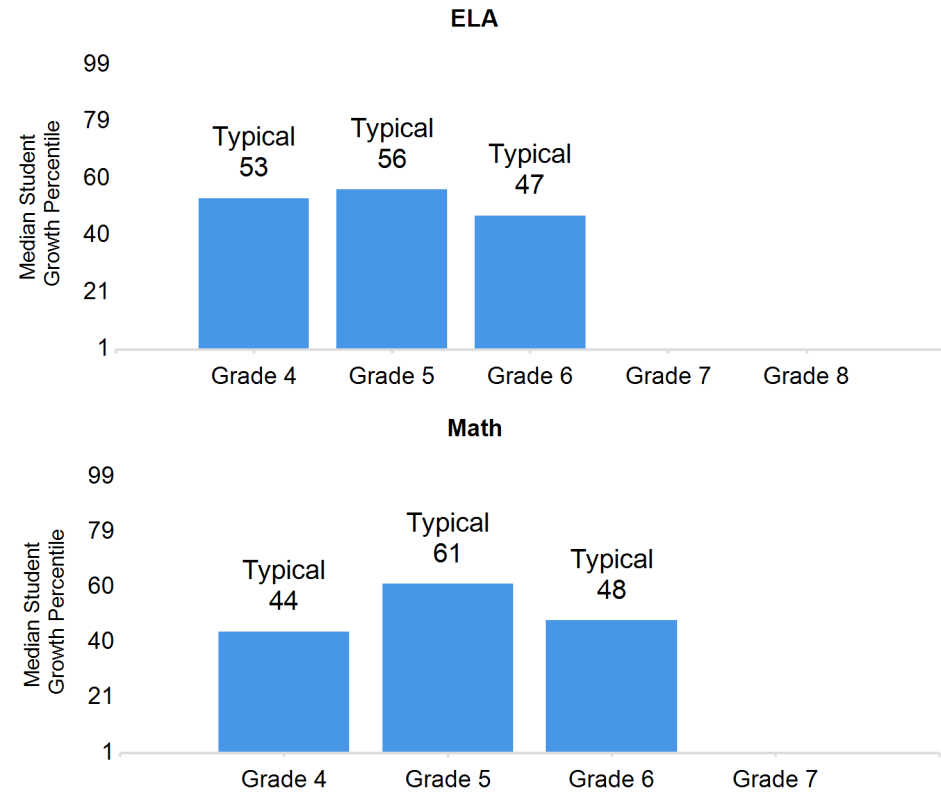† This indicates a table specific note, see note below table

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

2016-17: 71.5%
2017-18: 66.8%
2018-19: 66.7%

Math Proficiency Rate for Federal Accountability

2016-17: 63.5%
2017-18: 62.8%
2018-19: 58.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.4%	97.0%	98.7%	97.4%	96.7%	98.7%
Proficiency Rate for Federal Accountability	71.5%	66.8%	66.7%	63.5%	62.8%	58.6%
Annual Target	63.1%	64.0%	64.9%	64.2%	65.1%	65.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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	306	98.7	66.7	57.9	57.9	66.7	64.9	Met Target
White	101	98.1	72.3	*	66.9	72.3	68.4	Met Target
Hispanic	113	100.0	61.9	51.1	43.9	61.9	62.8	Met Target†
Black or African American	62	98.5	61.3	50.6	38.5	61.3	56.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.1	82.9	*	79.4	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	160	98.2	73.1	65.8	64.8	73.1		
Male	146	99.3	59.6	50.5	51.3	59.6		
Economically Disadvantaged Students	93	98.9	57.0	*	40.0	57.0	55.7	Met Target
Non-Economically Disadvantaged Students	213	98.6	70.9	*	67.9	70.9		
Students with Disabilities	30	88.6	13.3	16.7	22.7	12.4	28.5	Not Met
Students without Disabilities	276	100.0	72.5	64.9	65.1	72.5		
English Learners	17	100.0	29.4	29.8	29.3	29.4	**	**
Non-English Learners	289	98.7	68.9	59.9	60.6	68.9		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

English Language Arts Assessment - Performance Trends

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

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
Grades Offered: KG-06
2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 3

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

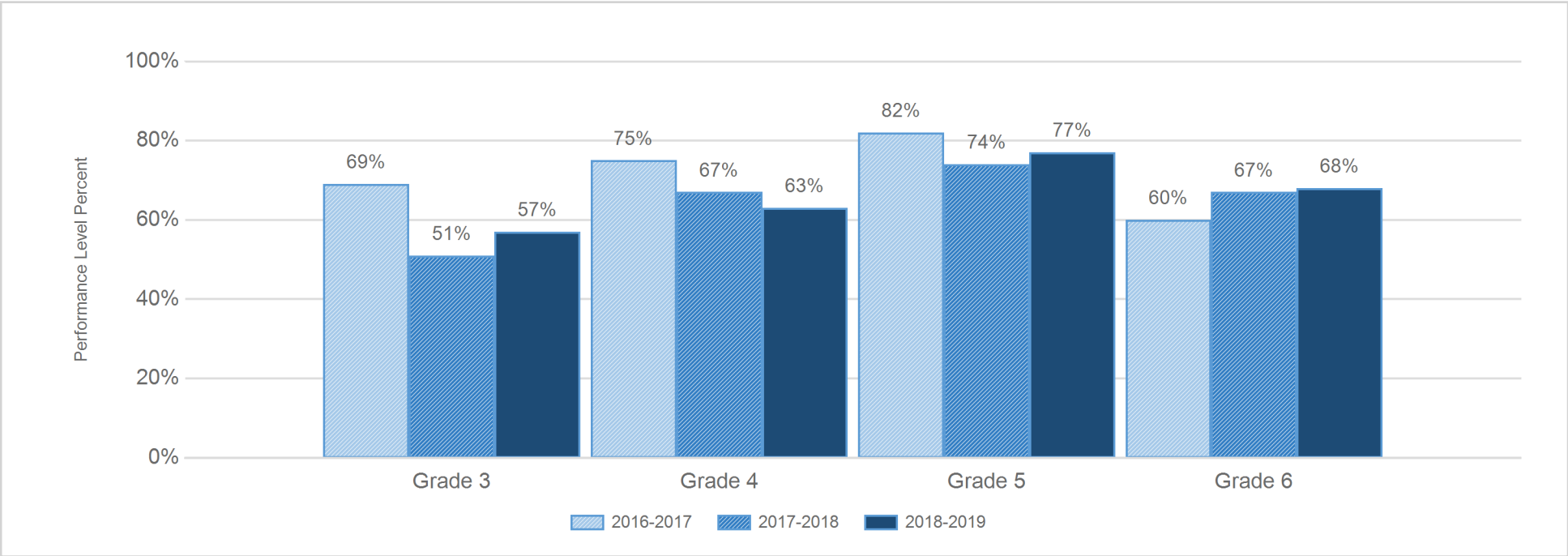| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	751	752	748	13%	*	18%	*	*	57%	50%
White	21	755	763	757	*	*	*	*	*	57%	60%
Hispanic	29	743	745	734	*	*	*	*	*	48%	36%
Black or African American	20	752	744	731	*	*	*	*	*	60%	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	34	750	755	753	*	*	*	*	*	59%	55%
Male	42	752	749	743	*	*	*	*	*	55%	46%
Economically Disadvantaged Students	27	740	741	731	*	*	*	*	*	44%	33%
Non-Economically Disadvantaged Students	49	757	760	759	*	*	*	*	*	63%	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	757	760	755	*	*	26%	43%	21%	63%	57%
White	25	753	769	763	*	0%	*	*	*	64%	67%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	760	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	29	762	765	760	*	*	*	*	*	69%	62%
Male	39	754	756	750	*	*	*	*	*	59%	53%
Economically Disadvantaged Students	10	739	751	740	*	*	*	*	*	40%	40%
Non-Economically Disadvantaged Students	58	761	766	765	*	*	*	*	*	67%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	778	761	756	*	*	16%	45%	32%	77%	58%
White	32	784	773	764	0%	0%	*	*	*	84%	68%
Hispanic	29	771	*	743	0%	*	*	*	*	66%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	44	784	770	761	*	*	*	*	*	82%	64%
Male	31	768	752	750	*	*	*	*	*	71%	52%
Economically Disadvantaged Students	27	771	748	740	*	*	*	*	*	70%	39%
Non-Economically Disadvantaged Students	48	782	769	766	*	*	*	*	*	81%	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	766	757	754	*	*	22%	48%	20%	68%	56%
White	24	763	766	762	0%	*	*	*	*	75%	65%
Hispanic	38	767	754	743	*	*	*	*	*	68%	43%
Black or African American	17	760	746	738	*	0%	*	*	*	59%	36%
Asian, Native Hawaiian, or Pacific Islander	12	773	775	780	0%	0%	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	54	774	767	762	*	*	19%	*	*	76%	64%
Male	37	753	746	748	*	*	27%	*	*	57%	48%
Economically Disadvantaged Students	30	755	749	740	*	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	61	771	761	763	*	*	*	*	*	72%	67%
Students with Disabilities	11	722	720	722	*	*	*	*	*	18%	19%
Students without Disabilities	80	772	763	761	*	*	*	*	*	75%	64%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	91	766	758	756	*	*	22%	48%	20%	68%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

Report Key:

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	307	98.7	58.6	41.6	44.5	58.6	65.9	Not Met
White	101	98.1	65.3	*	54.1	65.3	69.8	Met Target†
Hispanic	113	100.0	56.6	34.9	28.8	56.6	67.2	Not Met
Black or African American	63	98.5	41.3	30.4	23.0	41.3	50.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.0	76.5	*	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	161	98.2	61.5	42.9	44.9	61.5		
Male	146	99.3	55.5	40.4	44.2	55.5		
Economically Disadvantaged Students	94	99.0	45.7	*	26.3	45.7	54.5	Not Met
Non-Economically Disadvantaged Students	213	98.6	64.3	*	54.9	64.3		
Students with Disabilities	30	88.6	20.0	14.6	17.4	18.6	40.3	Not Met
Students without Disabilities	277	100.0	62.8	46.1	50.0	62.8		
English Learners	18	100.0	22.2	22.0	25.0	22.2	N	N
Non-English Learners	289	98.7	60.9	43.1	46.5	60.9		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

Mathematics Assessment – Performance Trends

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

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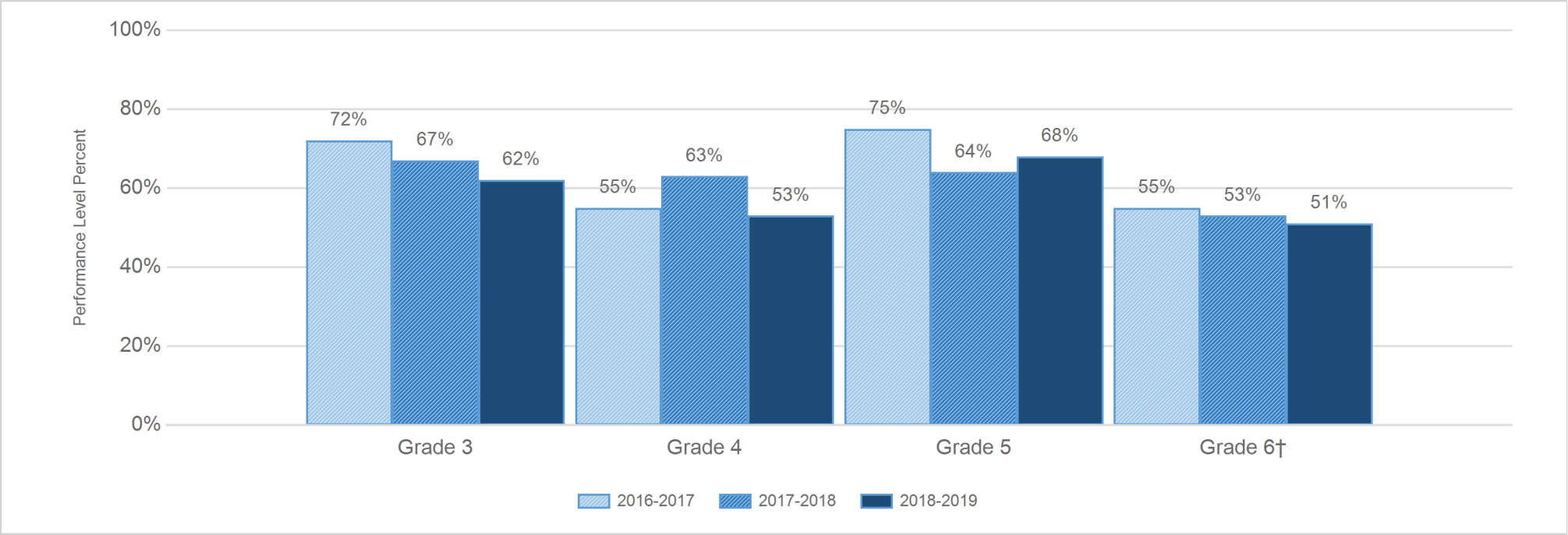
NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
Grades Offered: KG-06
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	77	756	751	752	*	*	18%	*	*	62%	55%
White	21	765	760	760	*	*	*	*	*	71%	66%
Hispanic	29	752	748	739	*	*	*	*	*	55%	40%
Black or African American	21	748	741	735	*	*	*	*	*	52%	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	35	750	750	751	*	*	*	*	*	51%	54%
Male	42	762	752	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	28	745	742	737	*	*	*	*	*	46%	37%
Non-Economically Disadvantaged Students	49	763	759	761	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

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	70	750	749	749	*	*	27%	*	*	53%	51%
White	25	751	758	757	*	*	*	60%	0%	60%	62%
Hispanic	20	756	743	737	*	*	*	*	*	60%	36%
Black or African American	*	*	745	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	30	753	746	749	*	*	*	*	*	57%	50%
Male	40	748	751	749	*	*	*	*	*	50%	52%
Economically Disadvantaged Students	12	733	739	734	*	*	*	*	*	25%	32%
Non-Economically Disadvantaged Students	58	754	755	759	*	*	*	*	*	59%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	767	748	747	*	*	21%	40%	28%	68%	47%
White	32	775	760	755	0%	*	*	44%	34%	78%	58%
Hispanic	29	760	*	735	0%	*	*	*	*	59%	30%
Black or African American	*	*	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	44	767	749	747	*	*	*	*	*	70%	47%
Male	31	767	747	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	27	763	740	732	*	*	*	*	*	59%	27%
Non-Economically Disadvantaged Students	48	769	753	757	*	*	*	*	*	73%	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
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Grades Offered: KG-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	91	749	741	741	*	14%	33%	*	*	51%	41%
White	24	747	752	749	*	*	*	46%	0%	46%	51%
Hispanic	38	752	738	729	*	*	37%	*	*	50%	24%
Black or African American	17	741	729	722	*	*	*	*	*	41%	19%
Asian, Native Hawaiian, or Pacific Islander	12	760	760	769	*	*	*	*	*	75%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	54	753	746	742	*	*	26%	*	*	61%	42%
Male	37	744	736	740	*	*	43%	*	*	35%	40%
Economically Disadvantaged Students	30	739	734	726	*	*	*	*	*	37%	21%
Non-Economically Disadvantaged Students	61	755	745	750	*	*	*	*	*	57%	53%
Students with Disabilities	11	722	716	716	*	*	*	*	*	*	12%
Students without Disabilities	80	753	745	746	*	*	*	*	*	*	46%
English Learners	N	N	722	709	N	N	N	N	N	N	*
Non-English Learners	91	749	742	743	*	14%	33%	*	*	51%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
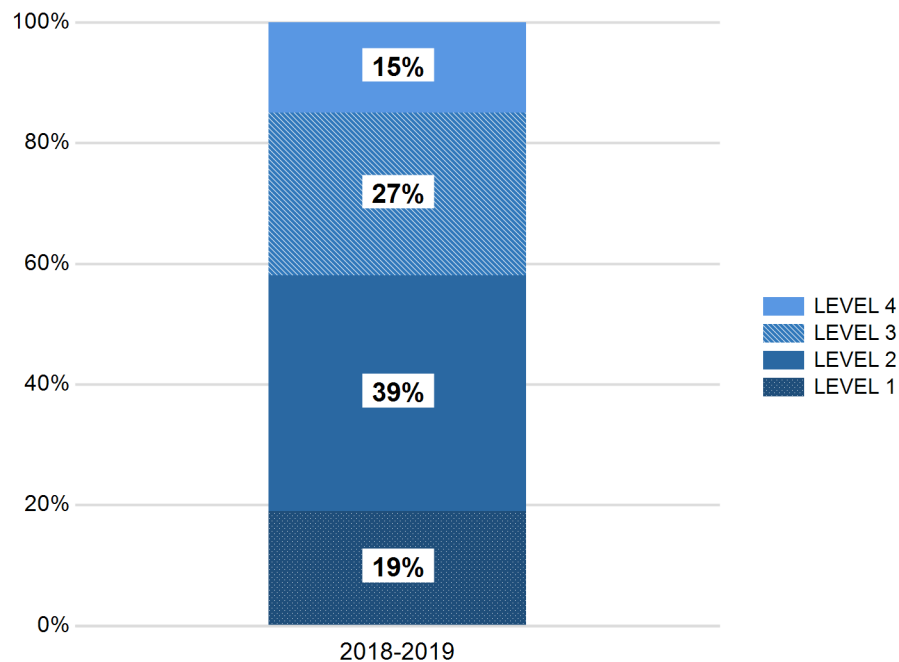Grades Offered: KG-06
2018-2019

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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
3	N	N
4	N	N
5	N	N
6	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	58.8%	**	**

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	15	66.7%	33.3%
3-4	*	*	*
5 or more	*	*	*

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2018-2019

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

NJSLA Science Assessment: Grade 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.

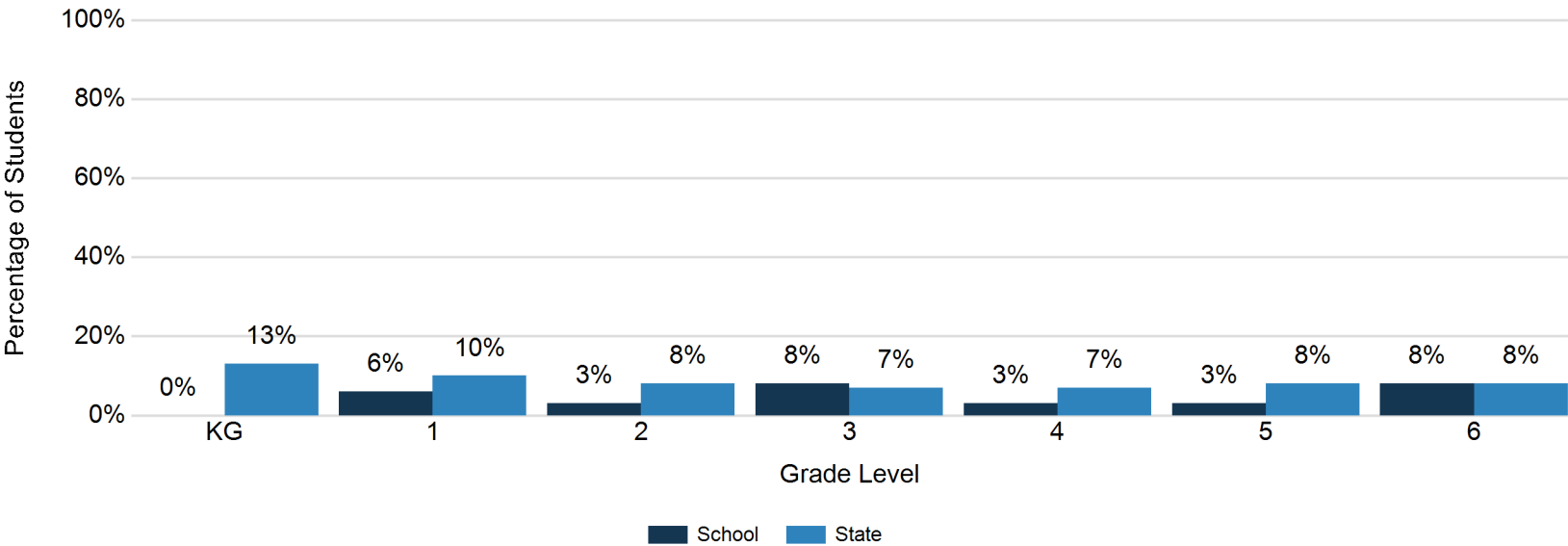| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	39	27	15
White	13	41	28	19
Hispanic	29	32	32	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	16	45	25	14
Male	23	30	30	17
Economically Disadvantaged Students	19	42	35	4
Non-Economically Disadvantaged Students	19	38	23	21
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	24	4.6	8.8	Met
White	7	3.9	8.8	Met
Hispanic	15	7.7	8.8	Met
Black or African American	2	2.1	8.8	Met
Asian, Native Hawaiian, or Pacific	0	0	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	16	6.1		
Male	8	3.1		
Economically Disadvantaged Students	15	10.6	8.8	Not Met
Students with Disabilities	4	6.8	8.8	Met
English Learners	0	0	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Demarest Elementary School

(13-0410-100)

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Chronic Absenteeism by Grade

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

Grade Level	KG	1	2	3	4	5	6
School	0%	6%	3%	8%	3%	3%	8%
State	13%	10%	8%	7%	7%	8%	8%

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.79

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.2:1

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	8.3	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	508:1	188:1
Teachers to Administrators	42:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

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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	51.2%	88.1%	100.0%	48.4%	77.1%	54.9%
Male	48.8%	11.9%	0.0%	51.6%	22.9%	45.1%
White	34.4%	90.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.6%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.1%	4.8%	0.0%	15.0%	6.6%	13.9%
Asian	6.3%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 57%
Admin — N/A

Master's Degree

Teacher — 43%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.1%

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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 Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.5%	66.8%	66.7%
Math Proficiency	63.5%	62.8%	58.6%
ELA Growth	63	55	51
Math Growth	52	52	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		62.5%	58.8%
Chronic Absenteeism	4.8%	6.9%	4.6%

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

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

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

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

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

School Narrative

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

	Highlights:	• Our Curriculum includes a Balanced Literacy Program using Reader's and Writer's Workshop models. • Both our math and science programs rely on student investigations and problem solving. • Demarest School consistently shows growth on local and state assessments.
	Mission, Vision, Theme:	Demarest School is committed to providing each child with the skills, knowledge and attitudes necessary to be productive citizens and to meet the challenges of the 21st century. Towards the goal of meeting our mission statement, the children receive a well balanced education that addresses the NJ Student Learning Standards.

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	Curriculum and instructional practices are aligned with the New Jersey Student Learning Standards through a student-centered approach to learning. The structure of reading and writing workshop instruction provides a balance of timely, explicit teacher directed instruction and authentic reading and writing experiences. Additional balanced literacy components include word study for spelling and vocabulary.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) Demarest has a basketball program for students in grades 4-6 . Our players participate in a district league with an emphasis on developing skills and sportsmanship. All students in grades 1-6 have an opportunity to participate in an after school basketball skill building program. Many of our students participate in baseball, softball and soccer programs offered by our town's recreation department.
Clubs and Activities:	In addition to a chess club, Demarest students have an opportunity to participate in a variety of grade level activities that include a newspaper, instrumental lessons, choir, dance classes, a safety patrol and kindergarten helpers. For the past five years our second graders have received dance instruction from a professional dance company. Funded through our Home and School Association and a Dodge Grant, this activity allows children to show expression through movement.

Demarest Elementary School

(13-0410-100)

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2018-2019

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Before and After School Programs:	Demarest School offers a breakfast program that begins at 8:00AM each day. In addition, an after school care program is offered by a local YMCA.
Staff and Professional Learning:	Demarest School has dedicated and nurturing teachers who meet as a faculty and as grade level partners to develop skills that promote student growth. We view our school as a "Community of Learners" and our teachers participate in training offered by Teacher's College, consultants, and our district's Teacher Academy. All District teachers and staff are eligible both to offer as instructors or take as students courses in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.

Demarest Elementary School

(13-0410-100)

Grades Offered: KG-06

2018-2019

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Student Supports and Services:	Demarest School offers a program for English Language Learners. We have a child study team , guidance counselor and resource teachers to support students with special needs. In addition, we have a full time interventionist who works with staff and parents to provide extra support for students who struggle.Utilizing the Google platform, Chromebooks and various other applications and extensions within support programs has allowed teachers, therapists and support personnel greater access and ability to create online accommodations and modifications within the inclusive environment. Technology has also provided for increased communication with peers and parents regarding progress and generalization.Professional development in the area of technology within our district has simplified our initiatives and streamlined our process of increasing access for all learners.
Student Health and Wellness:	Our lunch and breakfast programs offer nutritional choices for the students each day. Free and reduced breakfast and lunch programs are offered. Students receive 40 minutes of recess each day in addition to their regularly scheduled physical education period. In addition, our school employs a full time nurse and guidance counselor to help meet the physical and emotional needs of our students.
Parent and Community Involvement:	Demarest School considers families important partners in their child's learning. Communication is facilitated through a parent portal and teacher web-pages which allow families to be informed about assignments and their child's progress. We have a very active Home and School Association which sponsors programs and enrichment activities for our students. In addition, we have formed partnerships with community agencies and businesses that provide services and activities that enrich instruction.

Demarest Elementary School

(13-0410-100)

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2018-2019

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School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

NJ SCHOOL PERFORMANCE REPORT

Demarest Elementary School
(13-0410-100)
Grades Offered: KG-06
2018-2019

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. In 2018-2019, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning. Chromebooks are also available for classrooms to use in grades 1-6 to enhance instruction and prepare students for the 21st century.

Demarest Elementary School

(13-0410-100)

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2018-2019

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School Narrative

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Other Information	The school day at Demarest School is structured to maximize instructional time. This is accomplished by providing large blocks of uninterrupted instruction time for each subject area. This provides greater opportunities for investigative and project based learning. Classroom experiences are student centered and are designed to promote critical thinking, effective communication, and problem solving. Students receive instruction in the use of technology that will provide them with the ability to gather, evaluate and present information in all content areas. It is our goal to convey positive attitudes toward life-long learning that ensure our students are provided with skills to be successful at future challenges.

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Fairview Elementary School

(13-0410-110)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Ginamarie Mignone
Address	376 Berkeley Avenue Bloomfield, NJ 07003-5036
Phone Number	973-680-8550
Email Address	gmignone@bloomfield.k12.nj.us
Website	https://fairview.bloomfield.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	65	71	63
1	77	69	78
2	79	80	67
3	95	74	80
4	81	93	68
5	77	86	91
6	87	85	92
Total	563	558	539

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.2%	49.1%	51.0%
Male	50.8%	50.9%	49.0%
Economically Disadvantaged Students	44.6%	43.0%	39.9%
Students with Disabilities	14.6%	13.6%	13.5%
English Learners	6.9%	7.9%	7.4%
Homeless Students	0.2%	0.4%	0.0%
Students in Foster Care	0.7%	0.7%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	21.1%	20.3%	19.9%
Hispanic	44.4%	45.0%	47.1%
Black or African American	25.4%	25.3%	23.7%
Asian	6.0%	6.6%	6.7%
Native Hawaiian or Pacific Islander	2.8%	2.7%	2.4%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.0%	0.0%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	65	71	63

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.

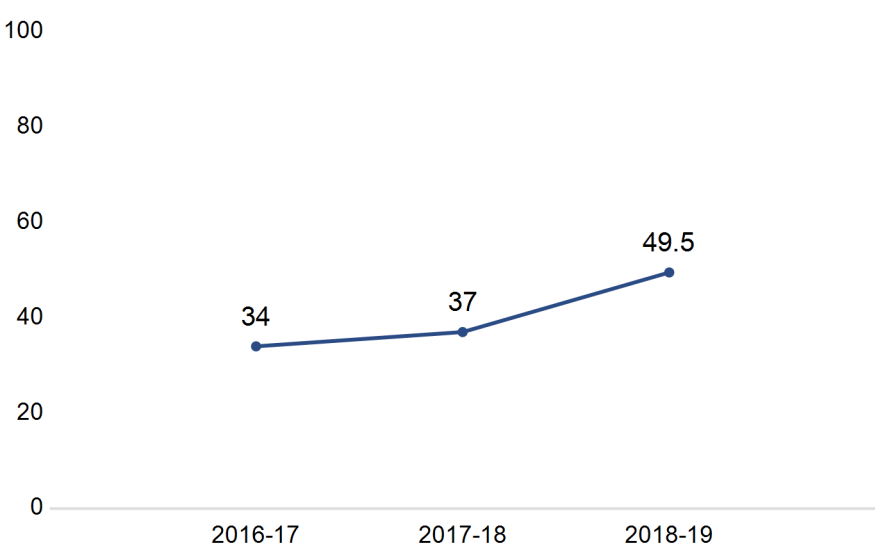| Home Language	% of Students
English	93.3%
Spanish	4.8%
Other Languages	1.9%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
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2018-2019

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

- 2016-17: 34
- 2017-18: 37
- 2018-19: 49.5

Math Median Student Growth Percentile

- 2016-17: 28
- 2017-18: 39
- 2018-19: 44

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	37	49.5	28	39	44
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
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2018-2019

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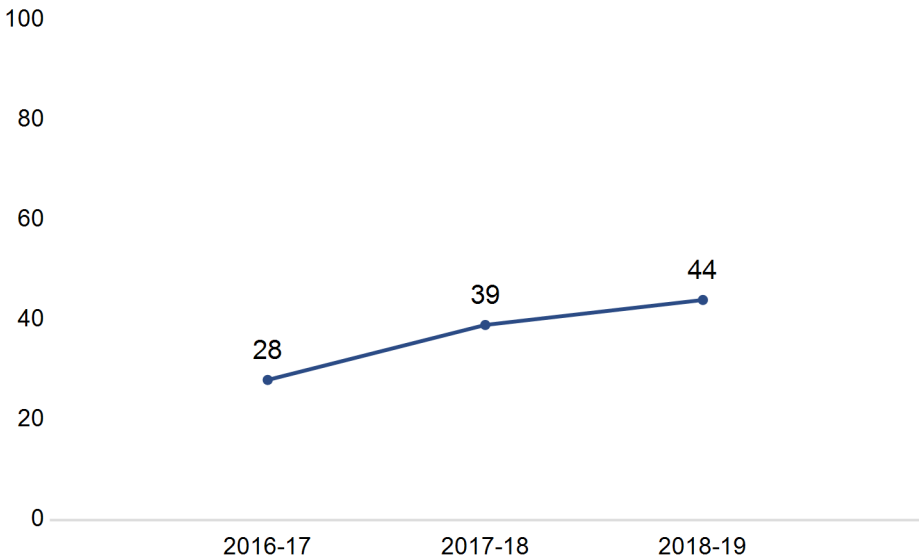- **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	49.5	53	50	Met Standard	44	52	50	Met Standard
White	55.5	56	50	Met Standard	49	54.5	52	Met Standard
Hispanic	44	51	49	Met Standard	42	51	47	Met Standard
Black or African American	44	50	45	Met Standard	40	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	58	55	59	Met Standard	46	56	60	Met Standard
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	55	56	53	N	47	53	50	N
Male	39	50	47	N	40.5	51	51	N
Economically Disadvantaged Students	44.5	49	48	Met Standard	48	52	46	Met Standard
Students with Disabilities	51	51	43	Met Standard	34	42.5	45	Not Met
English Learners	23	49.5	52	**	38	47	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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2018-2019

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Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
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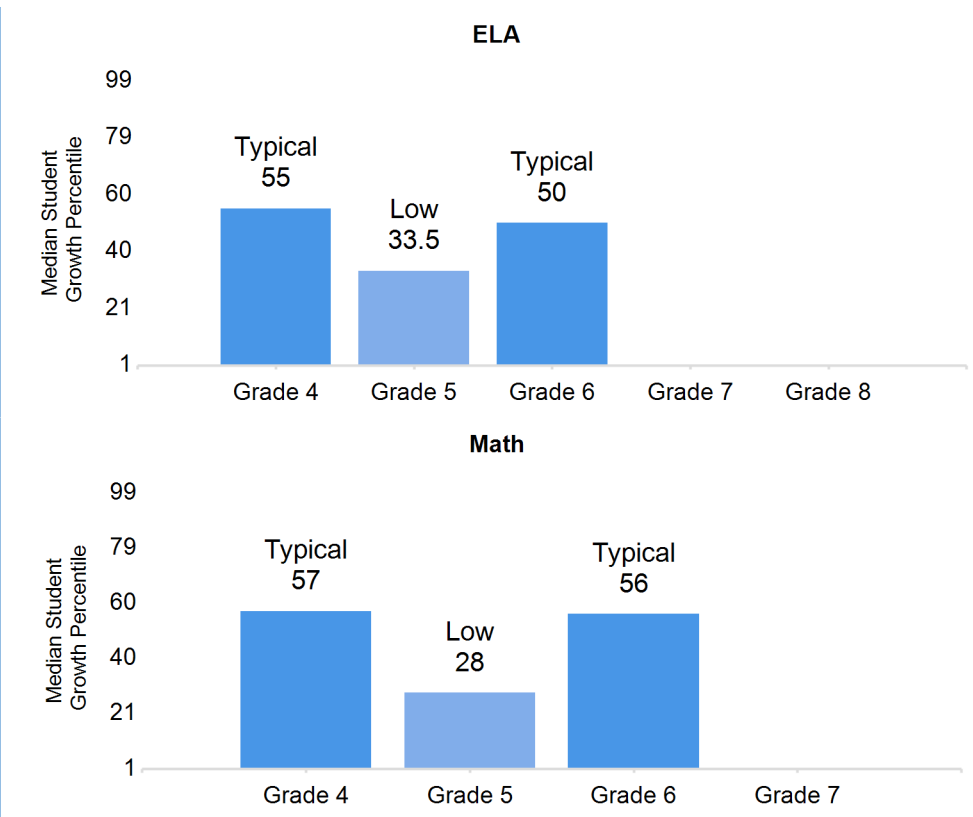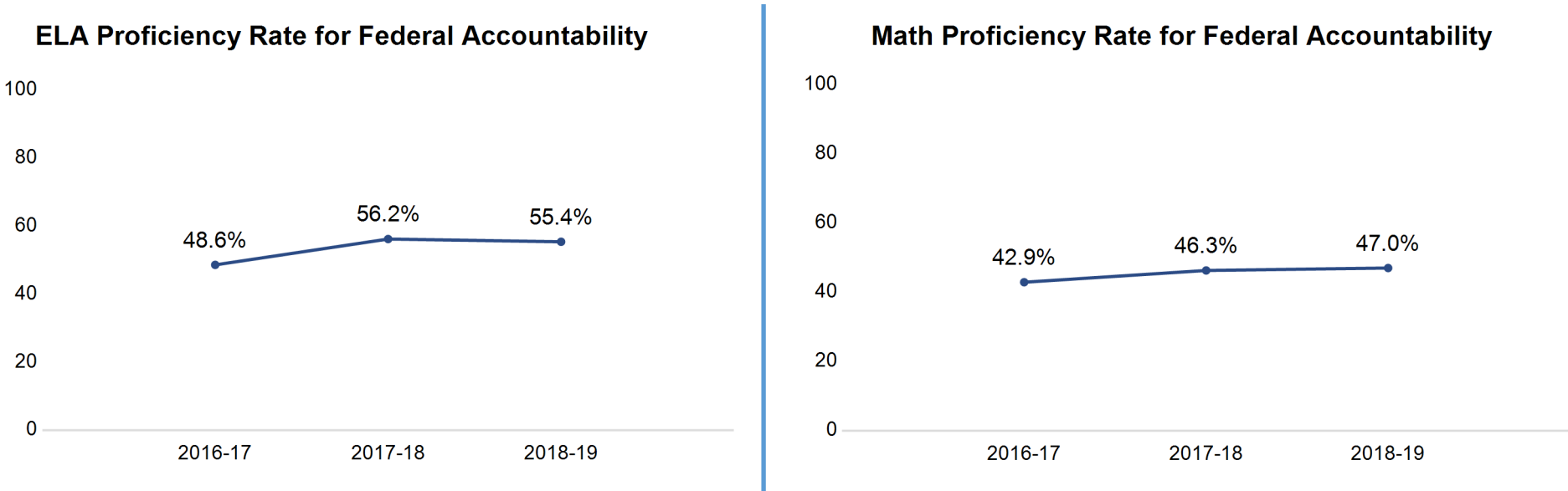** Accountability calculations require 20 or more students
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 48.6%
- 2017-18: 56.2%
- 2018-19: 55.4%

Math Proficiency Rate for Federal Accountability

- 2016-17: 42.9%
- 2017-18: 46.3%
- 2018-19: 47.0%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	96.4%	95.5%	97.1%	96.4%	96.4%
Proficiency Rate for Federal Accountability	48.6%	56.2%	55.4%	42.9%	46.3%	47.0%
Annual Target	52.9%	54.4%	55.8%	49.7%	51.3%	52.9%
Met Annual Target?	Met Target†	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	312	95.5	55.4	57.9	57.9	55.4	55.8	Met Target†
White	62	96.9	64.5	*	66.9	64.5	63.5	Met Target
Hispanic	146	93.0	52.1	51.1	43.9	51.6	46.8	Met Target
Black or African American	75	97.5	45.3	50.6	38.5	45.3	55	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	100.0	79.3	76.1	82.9	79.3	80	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	158	94.1	64.6	65.8	64.8	64.6		
Male	154	96.9	46.1	50.5	51.3	46.1		
Economically Disadvantaged Students	122	94.6	50.0	*	40.0	50.0	49.5	Met Target
Non-Economically Disadvantaged Students	190	96.0	58.9	*	67.9	58.9		
Students with Disabilities	40	89.1	17.5	16.7	22.7	16.4	31	Not Met
Students without Disabilities	272	96.5	61.0	64.9	65.1	61.0		
English Learners	23	88.5	34.8	29.8	29.3	34.8	50.2	Met Target†
Non-English Learners	289	96.1	57.1	59.9	60.6	57.1		
Homeless Students	N	N	N	*	29.1	N		
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.

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.
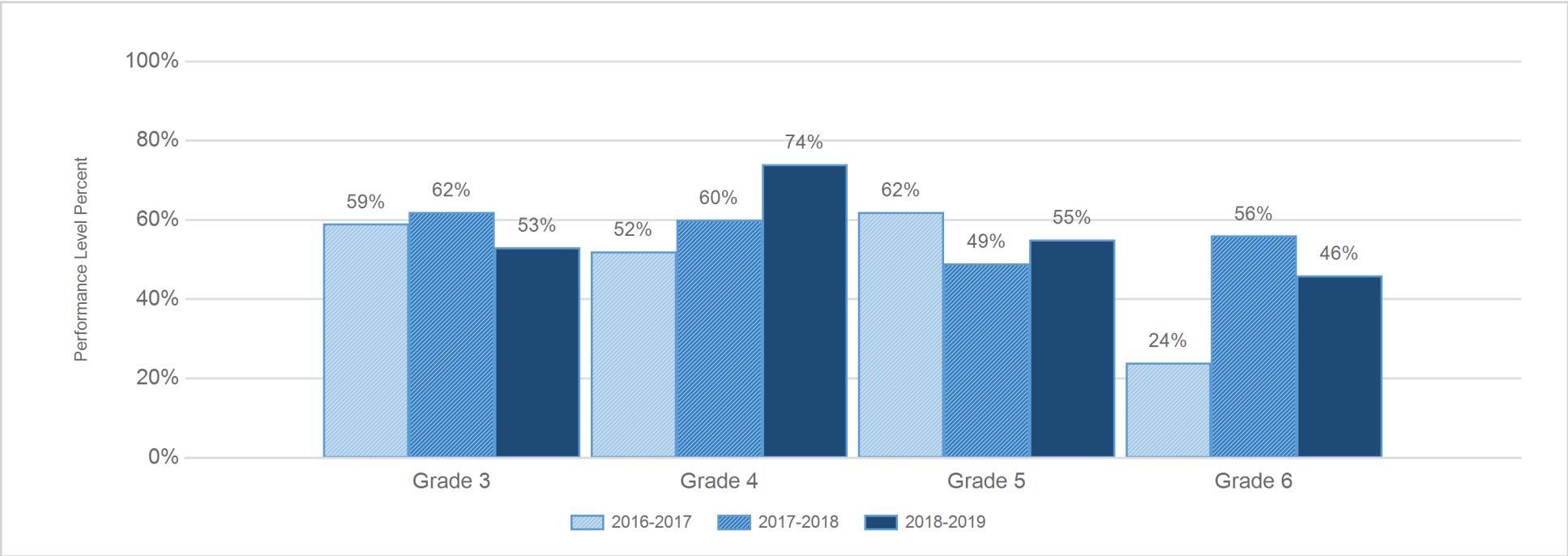
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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	754	752	748	*	*	29%	*	*	53%	50%
White	*	*	763	757	*	*	*	*	*	*	60%
Hispanic	39	754	745	734	*	*	31%	*	*	51%	36%
Black or African American	18	743	744	731	*	*	*	*	*	39%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	35	759	755	753	*	*	*	*	*	66%	55%
Male	42	750	749	743	*	*	*	*	*	43%	46%
Economically Disadvantaged Students	34	755	741	731	*	*	*	*	*	53%	33%
Non-Economically Disadvantaged Students	43	753	760	759	*	*	*	*	*	53%	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

Report Key:
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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	766	760	755	*	*	*	48%	26%	74%	57%
White	18	777	769	763	0%	*	0%	*	*	83%	67%
Hispanic	22	756	753	743	*	*	*	*	*	64%	44%
Black or African American	*	*	760	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	33	770	765	760	*	*	*	*	*	79%	62%
Male	29	762	756	750	*	*	*	*	*	69%	53%
Economically Disadvantaged Students	23	756	751	740	*	*	*	*	*	65%	40%
Non-Economically Disadvantaged Students	39	772	766	765	*	*	*	*	*	79%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	83	751	761	756	*	17%	23%	*	*	55%	58%
White	18	752	773	764	0%	*	*	*	*	44%	68%
Hispanic	43	752	*	743	*	*	*	*	*	65%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	42	758	770	761	*	*	*	*	*	62%	64%
Male	41	745	752	750	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	29	746	748	740	*	*	*	*	*	48%	39%
Non-Economically Disadvantaged Students	54	754	769	766	*	*	*	*	*	59%	69%
Students with Disabilities	10	727	722	724	*	*	*	*	*	10%	23%
Students without Disabilities	73	755	768	762	*	*	*	*	*	62%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	749	757	754	*	15%	34%	*	*	46%	56%
White	*	*	766	762	*	*	*	*	*	*	65%
Hispanic	40	741	754	743	*	*	45%	*	*	35%	43%
Black or African American	26	741	746	738	*	*	*	*	*	38%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	45	756	767	762	*	*	27%	*	*	58%	64%
Male	42	741	746	748	*	*	43%	*	*	33%	48%
Economically Disadvantaged Students	33	744	749	740	*	*	33%	*	*	42%	39%
Non-Economically Disadvantaged Students	54	751	761	763	*	*	35%	*	*	48%	67%
Students with Disabilities	*	*	720	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	761	*	*	*	*	*	*	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	758	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

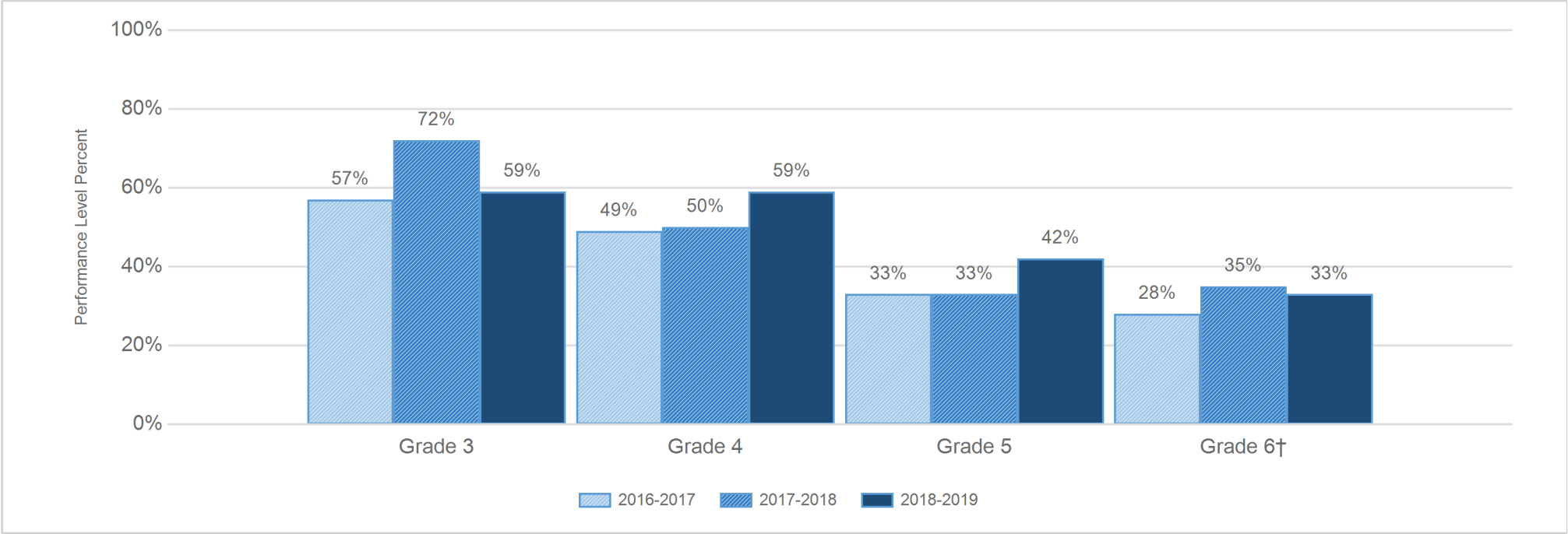| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	313	96.4	47.0	41.6	44.5	47.0	52.9	Not Met
White	62	96.9	58.1	*	54.1	58.1	56.7	Met Target
Hispanic	146	94.3	44.5	34.9	28.8	44.2	50	Met Target†
Black or African American	76	98.7	32.9	30.4	23.0	32.9	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	100.0	72.4	61.0	76.5	72.4	80	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	158	95.3	49.4	42.9	44.9	49.4		
Male	155	97.5	44.5	40.4	44.2	44.5		
Economically Disadvantaged Students	122	96.1	44.3	*	26.3	44.3	46.2	Met Target†
Non-Economically Disadvantaged Students	191	96.5	48.7	*	54.9	48.7		
Students with Disabilities	40	89.1	20.0	14.6	17.4	18.7	44.7	Not Met
Students without Disabilities	273	97.5	50.9	46.1	50.0	50.9		
English Learners	24	100.0	41.7	22.0	25.0	41.7	54.5	Met Target†
Non-English Learners	289	96.1	47.4	43.1	46.5	47.4		
Homeless Students	N	N	N	*	17.1	N		
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.

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment – Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	57%	72%	59%
Grade 4	49%	50%	59%
Grade 5	33%	33%	42%
Grade 6†	28%	35%	33%

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

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

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	78	755	751	752	*	*	26%	45%	14%	59%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	40	756	748	739	0%	*	33%	*	*	58%	40%
Black or African American	18	745	741	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	36	755	750	751	*	*	*	*	*	58%	54%
Male	42	755	752	752	*	*	*	*	*	60%	56%
Economically Disadvantaged Students	35	751	742	737	*	*	29%	*	*	57%	37%
Non-Economically Disadvantaged Students	43	758	759	761	*	*	23%	*	*	60%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

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	63	755	749	749	*	16%	19%	*	*	59%	51%
White	18	768	758	757	0%	*	*	*	*	78%	62%
Hispanic	22	751	743	737	*	*	*	*	*	50%	36%
Black or African American	*	*	745	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	33	755	746	749	*	*	*	*	*	58%	50%
Male	30	755	751	749	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	23	752	739	734	*	*	*	*	*	52%	32%
Non-Economically Disadvantaged Students	40	757	755	759	*	*	*	*	*	63%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	742	748	747	*	29%	25%	*	*	42%	47%
White	18	745	760	755	0%	*	*	*	*	39%	58%
Hispanic	44	743	*	735	*	32%	*	45%	0%	45%	30%
Black or African American	*	*	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	43	744	749	747	*	*	*	*	*	47%	47%
Male	41	741	747	747	*	*	*	*	*	37%	47%
Economically Disadvantaged Students	30	739	740	732	*	33%	*	*	*	37%	27%
Non-Economically Disadvantaged Students	54	744	753	757	*	26%	*	*	*	44%	59%
Students with Disabilities	10	719	728	725	*	*	*	*	*	*	19%
Students without Disabilities	74	745	751	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-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.

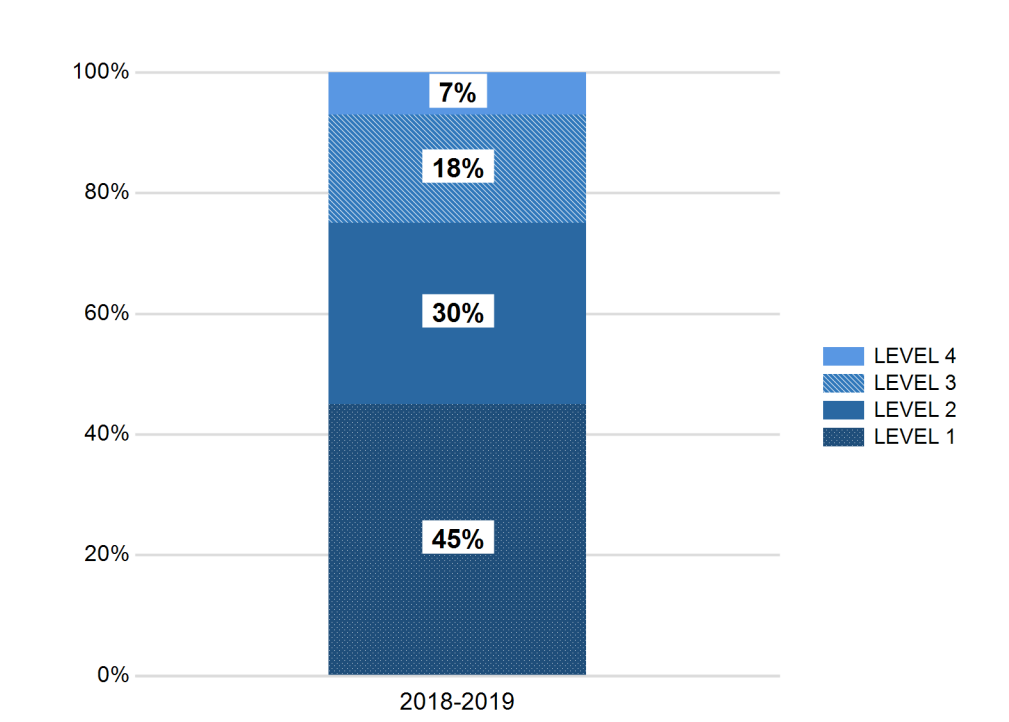| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	737	741	741	*	29%	29%	*	*	33%	41%
White	*	*	752	749	*	*	*	*	*	*	51%
Hispanic	40	734	738	729	*	*	43%	*	*	28%	24%
Black or African American	26	724	729	722	*	50%	*	*	*	15%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	45	739	746	742	*	29%	27%	*	*	38%	42%
Male	42	736	736	740	*	29%	31%	*	*	29%	40%
Economically Disadvantaged Students	33	737	734	726	*	*	*	*	*	33%	21%
Non-Economically Disadvantaged Students	54	738	745	750	*	*	*	*	*	33%	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	746	*	*	*	*	*	*	46%
English Learners	*	*	722	709	*	*	*	*	*	*	*
Non-English Learners	*	*	742	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	64.0%	40.9%	Exceeds

  † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	25	*	*
3-4	10	60.0%	40.0%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

	LEVEL 4
	LEVEL 3
	LEVEL 2
	LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

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

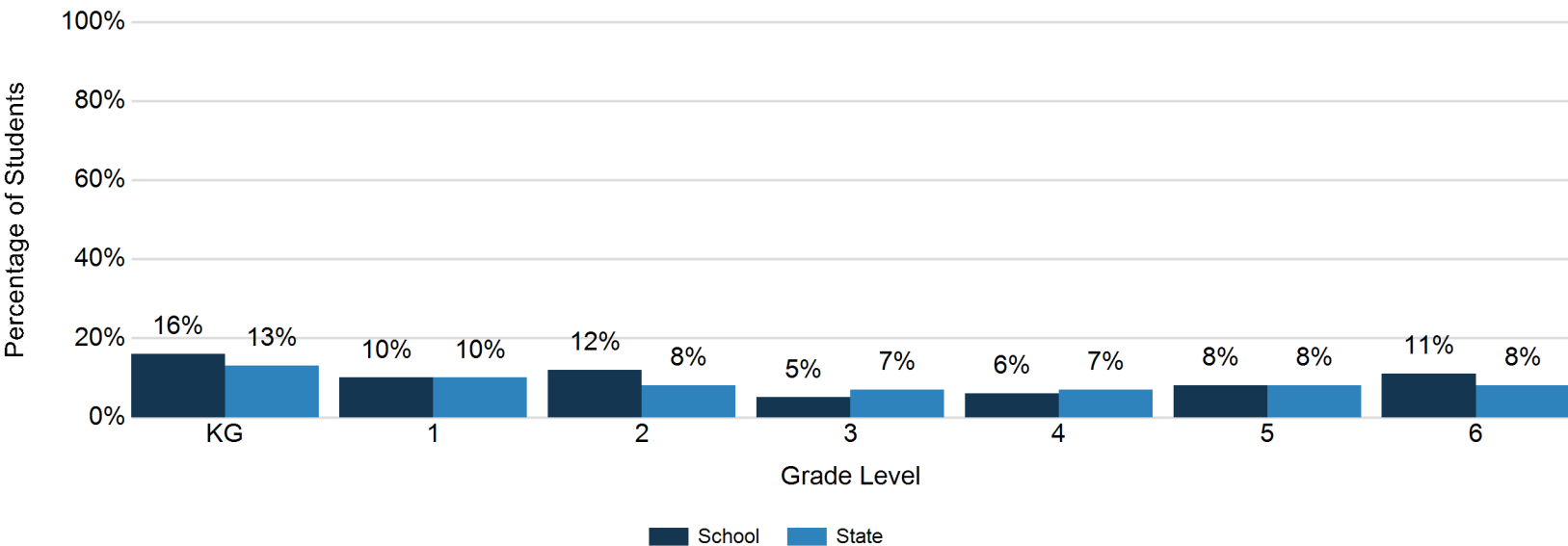| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	30	18	7
White	44	22	22	11
Hispanic	43	30	20	7
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	40	40	12	9
Male	51	20	24	5
Economically Disadvantaged Students	53	27	17	3
Non-Economically Disadvantaged Students	41	31	19	9
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

Report Key:
* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
N No Data is available to display
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	52	9.6	8.8	Not Met
White	8	7.7	8.8	Met
Hispanic	35	13.6	8.8	Not Met
Black or African American	7	5.4	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	31	11.4		
Male	21	7.8		
Economically Disadvantaged Students	26	12.0	8.8	Not Met
Students with Disabilities	10	13.3	8.8	Not Met
English Learners	8	19.5	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences	Percentage
0	4%
1-5	35%
6-10	30%
11-15	18%
Over 15	14%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
KG	16%	13%
1	10%	10%
2	12%	8%
3	5%	7%
4	6%	7%
5	8%	8%
6	11%	8%

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Fairview Elementary School
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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	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.3:1

Fairview Elementary School
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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
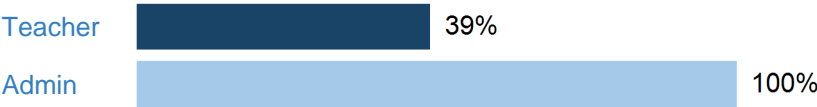
Teachers – Experience

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	46	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	69.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	539:1	188:1
Teachers to Administrators	46:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

NJ SCHOOL PERFORMANCE REPORT

Fairview Elementary School
(13-0410-110)
Grades Offered: KG-06
2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	89.1%	100.0%	48.4%	77.1%	54.9%
Male	49.0%	10.9%	0.0%	51.6%	22.9%	45.1%
White	19.9%	89.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	47.1%	6.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	23.7%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	6.7%	2.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	2.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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2018-2019

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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

Teacher 61%
Admin N/A

Master's Degree

Teacher 39%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	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	90.3%

Fairview Elementary School

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Grades Offered: KG-06

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Fairview Elementary School

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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Fairview Elementary School

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.6%	56.2%	55.4%
Math Proficiency	42.9%	46.3%	47.0%
ELA Growth	34	37	50
Math Growth	28	39	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.1%	64.0%
Chronic Absenteeism	7.8%	7.3%	9.6%

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

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

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

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

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

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

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Not Met	Met Standard	Met Standard	Exceeds Target	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Not Met	No
English Learners	Met Target†	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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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:	• Curriculum includes Investigations Math, Balanced Literacy and Next Generation Science Standards • Technology is a daily part of our school day
Mission, Vision, Theme:	Fairview School in conjunction with the entire community, will provide equal educational opportunities for its culturally diverse population in order that they may become productive citizens in the 21st century.
Awards, Recognition, Accomplishments:	Fairview Elementary School has be recognize with a Certificate of Recognition for New Jersey Safe Routes to School. Our students enter a variety of town and county contests. Essex County Poster Contest highlights special places and events within the county. The DAR Essay Contest and Columbus Essay contests recognize students' ability to utilize research skills and demonstrate writing skills. Bengal Pride/Cub are awarded to students for academic excellence. The Student of the Month award is given to students on a monthly basis for academic diligence and good character. Fairview has a Gifted and Talented program and this year we had a STEAM Tank team go to the State Finals.

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Courses, Curriculum, Instruction:	Fairview Elementary School engages in Balanced Literacy including Writer's Workshop, Reader's Workshop, Investigations Mathematics, 21st Century Science. We have an ESL and Bilingual program for our English Language Learners.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) Fairview School offers a boys and a girls basketball program sponsored by our Home and School Association
Clubs and Activities:	Fairview School offers a variety of clubs throughout the school year. Our extra curricular initiatives include basketball skill building, safety patrols, Book Club, Forensics, Academically Speaking, Challenge 24 and chess club, Other programs include D.A.R.E. (Drug Awareness and Resistance Education) and an after school enrichment program. We also are very proud of our Gardening Club which enables our students to integrate our Community Garden (Falcon's Nest) into our science curriculum. The garden is maintained by students and faculty and harvested by our community all summer long.

Fairview Elementary School

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2018-2019

School Narrative

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Before and After School Programs:	Fairview Elementary School offered a before school tutoring program for reading. We also have an after school program sponsored by the YMCA in which the students work on homework and have an opportunity for physical activity.
Staff and Professional Learning:	Professional Development opportunities include District sponsored workshops, Professional Learning Communities within the school, Teacher Academy. Each year we engage in a Professional Study that carries out throughout the year. We are currently studying the book Mindset, by Carol Dwek, which teaches about fostering a Growth Mindset. Our PLC's and Staff meetings offer professional growth opportunities for our staff.

Fairview Elementary School

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School Narrative

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

Student Supports and Services:	Fairview School has a bilingual program, ESL Program, Special Education Inclusion program, Multiple Disabilities classes. We offer several morning tutoring programs to students. We have an active CST and IR&S Team.
Student Health and Wellness:	Fairview School has a breakfast and lunch program in which students are provided a balanced meal. Students engage in 30 minutes of recess daily. Students have physical education 3 times over a 10 day period. Our students participate in Jump Rope for Heart each year.
Parent and Community Involvement:	Fairview Elementary School has an active Home and School Associations. They engage in fundraisers throughout the year and plan events to bring the community and school together. Activities include our Trunk or Treat, Pumpkin Patch, Holiday Fair, Food Drives, Field Day, Tricky Tray, Father Daughter Dance and Mother Son Game Night. Our Family Reading and Family Math Nights are always well attend and so much fun. We also have an active Special Education Parent Advisory Council (SEPAC). Fairview School communicates with parents through the Parent Portal, School Website, Virtual Backpack and the Remind App.

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

School Narrative

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	School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

Fairview Elementary School

(13-0410-110)

Grades Offered: KG-06

2018-2019

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School Narrative

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

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School Narrative

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Other Information

Our classroom teachers provide a differentiated approach as they deliver their instruction. Our curriculum is student centered and gives students the opportunity to engage in inquiry based learning. A variety of assessments are administered to monitor the progress of our learners. As a result, our staff is able to plan to meet the needs of all learners. Our inclusive special education classrooms have become models for the inclusion of all learners in our public schools. Finally, our support staff, which includes our secretaries and custodians, team together to make Fairview School the successful school it is. The Fairview School Advisory Committee is composed of parents and staff. They met six times during the school year to discuss and detail any concerns and improvements needed in our school. The SAC is composed of a thoughtful group of individuals who care genuinely about our children. Our staff presents Parent Workshops, ranging from writing workshops to Family Science and Family Math. Our professional staff presents evening English classes for our non-English speaking adults. These sessions were enthusiastically attended by twenty-six adults whose English enabling them to become more keenly involved in the learning of their children. The Fairview Home and School Association is an exemplary parent support group. They are creative and supportive in all areas of our school experience. Our Home and School Association hosted social events that enabled our community to interact with their children and enjoy the company of our richly diverse community. Each year our Home & School ends the year with a family picnic which was attended by more than 400 people. It symbolized our ability to work together as a community. The community takes great pride in Fairview School. We are fortunate to enjoy an excellent combination of parental involvement and professional excellence.

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Marianne Abbasso
Address	85 Curtis Street Bloomfield, NJ 07003-3875
Phone Number	973-680-8560
Email Address	mabbasso@bloomfield.k12.nj.us
Website	https://franklin.bloomfield.k12.nj.us/
Twitter	https://twitter.com/@franklin07003

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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	53	51	49
1	47	57	65
2	49	46	55
3	52	51	47
4	43	55	48
5	47	47	57
6	48	46	44
Total	339	353	365

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	49.6%	48.7%	47.1%
Male	50.4%	51.3%	52.9%
Economically Disadvantaged Students	38.6%	39.9%	39.5%
Students with Disabilities	12.4%	10.5%	11.8%
English Learners	5.6%	8.2%	9.3%
Homeless Students	0.0%	0.0%	0.5%
Students in Foster Care	0.3%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	36.6%	33.1%	34.0%
Hispanic	41.3%	43.6%	44.4%
Black or African American	16.8%	18.1%	16.4%
Asian	2.1%	2.3%	3.3%
Native Hawaiian or Pacific Islander	2.7%	2.5%	1.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.3%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	53	51	49

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.

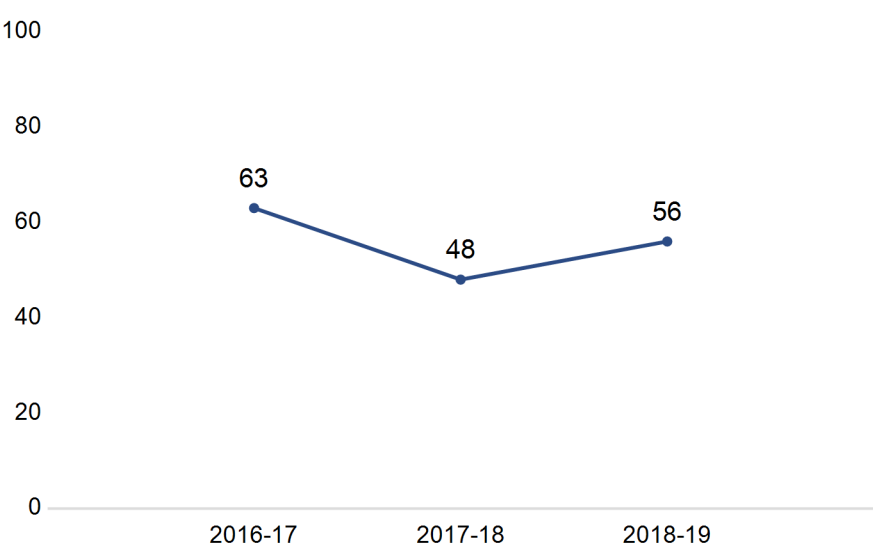| Home Language	% of Students
English	91.2%
Spanish	6.6%
Other Languages	2.2%

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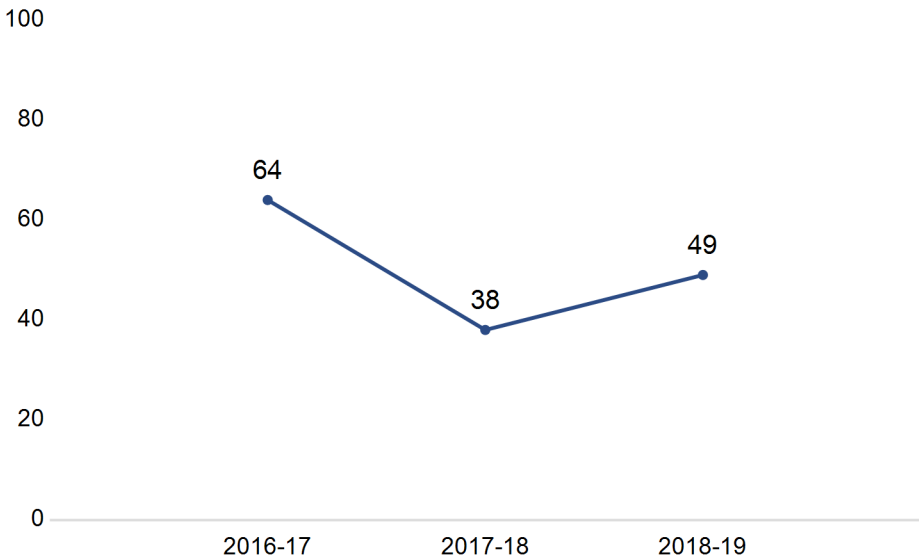
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Year	Value
2016-17	63
2017-18	48
2018-19	56

Math Median Student Growth Percentile

Year	Value
2016-17	64
2017-18	38
2018-19	49

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	63	48	56	64	38	49
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	53	50	Met Standard	49	52	50	Met Standard
White	52.5	56	50	Met Standard	51.5	54.5	52	Met Standard
Hispanic	49	51	49	Met Standard	46.5	51	47	Met Standard
Black or African American	59.5	50	45	Met Standard	52	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	56	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	54.5	56	53	N	44	53	50	N
Male	60	50	47	N	52	51	51	N
Economically Disadvantaged Students	60	49	48	Exceeds Standard	50.5	52	46	Met Standard
Students with Disabilities	44	51	43	Met Standard	38	42.5	45	Not Met
English Learners	62	49.5	52	Exceeds Standard	52	47	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

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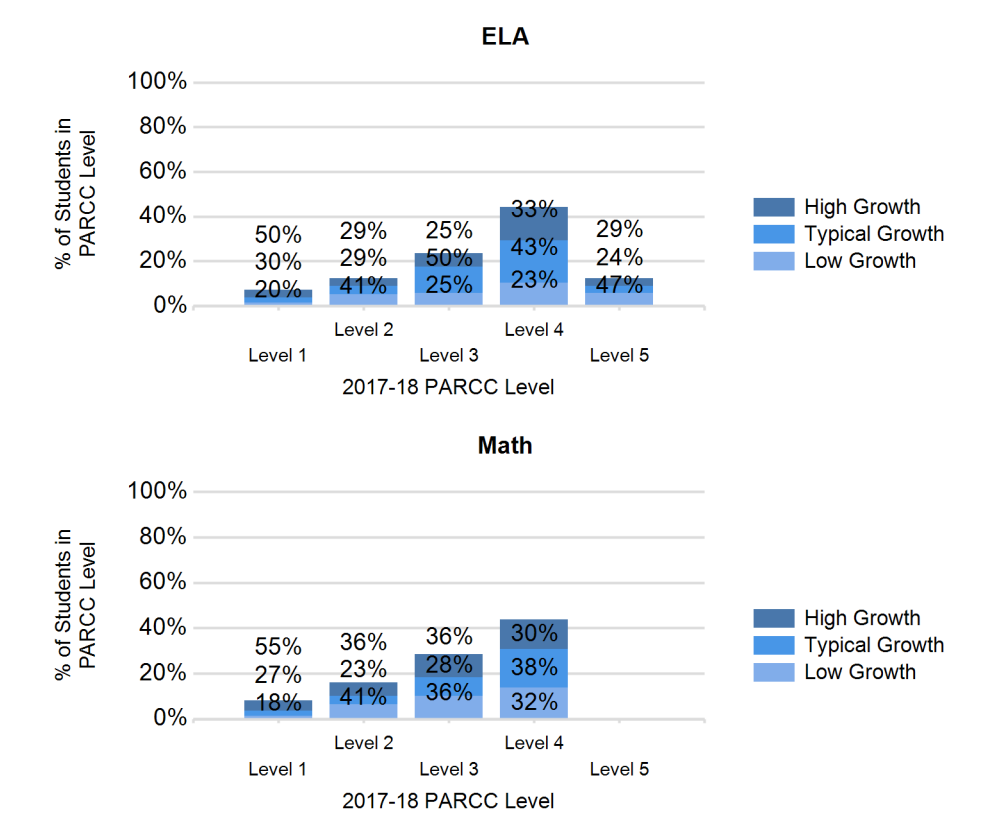
A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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.

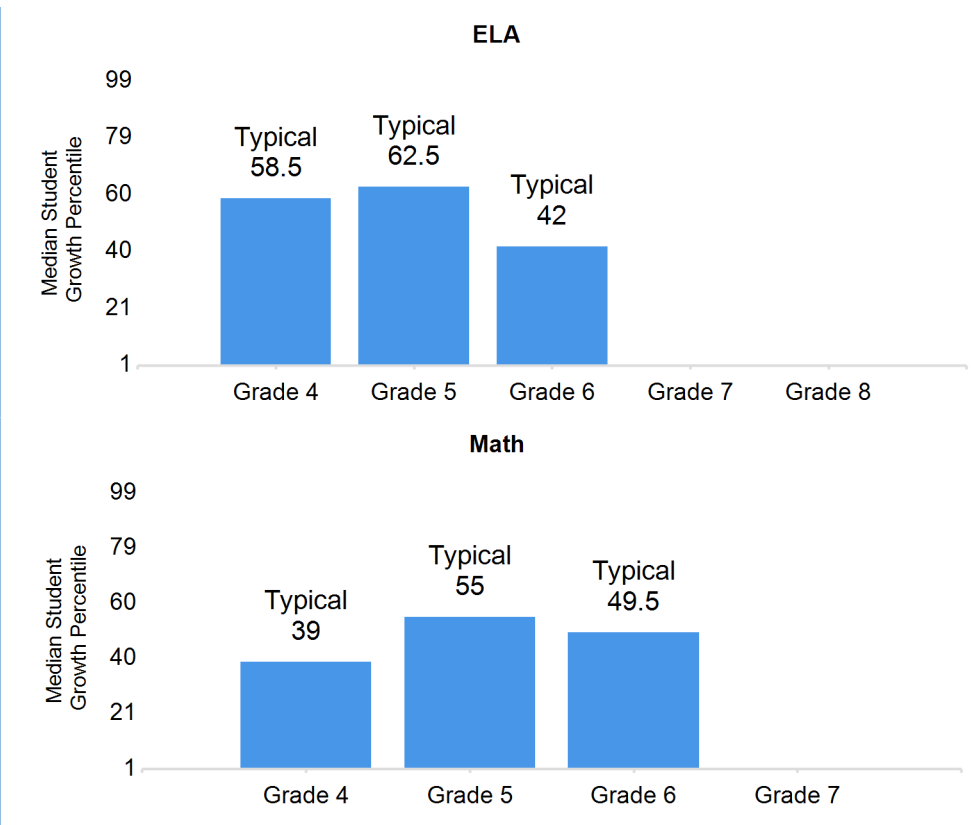## Student Growth by Performance Level

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

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

- 2016-17: 56.6%
- 2017-18: 55.0%
- 2018-19: 60.1%

Math Proficiency Rate for Federal Accountability

- 2016-17: 49.5%
- 2017-18: 44.8%
- 2018-19: 49.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.3%	98.1%	99.5%	95.4%	98.1%	99.0%
Proficiency Rate for Federal Accountability	56.6%	55.0%	60.1%	49.5%	44.8%	49.2%
Annual Target	50.8%	52.4%	53.9%	51.4%	52.9%	54.4%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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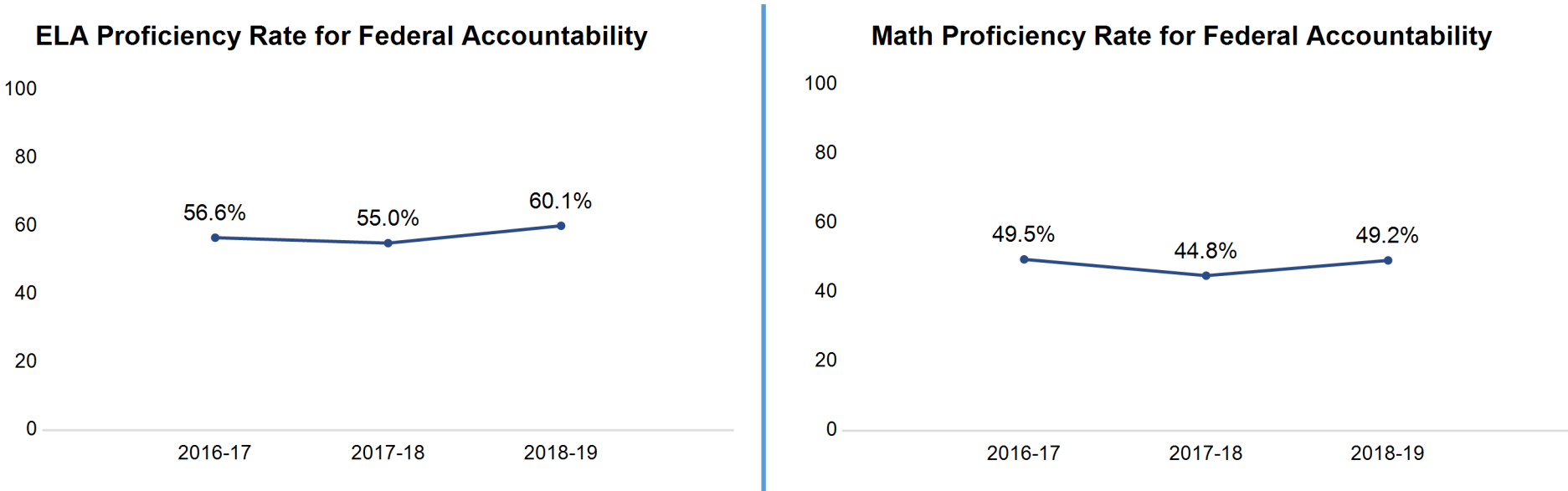
Franklin Elementary School

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	188	99.5	60.1	57.9	57.9	60.1	53.9	Met Target
White	64	100.0	64.1	*	66.9	64.1	58.4	Met Target
Hispanic	83	98.8	57.8	51.1	43.9	57.8	54.5	Met Target
Black or African American	*	*	*	50.6	38.5	*	39.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	90	100.0	70.0	65.8	64.8	70.0		
Male	98	99.0	51.0	50.5	51.3	51.0		
Economically Disadvantaged Students	83	100.0	55.4	*	40.0	55.4	48.9	Met Target
Non-Economically Disadvantaged Students	105	99.1	63.8	*	67.9	63.8		
Students with Disabilities	30	96.8	23.3	16.7	22.7	23.3	31.9	Met Target†
Students without Disabilities	158	100.0	67.1	64.9	65.1	67.1		
English Learners	27	100.0	51.9	29.8	29.3	51.9	44.2	Met Target
Non-English Learners	161	99.4	61.5	59.9	60.6	61.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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English Language Arts Assessment - Performance Trends

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

	Grade 3	Grade 4	Grade 5	Grade 6
2016-2017	54%	66%	51%	61%
2017-2018	54%	59%	60%	46%
2018-2019	73%	55%	68%	43%

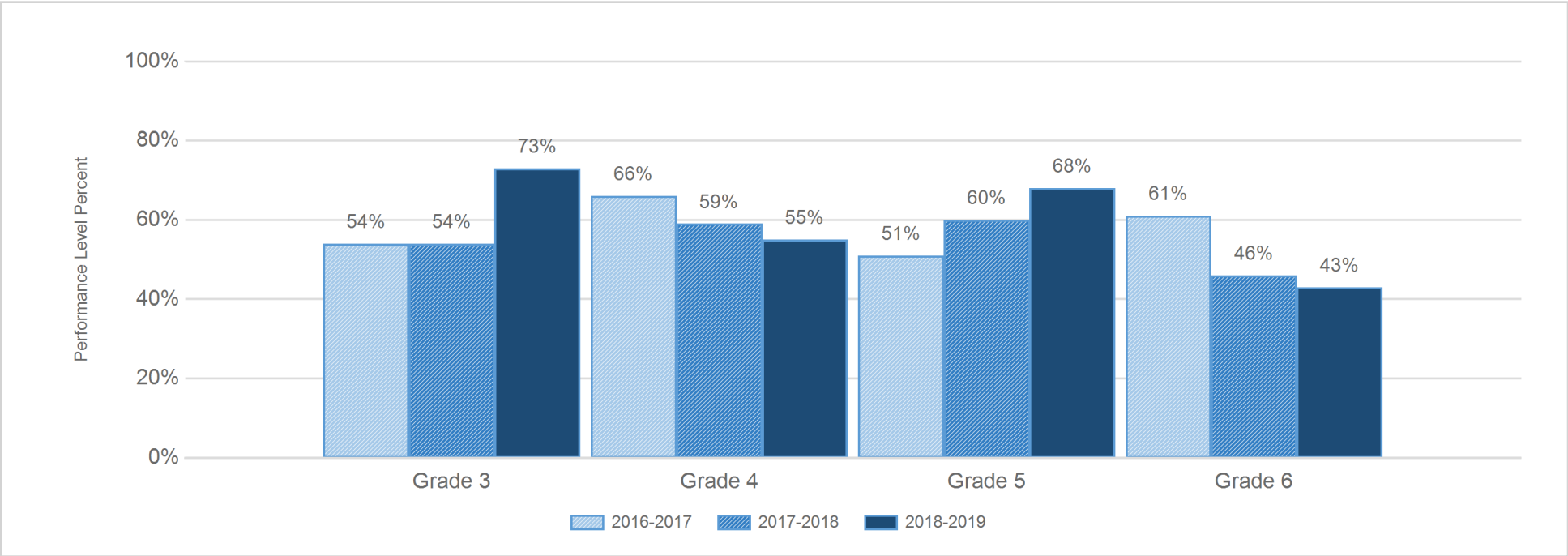**NJ SCHOOL PERFORMANCE REPORT**

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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	44	772	752	748	*	*	*	*	*	73%	50%
White	18	779	763	757	*	0%	*	*	*	72%	60%
Hispanic	*	*	745	734	*	*	*	*	*	*	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	20	776	755	753	*	*	*	*	*	75%	55%
Male	24	769	749	743	*	*	*	*	*	71%	46%
Economically Disadvantaged Students	19	761	741	731	*	*	*	*	*	68%	33%
Non-Economically Disadvantaged Students	25	781	760	759	*	*	*	*	*	76%	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	756	760	755	*	*	28%	*	*	55%	57%
White	16	761	769	763	*	0%	*	*	*	63%	67%
Hispanic	17	748	753	743	*	*	*	*	*	41%	44%
Black or African American	*	*	760	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	24	771	765	760	*	*	*	*	*	75%	62%
Male	23	741	756	750	*	*	*	*	*	35%	53%
Economically Disadvantaged Students	20	759	751	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	27	754	766	765	*	*	*	*	*	52%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	763	761	756	*	*	23%	*	*	68%	58%
White	17	769	773	764	*	0%	*	*	*	76%	68%
Hispanic	29	759	*	743	*	*	*	*	*	62%	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	768	770	761	*	*	*	*	*	80%	64%
Male	27	757	752	750	*	*	*	*	*	56%	52%
Economically Disadvantaged Students	25	761	748	740	*	*	*	*	*	64%	39%
Non-Economically Disadvantaged Students	32	764	769	766	*	*	*	*	*	72%	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

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	42	745	757	754	*	*	33%	*	*	43%	56%
White	*	*	766	762	*	*	*	*	*	*	65%
Hispanic	21	747	754	743	0%	*	*	*	*	43%	43%
Black or African American	*	*	746	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	775	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	18	752	767	762	*	*	*	*	*	44%	64%
Male	24	739	746	748	*	*	*	*	*	42%	48%
Economically Disadvantaged Students	19	736	749	740	*	*	*	*	*	32%	39%
Non-Economically Disadvantaged Students	23	752	761	763	*	*	*	*	*	52%	67%
Students with Disabilities	*	*	720	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	761	*	*	*	*	*	*	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	758	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(13-0410-130)
Grades Offered: KG-06
2018-2019

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

Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	191	99.0	49.2	41.6	44.5	49.2	54.4	Met Target†
White	64	98.5	50.0	*	54.1	50.0	56.2	Met Target†
Hispanic	85	98.9	47.1	34.9	28.8	47.1	50.9	Met Target†
Black or African American	*	*	*	30.4	23.0	*	50	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	91	99.0	49.5	42.9	44.9	49.5		
Male	100	99.0	49.0	40.4	44.2	49.0		
Economically Disadvantaged Students	85	100.0	44.7	*	26.3	44.7	48.9	Met Target†
Non-Economically Disadvantaged Students	106	98.2	52.8	*	54.9	52.8		
Students with Disabilities	30	93.7	30.0	14.6	17.4	29.6	35.2	Met Target†
Students without Disabilities	161	100.0	52.8	46.1	50.0	52.8		
English Learners	30	100.0	36.7	22.0	25.0	36.7	47.2	Met Target†
Non-English Learners	161	98.8	51.6	43.1	46.5	51.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

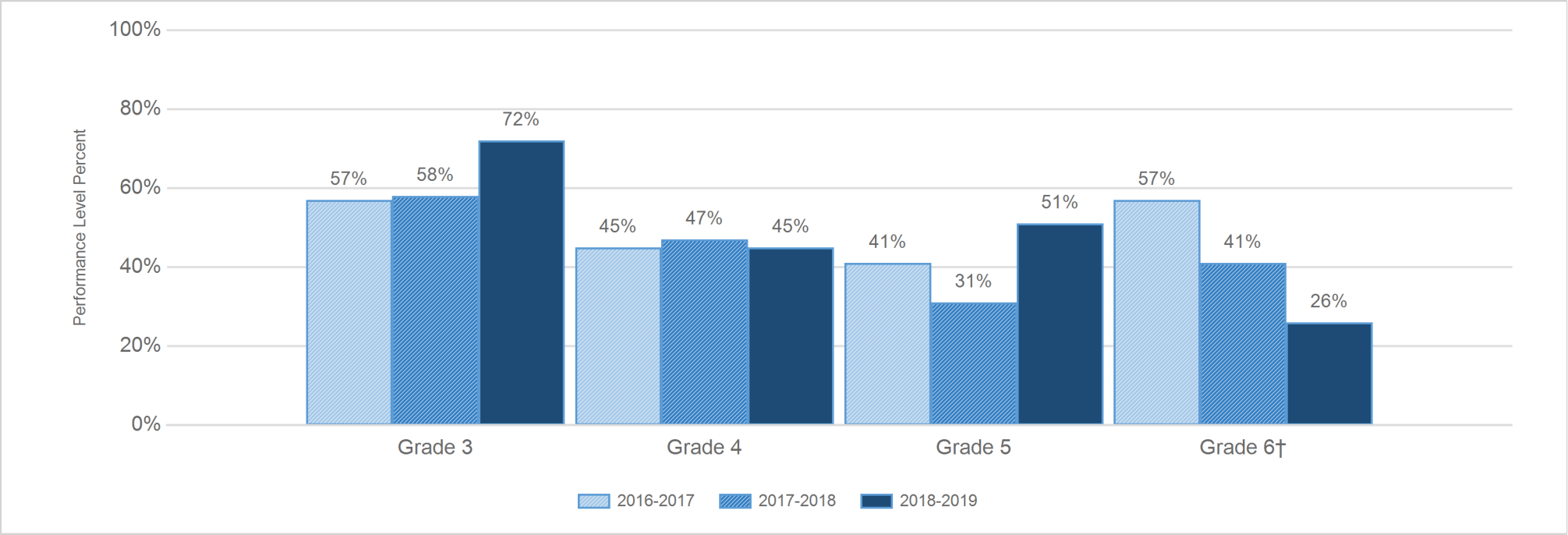**NJ SCHOOL PERFORMANCE REPORT**

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment – Performance Trends

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

Grade 3: 2016-2017 57%, 2017-2018 58%, 2018-2019 72%
Grade 4: 2016-2017 45%, 2017-2018 47%, 2018-2019 45%
Grade 5: 2016-2017 41%, 2017-2018 31%, 2018-2019 51%
Grade 6†: 2016-2017 57%, 2017-2018 41%, 2018-2019 26%

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

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

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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	47	765	751	752	*	*	*	*	*	72%	55%
White	18	767	760	760	0%	*	*	*	*	78%	66%
Hispanic	19	769	748	739	0%	*	*	*	*	79%	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	766	750	751	*	*	*	*	*	73%	54%
Male	25	763	752	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	20	760	742	737	*	*	*	*	*	65%	37%
Non-Economically Disadvantaged Students	27	768	759	761	*	*	*	*	*	78%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	744	749	749	*	*	31%	*	*	45%	51%
White	16	748	758	757	*	*	*	*	*	44%	62%
Hispanic	19	735	743	737	*	*	*	*	*	32%	36%
Black or African American	*	*	745	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	25	751	746	749	*	*	*	*	*	52%	50%
Male	24	738	751	749	*	*	*	*	*	38%	52%
Economically Disadvantaged Students	22	739	739	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	27	749	755	759	*	*	*	*	*	48%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	747	748	747	*	23%	19%	*	*	51%	47%
White	17	753	760	755	*	*	*	*	*	47%	58%
Hispanic	29	743	*	735	*	*	*	*	*	55%	30%
Black or African American	*	*	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	30	743	749	747	*	*	*	*	*	47%	47%
Male	27	751	747	747	*	*	*	*	*	56%	47%
Economically Disadvantaged Students	25	746	740	732	*	*	*	*	*	48%	27%
Non-Economically Disadvantaged Students	32	748	753	757	*	*	*	*	*	53%	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-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	42	734	741	741	*	*	40%	26%	0%	26%	41%
White	*	*	752	749	*	*	*	*	*	*	51%
Hispanic	21	731	738	729	*	*	48%	*	*	19%	24%
Black or African American	*	*	729	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	18	733	746	742	*	*	*	*	*	22%	42%
Male	24	735	736	740	*	*	*	*	*	29%	40%
Economically Disadvantaged Students	19	728	734	726	*	*	*	*	*	26%	21%
Non-Economically Disadvantaged Students	23	739	745	750	*	*	*	*	*	26%	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	746	*	*	*	*	*	*	46%
English Learners	*	*	722	709	*	*	*	*	*	*	*
Non-English Learners	*	*	742	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

Franklin Elementary School
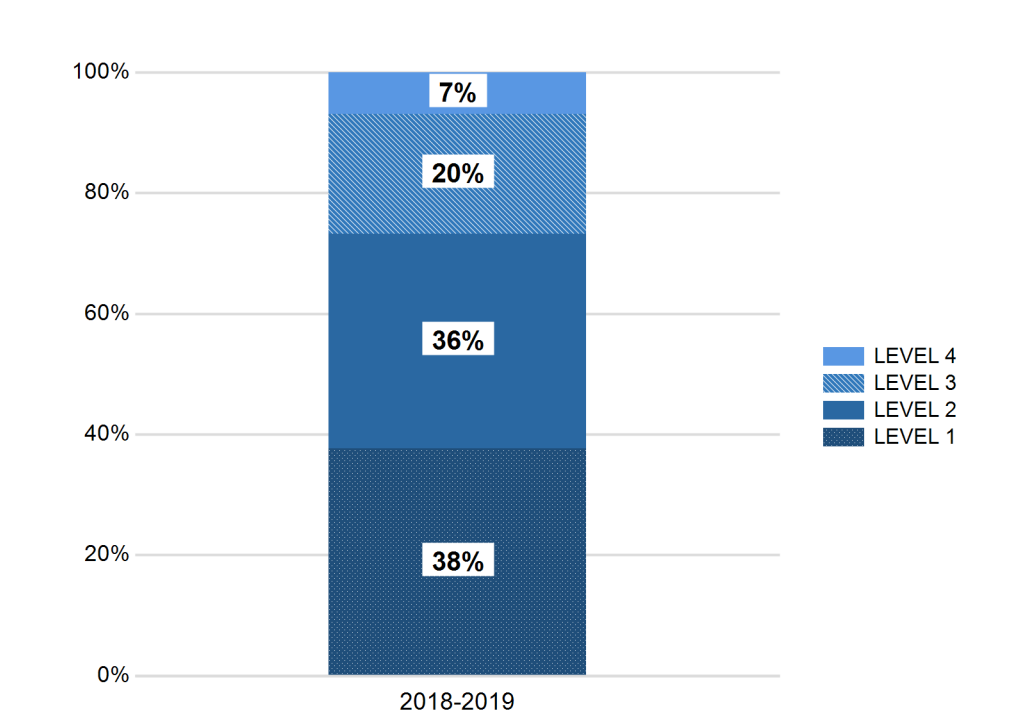(13-0410-130)
Grades Offered: KG-06
2018-2019

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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
3	N	N
4	N	N
5	*	*
6	N	N

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	59.1%	40.9%	Exceeds

 † Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

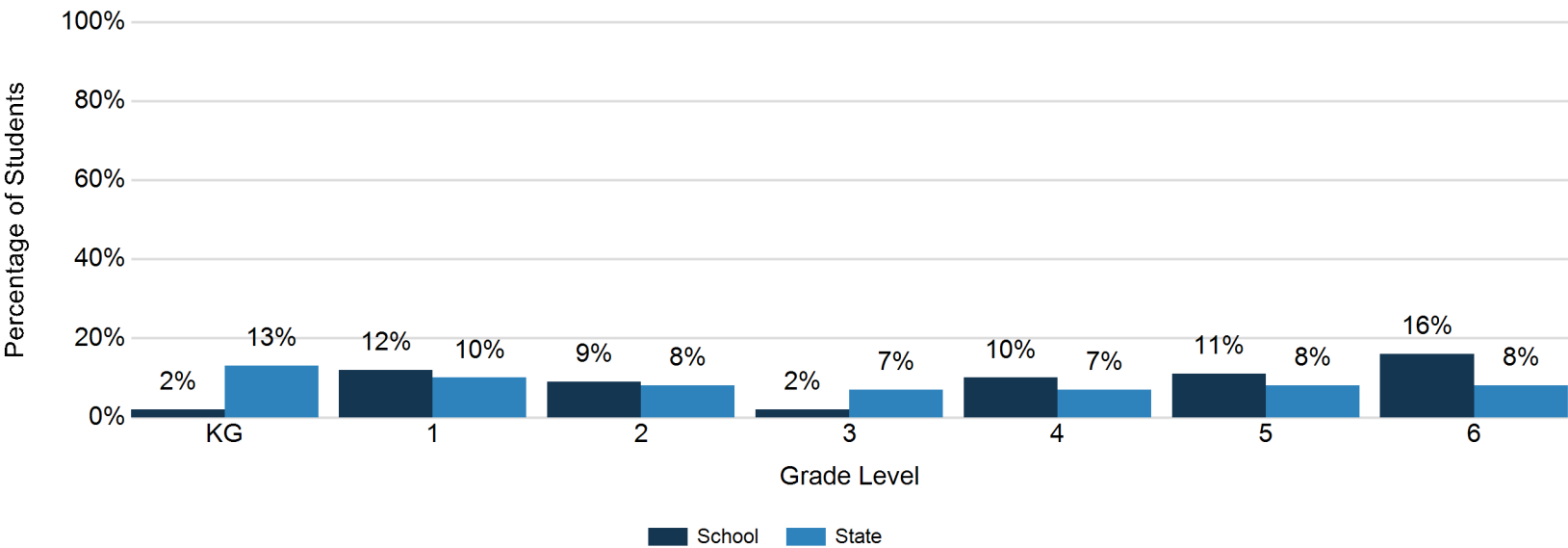| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	88.9%	11.1%
3-4	11	72.7%	27.3%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School
(13-0410-130)
Grades Offered: KG-06
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

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	20	7
White	29	24	35	12
Hispanic	45	41	10	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	45	34	17	3
Male	30	37	22	11
Economically Disadvantaged Students	33	42	17	8
Non-Economically Disadvantaged Students	41	31	22	6
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	34	9.0	8.8	Not Met
White	13	10.2	8.8	Not Met
Hispanic	17	10.3	8.8	Not Met
Black or African American	3	4.5	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	17	9.6		
Male	17	8.4		
Economically Disadvantaged Students	20	13.2	8.8	Not Met
Students with Disabilities	5	8.8	8.8	Met
English Learners	2	5.9	8.8	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 6%
- 1-5: 32%
- 6-10: 32%
- 11-15: 15%
- Over 15: 15%

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Franklin Elementary School

(13-0410-130)

Grades Offered: KG-06

2018-2019

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

Chronic Absenteeism by Grade

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

Grade Level	KG	1	2	3	4	5	6
School	2%	12%	9%	2%	10%	11%	16%
State	13%	10%	8%	7%	7%	8%	8%

NJ SCHOOL PERFORMANCE REPORT

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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

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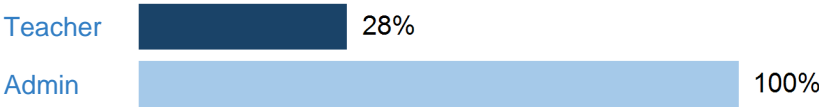
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	36	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	10.1	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	365:1	188:1
Teachers to Administrators	36:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

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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	47.1%	77.8%	100.0%	48.4%	77.1%	54.9%
Male	52.9%	22.2%	0.0%	51.6%	22.9%	45.1%
White	34.0%	86.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	44.4%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.4%	2.8%	0.0%	15.0%	6.6%	13.9%
Asian	3.3%	2.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 72%
Admin N/A

Master's Degree

Teacher 28%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	93.7%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	56.6%	55.0%	60.1%
Math Proficiency	49.5%	44.8%	49.2%
ELA Growth	63	48	56
Math Growth	64	38	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		57.1%	59.1%
Chronic Absenteeism	9.1%	10.9%	9.0%

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

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Targeted Support and Improvement - 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	Exceeds Target	Not Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Not Met	n/a	Met	No
English Learners	Met Target	Met Target†	Exceeds Standard	Met Standard	Met Standard	Met	No

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

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2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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

Highlights:	• We are piloting a full inclusion model in grades k,3 ,5and 5. • Peer Mediators have been trained and supervise recess for grades K-2. • Our Gifted and Talented program continues to highlight students who are outstanding in their academic progress.
Mission, Vision, Theme:	Through a combined effort of staff and parents, it is the mission of the Franklin School to provide a healthy, safe, environment where our children can achieve their full potential academically, socially and physically.
Awards, Recognition, Accomplishments:	Essex County Poster Contest highlights special places and events within the county. The DAR Essay Contest and Columbus Essay contests recognize students' ability to utilize research skills and demonstrate writing skills. Bengal Pride/Cub are awarded to students for academic excellence. The Star Student award is given to students on a monthly basis for academic diligence and good character.

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Courses, Curriculum, Instruction:	The district has moved towards research based, innovative, successful academic programs. The Language Arts department has been utilizing Words Their Way while the Math curriculum is basing their teachings off of the Investigations program. Teachers have been adding to their professional development experience through courses at Bloomfield Teacher Academy.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls) The Franklin Raptors have a successful basketball team that incorporates grades 4-6. There are boys and girls teams that are leveled and grouped accordingly. This offers students a competitive manner to help promote team building skills while having fun.
Clubs and Activities:	Peer Leadership is a club that consists of 6th grade students who were chosen by their 5th grade teachers for illustrating diligence with their school work and outstanding character. The Leadership Club participates in numerous activities in the school that help promote a positive atmosphere. The GT program highlights students who are outstanding in academic achievement. The chess club develops skills and team building.

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Before and After School Programs:	After school enrichment programs such as dance and hip hop are provided by the Home and School. After school tutoring is offered by various teachers encompassing various disciplines. Family math, science and literacy give parents and students the opportunity to work together on concepts and skills related to the curriculum.
Staff and Professional Learning:	The school district provides regular professional development during in-service days and/or teacher academy courses. The school also heads a partnership with Montclair State University that allows teachers to join professional workshops.

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Student Supports and Services:	Students from various ethnicity's attend an ELL class where they successfully learn the English language. Students are also offered a pull-out replacement class setting or receive a full inclusion setting in one classroom per grade. Tutoring is provided during lunch/recess and after school by classroom teachers. I&RS services successfully intervene with the least restrictive interventions when students are observed to be struggling in specific academic areas.
Student Health and Wellness:	A before school breakfast program is offered to students every morning starting at 8:00am. Students receive a portioned and balanced breakfast to help start their day. Lunch is also portioned and driven by healthy foods that promote a healthy lifestyle. Students also engage in a 40 minute recess period where they are physically active. They also receive a physical education class that is held 3 times every 10 days.
Parent and Community Involvement:	The HSA hosts many different events for parents and students. Events include a BooHoo Breakfast on the first day of school for students and parents, a Pumpkin Patch Event where students take fall themed class pictures, a Halloween Dance, a Thanksgiving fundraiser/food drive, a holiday sale, cookie sale, a Valentine's Dance, a Presidents Day coin drive, a book fair, a family night with food and a movie, a mixed bag fundraiser, a Mother's Day plant sale, and a class day for the 6th grade.

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Parents School climate is assessed during Home and School meetings. The postive climate committee comprised of the school counselor and a parent volunteer work to assess the culture and atmospheric climate of the school via a monthly meeting. Concerns are address
Facilities:	Renovations to the media center have provided students with a technologically advanced area from which students may benefit. New fencing has been placed around the permieter of the school to ensure the safety of all students. All rooms and hallways have been freshly painted over the last year. The school received a new boiler system to provide state of the art heating. Last, all fluorescent light bulbs were replaced with LED bulbs throughout the building.

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Oak View Elementary School

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School Contact Information

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

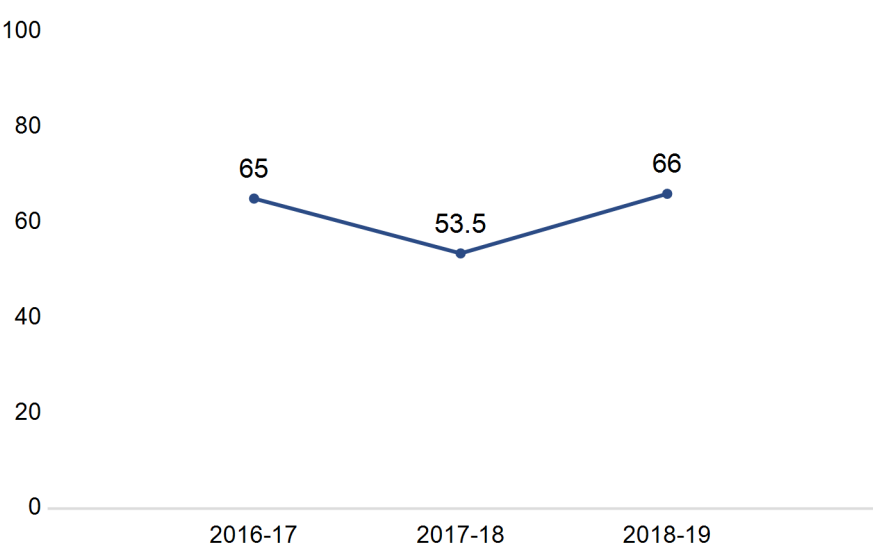| Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Ms. Mary DiTrani
Address	150 Garrabrant Avenue Bloomfield, NJ 07003
Phone Number	973-680-8590
Email Address	mditrani@bloomfield.k12.nj.us
Website	https://oakview.bloomfield.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

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	1	0
KG	59	55	46
1	59	59	57
2	58	54	58
3	57	58	50
4	48	57	56
5	61	41	52
6	32	60	45
Total	374	385	364

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	47.8%	45.1%
Male	52.1%	52.2%	54.9%
Economically Disadvantaged Students	7.2%	8.1%	6.9%
Students with Disabilities	15.0%	14.0%	13.2%
English Learners	0.3%	0.8%	0.5%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
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	59.4%	58.2%	56.6%
Hispanic	18.2%	17.7%	20.3%
Black or African American	8.8%	9.9%	8.2%
Asian	6.1%	7.0%	8.8%
Native Hawaiian or Pacific Islander	6.4%	5.5%	3.6%
American Indian or Alaska Native	0.8%	0.8%	0.0%
Two or More Races	0.3%	1.0%	2.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	1	0
KG - Half Day	0	0	0
KG - Full Day	59	55	46

Enrollment by Home Language

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

Home Language	% of Students
English	98.1%
Spanish	1.1%
Other Languages	0.8%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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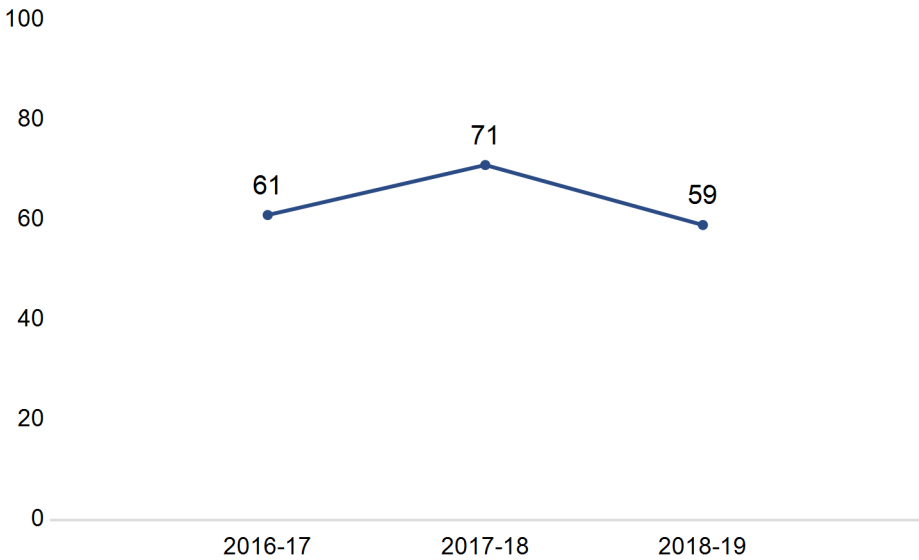† This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Year	Value
2016-17	65
2017-18	53.5
2018-19	66

Math Median Student Growth Percentile

Year	Value
2016-17	61
2017-18	71
2018-19	59

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	65	53.5	66	61	71	59
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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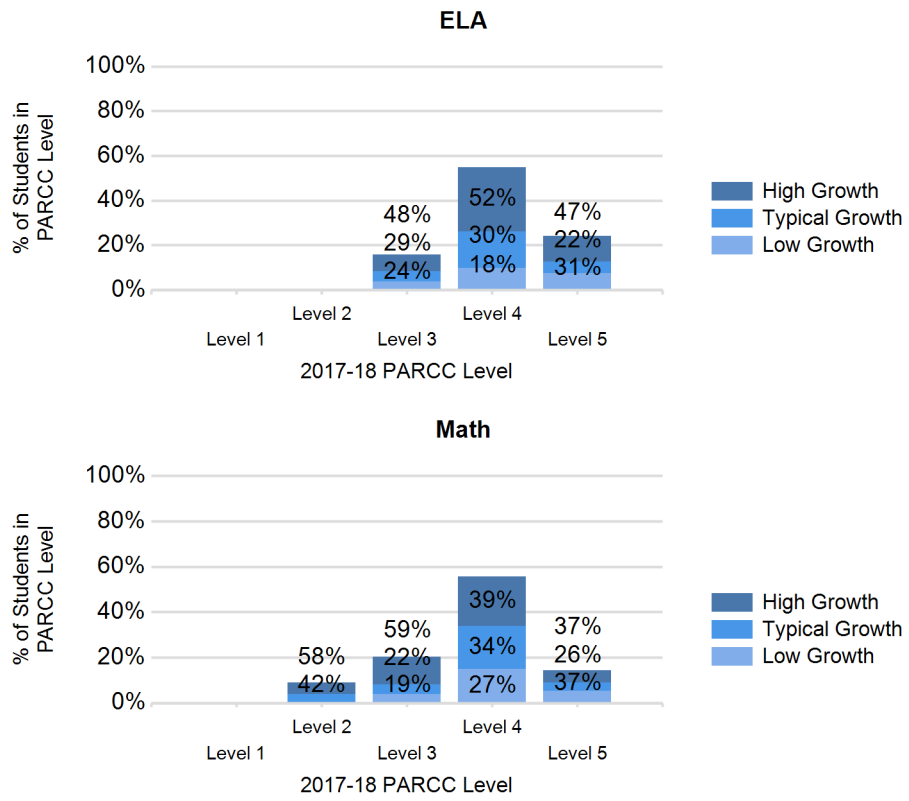**†** This indicates a table specific note, see note below table

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

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

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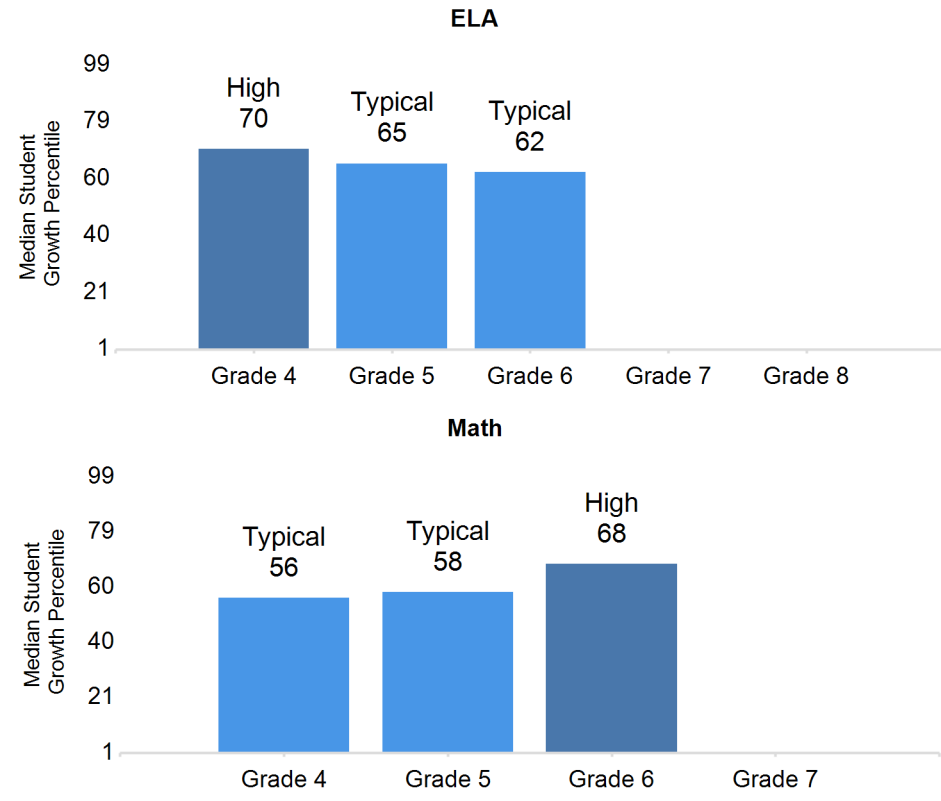
Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	66	53	50	Exceeds Standard	59	52	50	Met Standard
White	69	56	50	Exceeds Standard	61.5	54.5	52	Exceeds Standard
Hispanic	57	51	49	Met Standard	62	51	47	Exceeds Standard
Black or African American	51.5	50	45	**	43.5	50	43	**
Asian, Native Hawaiian, or Pacific Islander	59	55	59	**	80	56	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	73	56	53	N	56	53	50	N
Male	61	50	47	N	65.5	51	51	N
Economically Disadvantaged Students	*	49	48	**	*	52	46	**
Students with Disabilities	86	51	43	**	75	42.5	45	**
English Learners	*	49.5	52	**	*	47	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

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

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

Student Growth by Performance Level

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

ELA

Math

Student Growth by Grade

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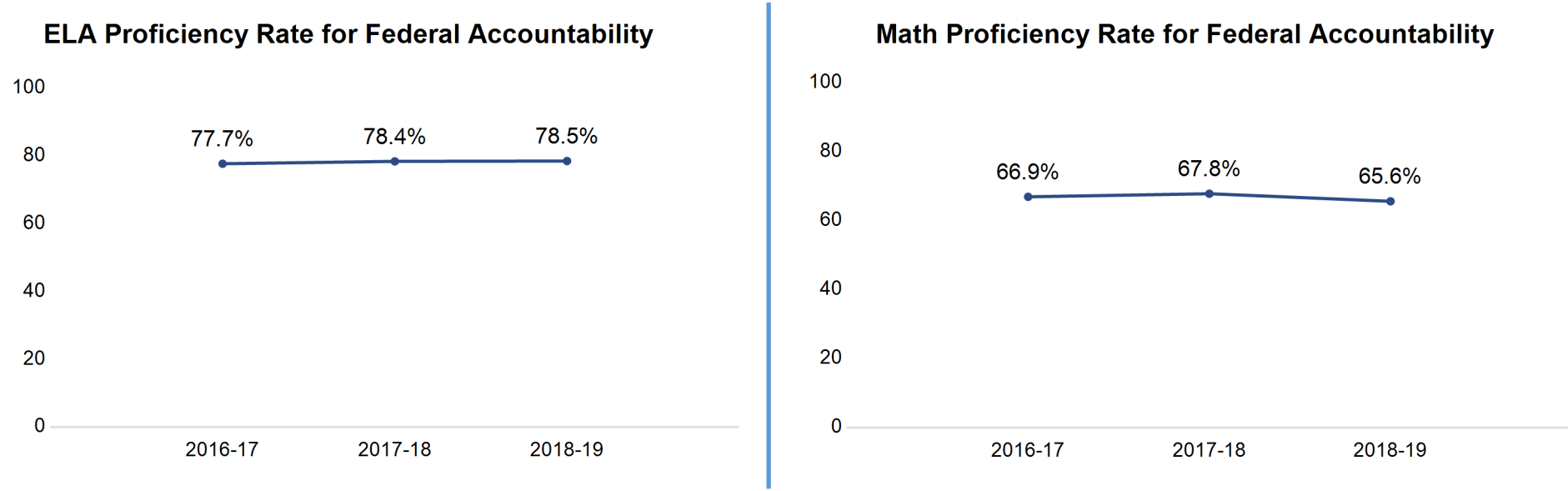

ELA

Math

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

2016-17	2017-18	2018-19
77.7%	78.4%	78.5%

Math Proficiency Rate for Federal Accountability

2016-17	2017-18	2018-19
66.9%	67.8%	65.6%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.2%	92.4%	99.5%	92.7%	92.4%	99.5%
Proficiency Rate for Federal Accountability	77.7%	78.4%	78.5%	66.9%	67.8%	65.6%
Annual Target	74.4%	74.7%	75.0%	64.7%	65.5%	66.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
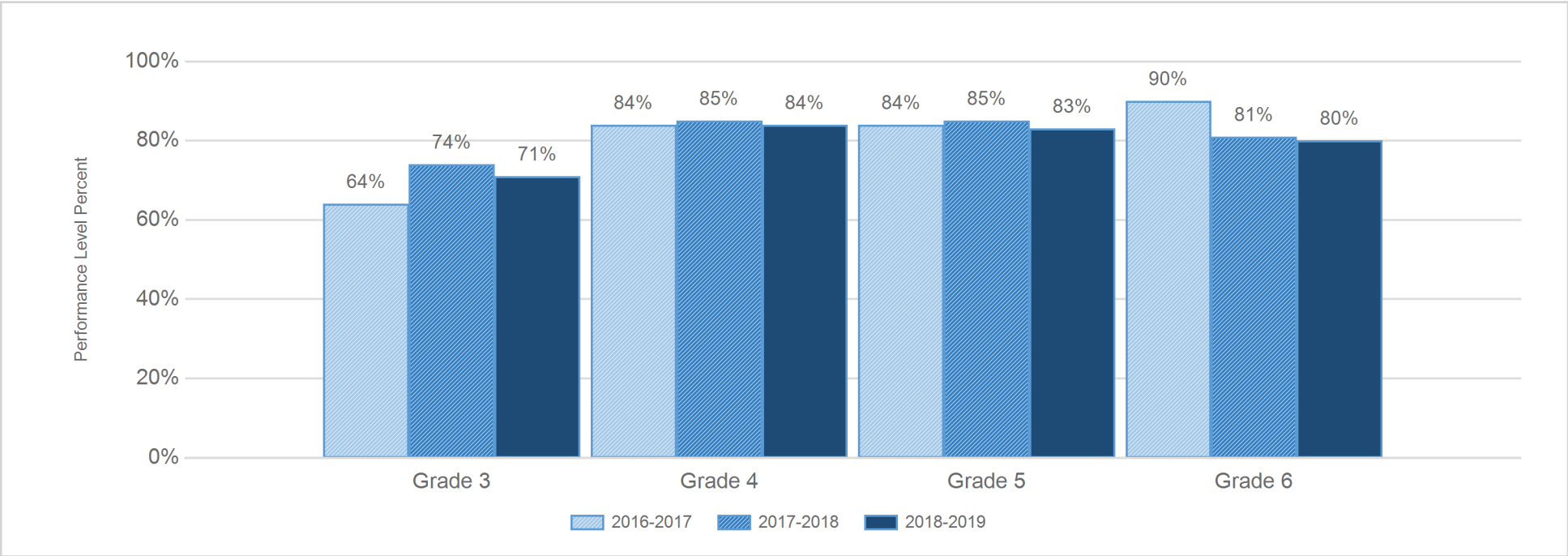
7

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	99.5	78.5	57.9	57.9	78.5	75	Met Target
White	118	99.2	86.4	*	66.9	86.4	74.7	Met Goal
Hispanic	38	100.0	63.2	51.1	43.9	63.2	70.1	Met Target†
Black or African American	*	*	*	50.6	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	66.7	76.1	82.9	66.7	74	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	96	99.0	82.3	65.8	64.8	82.3		
Male	99	100.0	74.7	50.5	51.3	74.7		
Economically Disadvantaged Students	13	100.0	46.2	*	40.0	46.2	**	**
Non-Economically Disadvantaged Students	182	99.5	80.8	*	67.9	80.8		
Students with Disabilities	25	96.2	56.0	16.7	22.7	56.0	43.8	Met Target
Students without Disabilities	170	100.0	81.8	64.9	65.1	81.8		
English Learners	*	*	*	29.8	29.3	*	**	**
Non-English Learners	*	*	*	59.9	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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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.

	Grade 3	Grade 4	Grade 5	Grade 6
2016-2017	64%	84%	84%	90%
2017-2018	74%	85%	85%	81%
2018-2019	71%	84%	83%	80%

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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	48	770	752	748	*	*	*	*	*	71%	50%
White	31	778	763	757	0%	*	*	*	*	81%	60%
Hispanic	10	749	745	734	*	*	*	*	*	50%	36%
Black or African American	*	*	744	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	22	773	755	753	*	*	*	*	*	73%	55%
Male	26	768	749	743	*	*	*	*	*	69%	46%
Economically Disadvantaged Students	*	*	741	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	760	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	N	N	733	713	N	N	N	N	N	N	17%
Non-English Learners	48	770	752	751	*	*	*	*	*	71%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

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NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	777	760	755	0%	*	*	47%	37%	84%	57%
White	35	782	769	763	0%	0%	*	*	*	91%	67%
Hispanic	*	*	753	743	*	*	*	*	*	*	44%
Black or African American	*	*	760	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	25	777	765	760	0%	*	*	*	*	84%	62%
Male	26	777	756	750	0%	*	*	*	*	85%	53%
Economically Disadvantaged Students	*	*	751	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	N	N	733	720	N	N	N	N	N	N	17%
Non-English Learners	51	777	761	758	0%	*	*	47%	37%	84%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	782	761	756	0%	0%	*	*	*	83%	58%
White	28	779	773	764	0%	0%	*	*	*	86%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	*	*	752	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	24	790	770	761	0%	0%	*	*	*	92%	64%
Male	24	774	752	750	0%	0%	*	*	*	75%	52%
Economically Disadvantaged Students	*	*	748	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	769	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	722	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	768	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	48	782	*	758	0%	0%	*	*	*	83%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	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.

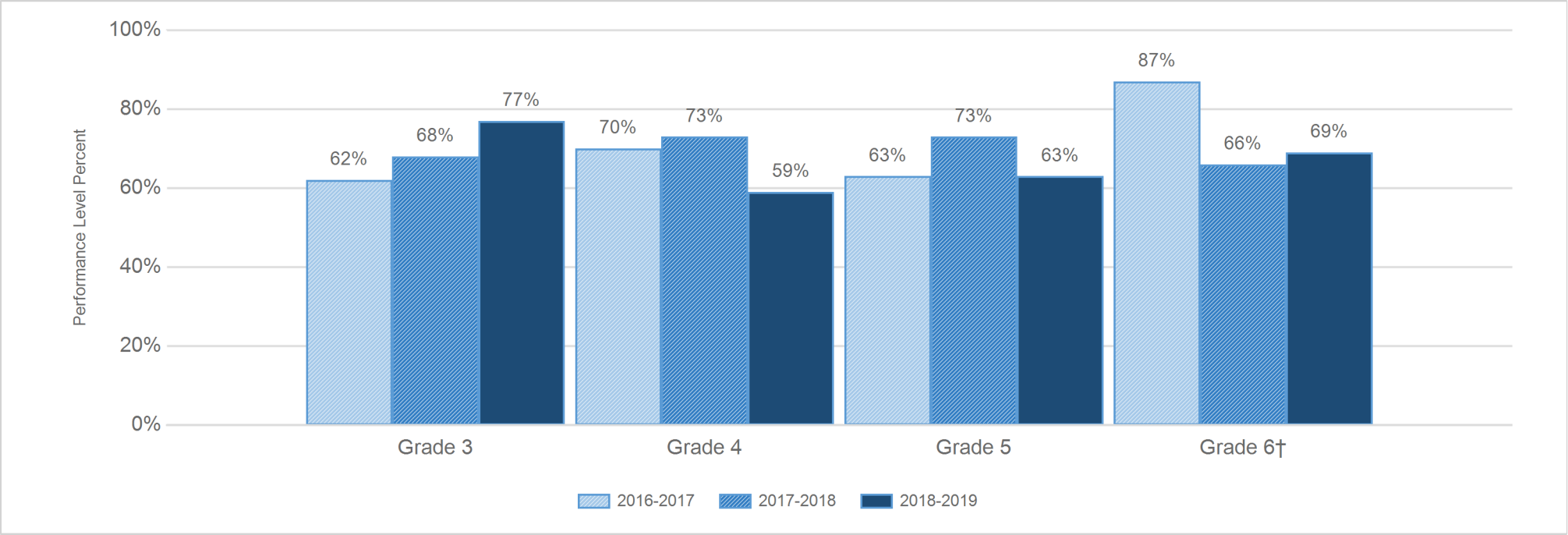| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	776	757	754	0%	*	*	44%	36%	80%	56%
White	23	784	766	762	0%	*	0%	*	*	91%	65%
Hispanic	12	760	754	743	0%	*	*	*	*	58%	43%
Black or African American	*	*	746	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	24	783	767	762	0%	*	*	*	*	83%	64%
Male	21	769	746	748	0%	*	*	*	*	76%	48%
Economically Disadvantaged Students	*	*	749	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	761	763	*	*	*	*	*	*	67%
Students with Disabilities	*	*	720	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	763	761	*	*	*	*	*	*	64%
English Learners	N	N	715	710	N	N	N	N	N	N	*
Non-English Learners	45	776	758	756	0%	*	*	44%	36%	80%	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
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	195	99.5	65.6	41.6	44.5	65.6	66.3	Met Target†
White	118	99.2	68.6	*	54.1	68.6	70.1	Met Target†
Hispanic	38	100.0	55.3	34.9	28.8	55.3	52.3	Met Target
Black or African American	*	*	*	30.4	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	21	100.0	76.2	61.0	76.5	76.2	74	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	96	99.0	62.5	42.9	44.9	62.5		
Male	99	100.0	68.7	40.4	44.2	68.7		
Economically Disadvantaged Students	13	100.0	53.8	*	26.3	53.8	**	**
Non-Economically Disadvantaged Students	182	99.5	66.5	*	54.9	66.5		
Students with Disabilities	25	96.2	48.0	14.6	17.4	48.0	35.1	Met Target
Students without Disabilities	170	100.0	68.2	46.1	50.0	68.2		
English Learners	*	*	*	22.0	25.0	*	**	**
Non-English Learners	*	*	*	43.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

Mathematics Assessment – Performance Trends

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

Grade	2016-2017	2017-2018	2018-2019
Grade 3	62%	68%	77%
Grade 4	70%	73%	59%
Grade 5	63%	73%	63%
Grade 6†	87%	66%	69%

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

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
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	48	766	751	752	0%	*	*	*	*	77%	55%
White	31	771	760	760	0%	0%	*	*	*	84%	66%
Hispanic	10	757	748	739	0%	*	*	*	*	60%	40%
Black or African American	*	*	741	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	22	759	750	751	0%	*	*	*	*	64%	54%
Male	26	773	752	752	0%	*	*	*	*	88%	56%
Economically Disadvantaged Students	*	*	742	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	759	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	N	N	737	728	N	N	N	N	N	N	26%
Non-English Learners	48	766	752	754	0%	*	*	*	*	77%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

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	51	760	749	749	0%	*	37%	*	*	59%	51%
White	35	763	758	757	0%	*	37%	*	*	60%	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	745	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	25	753	746	749	0%	*	*	*	*	44%	50%
Male	26	767	751	749	0%	*	*	*	*	73%	52%
Economically Disadvantaged Students	*	*	739	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	755	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	N	N	722	722	N	N	N	N	N	N	18%
Non-English Learners	51	760	750	751	0%	*	37%	*	*	59%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	759	748	747	0%	*	29%	*	*	63%	47%
White	28	757	760	755	0%	*	39%	*	*	54%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	*	*	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	24	758	749	747	0%	*	*	*	*	63%	47%
Male	24	761	747	747	0%	*	*	*	*	63%	47%
Economically Disadvantaged Students	*	*	740	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	753	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	751	752	*	*	*	*	*	*	52%
English Learners	N	N	712	718	N	N	N	N	N	N	12%
Non-English Learners	48	759	749	749	0%	*	29%	*	*	63%	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

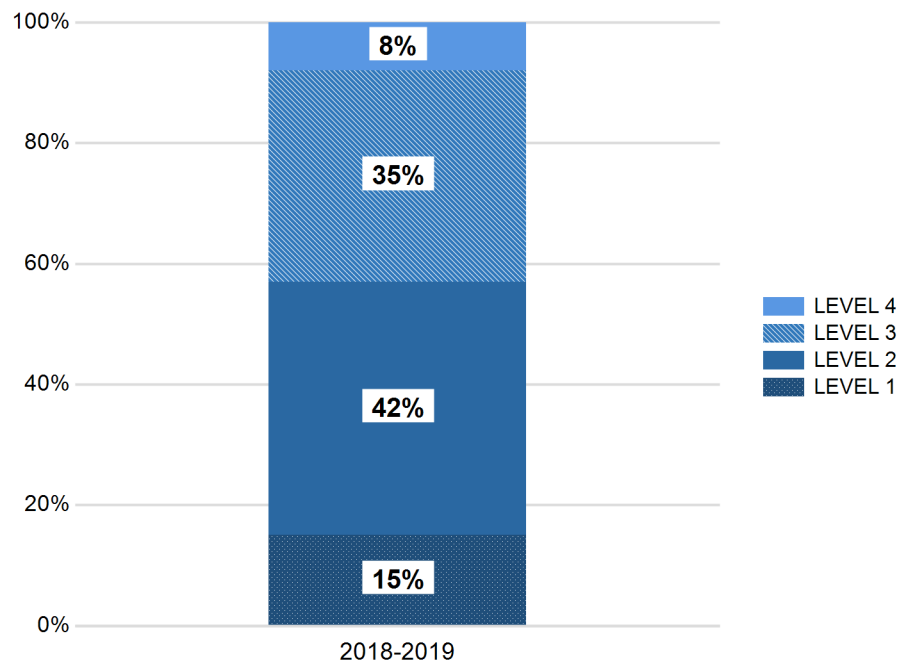**Report Key:**
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

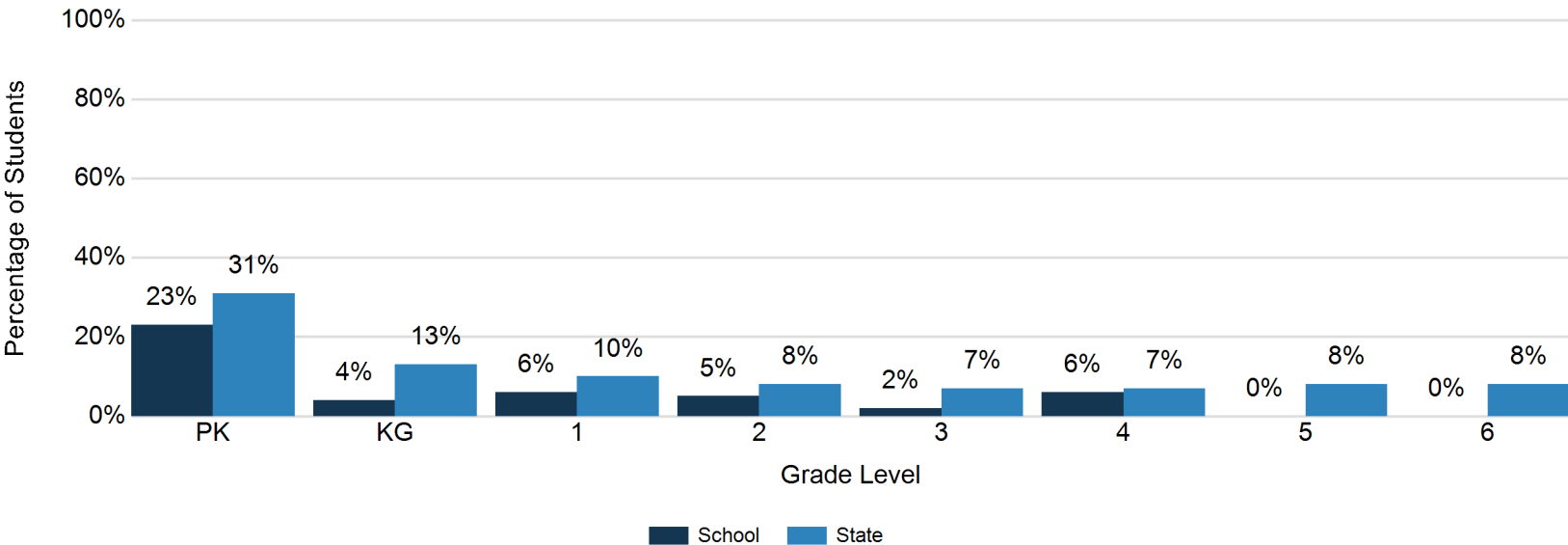| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	763	741	741	0%	*	22%	*	*	69%	41%
White	23	770	752	749	0%	0%	*	*	*	78%	51%
Hispanic	12	751	738	729	0%	*	*	*	*	58%	24%
Black or African American	*	*	729	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	24	771	746	742	0%	*	*	*	*	83%	42%
Male	21	754	736	740	0%	*	*	*	*	52%	40%
Economically Disadvantaged Students	*	*	734	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	745	750	*	*	*	*	*	*	53%
Students with Disabilities	*	*	716	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	745	746	*	*	*	*	*	*	46%
English Learners	N	N	722	709	N	N	N	N	N	N	*
Non-English Learners	45	763	742	743	0%	*	22%	*	*	69%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-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
3	N	N
4	*	*
5	*	*
6	N	N

English Language Progress to Proficiency

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

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

 † 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	N	N	N
5 or more	N	N	N

NJ SCHOOL PERFORMANCE REPORT

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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	15	42	35	8
White	14	43	36	7
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	13	46	38	4
Male	17	38	33	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	42	35	8
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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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	12	3.4	8.8	Met
White	6	2.9	8.8	Met
Hispanic	4	5.6	8.8	Met
Black or African American	*	*	8.8	Met
Asian, Native Hawaiian, or Pacific	2	4.5	8.8	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	2.5		
Male	8	4.1		
Economically Disadvantaged Students	0	0	**	**
Students with Disabilities	3	7.1	8.8	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences (x-axis), **Percentage of Students** (y-axis)
- 0: 6%
- 1-5: 43%
- 6-10: 31%
- 11-15: 14%
- Over 15: 6%

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
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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.

Grade Level	School	State
PK	23%	31%
KG	4%	13%
1	6%	10%
2	5%	8%
3	2%	7%
4	6%	7%
5	0%	8%
6	0%	8%

Oak View Elementary School

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

Oak View Elementary School
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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	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1

Oak View Elementary School
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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	36	118,214
Average years experience in public schools	7.7	12.1
Average years experience in district	7.4	10.8
Percentage of Teachers with 4 or more years experience in the district	58.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	364:1	188:1
Teachers to Administrators	36:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.1%	91.7%	100.0%	48.4%	77.1%	54.9%
Male	54.9%	8.3%	0.0%	51.6%	22.9%	45.1%
White	56.6%	91.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.3%	8.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	8.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	8.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	3.6%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher   64%
Admin   N/A

Master's Degree

Teacher   36%
Admin   100%

Doctoral Degree

Teacher   0%
Admin   0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.0%

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

Per-Pupil Expenditures by Source

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

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

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

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

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

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-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.

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.7%	78.4%	78.5%
Math Proficiency	66.9%	67.8%	65.6%
ELA Growth	65	54	66
Math Growth	61	71	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.3%	2.3%	3.4%

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

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
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Grades Offered: PK-06
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Goal	Met Target†	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	**	**	**	**	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	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target	Met Target	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

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:	• Oak View's goal is for students to believe in themselves and become successful, lifelong learners. • Students are recognized for demonstrating respect, trustworthiness responsibility, fairness, caring and citizenship. • In the past, Oak View has been named a New Jersey "Reward School" and a "Blue Ribbon School".
Mission, Vision, Theme:	Oak View School provides a nurturing environment where students are empowered with academic and social skills to become enthusiastic learners. This is accomplished by working in close partnership with parents and the community to provide child-centered programs that recognize and build on the unique potential of each child. The school's primary goal is to build the foundations that will sustain and promote lifelong learning.
Awards, Recognition, Accomplishments:	In 2014, Oak View School was recognized by the Department of Education as a Reward School. We are very proud of our students' achievements. Our entire staff works to understand how each child learns and develops strategies to differentiate our teaching so that all students meet success.

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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Courses, Curriculum, Instruction:	Oak View School provides for the teaching of literacy, mathematics, science, social studies, and interpersonal development. All subjects are integrated with computer literacy, and follow the NJSLS. Teachers use the Reader's Writer's Workshop Model to facilitate language arts instruction. Math instruction is interactive and focuses on student understanding of math concepts. By studying science, social studies and health, students gain a greater respect for life and the environment.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Oak View School provides activities that include technology/media classes, vocal and instrumental music, fine arts, physical education, world language, enrichment classes, and elementary guidance counseling. Other programs include D.A.R.E. (Drug Awareness and Resistance Education), a program taught by local law-enforcement personnel, and clubs including Forensics/Academically Speaking/Challenge 24/Basketball Skills/Young Authors, and an after school enrichment program.

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

School Narrative

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

Before and After School Programs:	Oak View School has before and after school programs provided by the YMCA. We also have an after school enrichment program sponsored by our Home and School Association. Classes are taught by our teachers, parents, and outside vendors. All students may sign up and attend any of the classes that interest them. Classes offered fall into the categories of fine arts, sports, and academics.
Staff and Professional Learning:	Our Oak View teachers are always trying to find ways to improve instruction so that our students will meet success. Staff meets weekly in grade level professional learning communities to discuss teaching strategies and programs to improve the learning of their students. On the district level, teachers have the opportunity to both teach and learn within our Teacher's Academy. Our Teacher's Academy offers a variety of courses, designed for teachers to enhance their teaching abilities.

NJ SCHOOL PERFORMANCE REPORT

Oak View Elementary School
(13-0410-140)
Grades Offered: PK-06
2018-2019

School Narrative

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Student Supports and Services:	Students benefit from the services of a full-time nurse, a full-time guidance counselor and an experienced child study team. Services such as resource, speech therapy, occupational therapy, and physical therapy are available for students needing these services. We have an Intervention and Referral Services committee that meets monthly to develop strategies and supports to help our students meet success in learning.
Student Health and Wellness:	Oak View School provides students with forty minutes of recess each day along with three physical education classes within a ten day period. We have a full-time nurse to take care of our students' health needs and teaches specialized health lessons at each grade level. Our HSA has a Health and Wellness committee that provides activities where students have fun learning about their health, along with teachers that administer our health curriculum.
Parent and Community Involvement:	Oak View School takes great pride in its very dedicated and hard-working Home and School Association. Parents raise funds to support the curriculum and special school programs such as educational classroom materials, field trips, assemblies and class parties. Their total efforts are endless in providing cultural and fun-filled annual events for the whole family.

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

School Narrative

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers
School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2017-18, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

Oak View Elementary School

(13-0410-140)

Grades Offered: PK-06

2018-2019

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School Narrative

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

Other Information	Oak View School, which reflects a culturally diverse student population, provides a multi-faceted educational program to meet the needs of each student as an individual and integral member of society. In addition to 19 K-6 general education classes, Oak View School is the home of four autistic classes. Through our guidance department, students participate in our "buddy" program to both our kindergarten students and our students with autism. We also have a K-Kids program for our fifth and sixth grade students that promotes service activities within our community. Our school provides an educational program that challenges children to learn as they participate in meaningful real-world experiences. We recognize the importance of Technology and provide Smart Boards in every general education classroom and Chromebooks/Ipad carts. This technology infused into our curriculum enables our students to further meet the challenging demands of the 21st century.

The Early Childhood Center @ Forest Glen
(13-0410-120)
Grades Offered: PK-KG
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:

The Early Childhood Center @ Forest Glen

(13-0410-120)

Grades Offered: PK-KG

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	Essex
District	Bloomfield Township School District
Principal Name	Ms. Linda Colucci
Address	280 Davey Street Bloomfield, NJ 07003
Phone Number	973-680-8698
Email Address	lcolucci@bloomfield.k12.nj.us
Website	https://ecc.bloomfield.k12.nj.us/

NJ SCHOOL PERFORMANCE REPORT

The Early Childhood Center @ Forest Glen
(13-0410-120)
Grades Offered: PK-KG
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	191	206	195
KG	2	7	6
Total	196	213	211

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	31.6%	38.5%	38.4%
Male	68.4%	61.5%	61.6%
Economically Disadvantaged Students	24.0%	21.6%	22.7%
Students with Disabilities	61.2%	63.8%	60.7%
English Learners	0.0%	0.0%	0.5%
Homeless Students	0.0%	0.5%	0.0%
Students in Foster Care	0.5%	0.9%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.0%	25.8%	26.5%
Hispanic	37.2%	40.8%	42.2%
Black or African American	19.9%	16.4%	22.3%
Asian	8.7%	11.7%	8.1%
Native Hawaiian or Pacific Islander	4.6%	2.8%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.6%	2.3%	0.9%

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	126	146	86
PK - Full Day	65	60	109
KG - Half Day	0	0	0
KG - Full Day	2	7	6

Enrollment by Home Language

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

Home Language	% of Students
English	99.1%
Other Languages	0.9%

NJ SCHOOL PERFORMANCE REPORT

The Early Childhood Center @ Forest Glen

(13-0410-120)

Grades Offered: PK-KG

2018-2019

Report Key:
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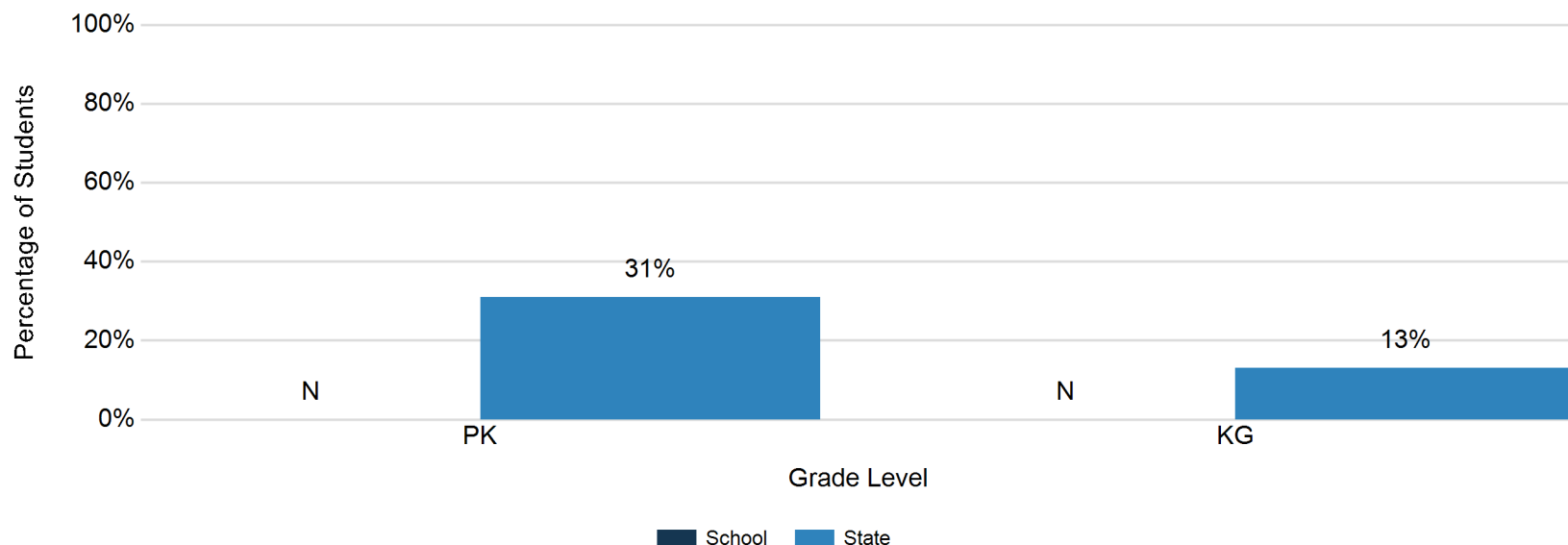* ** Accountability calculations require 20 or more students
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Number of Absences	Percentage
0	0%
1-5	0%
6-10	0%
11-15	0%
Over 15	0%

The Early Childhood Center @ Forest Glen

(13-0410-120)

Grades Offered: PK-KG

2018-2019

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

Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	2 Hrs 30 Mins
Shared Time - Instructional Time	2 Hrs. 30 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	15	118,214
Average years experience in public schools	7.0	12.1
Average years experience in district	6.3	10.8
Percentage of Teachers with 4 or more years experience in the district	53.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	11:1
Students to Administrators	211:1	188:1
Teachers to Administrators	15:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

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2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	38.4%	80.0%	100.0%	48.4%	77.1%	54.9%
Male	61.6%	20.0%	0.0%	51.6%	22.9%	45.1%
White	26.5%	80.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	42.2%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	22.3%	13.3%	0.0%	15.0%	6.6%	13.9%
Asian	8.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

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(13-0410-120)

Grades Offered: PK-KG

2018-2019

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 93%
Admin N/A

Master's Degree

Teacher 7%
Admin 100%

Doctoral Degree

Teacher 0%
Admin 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.5%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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2018-2019

School Narrative

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

Mission, Vision, Theme:	The Bloomfield Public School's Early Childhood Center at Forest Glen is committed to recognizing, appreciating, and responding to the diversity of our students by creating a supportive, nurturing environment that empowers all students to become independent, life-long learners.
Awards, Recognition, Accomplishments:	The Early Childhood Center's program was highlighted during a session at the NAEYC National Conference in November. The ECC received a grant from City Green, Preschool to Garden Program to encourage healthy eating choices in preschoolers.

The Early Childhood Center @ Forest Glen

(13-0410-120)

Grades Offered: PK-KG

2018-2019

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Courses, Curriculum, Instruction:	The ECC utilizes the NJ approved Creative Curriculum which addresses NJ Preschool Teaching and Learning Expectations. We incorporate the tenets of Reggio Emilia, a child centered learning approach. We also implement IEP's for those preschoolers with specific learning needs. All goals and objectives for these preschoolers are addressed within our curriculum on an individualized basis. The ECC also utilizes Rethink in our Autism ABA/Discrete Trial classrooms. ReThink supports our staff and students to ensure maximum student growth on an individualized basis.
Clubs and Activities:	Our Home and School Assoc. works closely with staff for special activities such as an on grounds "Pumpkin Patch", a Trunk or Treat evening, Holiday Gift Shop for students, Valentine Social and Family Fun Night.

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	Staff and Professional Learning:	All District teachers and staff are eligible both to offer as instructors or take as students courses in relevant educational topics as part of the Bloomfield Teacher Academy. Teachers can propose topics that are reviewed and approved by administration in all curriculum areas, use of technology, pedagogy, classroom management, and related areas. Courses are offered in three semesters annually: summer, fall, and spring. Teachers and staff are compensated for attendance and instruction at contractual rates.ECC teachers have a weekly PLC on Fridays mornings where we discuss curriculum implementation, infusion of Reggio Emilia and areas of differentiation needed to ensure all preschoolers meet success.

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2018-2019

School Narrative

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Student Health and Wellness:	Our school nurse works closely with families to ensure optimal health for all our students. The ECC also works closely with community organizations in our school garden to grow vegetables to help our students understand healthy food choices.
Parent and Community Involvement:	The ECC offers "Parent Participation Days" monthly. The parents are invited to their child's classroom and participate in daily activities. We also have a very active Home and School Association that supports our teachers and student activities. This year the ECC has partnered with City Green in their Preschool to Garden Program. City Green will be working with our staff and students in our outdoor gardens to promote healthy food choices.

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(13-0410-120)
Grades Offered: PK-KG
2018-2019

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School Safety:	The safety and overall well being of all Bloomfield students and staff is of the utmost importance. All Bloomfield Schools follow a collaboratively developed school safety and security plan based on The Holistic Approach to School Safety & Well Being and the New Jersey Administrative Code 6A:16-5.1 School Safety and Security Plans. The Bloomfield Schools Safety and Security Plan encompasses the following: The protection of the health, safety, security and welfare of the school population; the prevention of, intervention in, response to and recovery from emergency and crisis situations; the establishment and maintenance of a climate of civility; and supportive services for staff, students and their families.

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School Narrative

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Early Childhood Education:	Bloomfield Public Schools Placement for IEP students is based on their individual needs. Typical peers are assigned to our PSI and TransK programs based on age.Preschool Inclusion (PSI): Preschool students with disabilities can be placed in an inclusive classroom; if deemed this is the least restrictive environment based on their needs. Our program has typical peers in the classroom not to exceed 7 along with students with IEP's not to exceed 8, for a total of 15 maximum students. Related services available are speech, occupational therapy and physical therapy. Related services are determined on an individual basis based on each student's needs. Typical students in the program are tuition based. The class is in session five days a week, 2 ½ hours a day (9:00-11:30 AM or 12:00-3:00PM).Preschool Classroom (PSD): Self-Contained classrooms are for preschool students who require a smaller stud/teach ratio. Classroom size does not exceed 12 students.

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Other Information	The class is in session five days a week, 2 ½ hours a day (9:00-11:30 AM or 12:30-3:00 PM). Related services available are speech, occupational therapy and physical therapy. Related services are determined on an individual basis based on each student's needs. Preschool ABA Classrooms: ABA classrooms are for preschool students who are diagnosed on the spectrum of autism or for students who require teaching based on the science of applied behavioral analysis (ABA) and discrete trial. Our preschool ABA classroom consists of a classroom teacher and a three to one student/paraprofessional ratio. The program is overseen by a board certified behavior analyst. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. This class is in session from 9:00-3:00ABA/Preschool Self-contained (ABA/PSD/PSI): In this program the students spend the morning in the ABA program described above and then in the PSD or PSI program described below. The students benefit from the discrete trial methodology (in small groups) in the morning and then practice those skills in a classroom of 12-15 students in the afternoon. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. This class is in session from 9:00-3:00Transitional K (PreK 5): This classroom is for students who based on recommendation of CST, parents and/or both determine that an IEP student should be provided with another year of PreK. Many times the students are September birthdays (turning 5). Our program has typical peers in the classroom not to exceed 10 along with students with IEP's not to exceed 5. Students placed here also receive related services such as speech, occupational therapy and physical therapy based on their needs. Typical students in the program are tuition based. This program is in session 5 days a week and is a full day program.?

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

School Contact Information

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

Type	Contact Information
County	Essex
District	Bloomfield Township School District
Principal Name	Dr. Gina Rosamilia
Address	71 Prospect Street Bloomfield, NJ 07003-3223
Phone Number	973-680-8570
Email Address	grosamilia@bloomfield.k12.nj.us
Website	https://watsessing.bloomfield.k12.nj.us/

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	40	36	36
1	42	47	37
2	41	44	43
3	50	37	45
4	64	46	39
5	43	62	53
6	44	50	60
Total	324	325	313

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.2%	42.8%	43.5%
Male	56.8%	57.2%	56.5%
Economically Disadvantaged Students	61.4%	54.2%	56.2%
Students with Disabilities	16.7%	20.6%	24.6%
English Learners	7.1%	4.3%	5.8%
Homeless Students	0.0%	0.0%	0.6%
Students in Foster Care	0.9%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.1%	14.8%	16.6%
Hispanic	34.9%	36.9%	39.9%
Black or African American	41.7%	41.2%	37.7%
Asian	4.3%	3.1%	4.2%
Native Hawaiian or Pacific Islander	3.7%	3.1%	1.3%
American Indian or Alaska Native	0.3%	0.6%	0.0%
Two or More Races	0.0%	0.3%	0.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	40	36	36

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	93.3%
Spanish	4.5%
Other Languages	2.2%

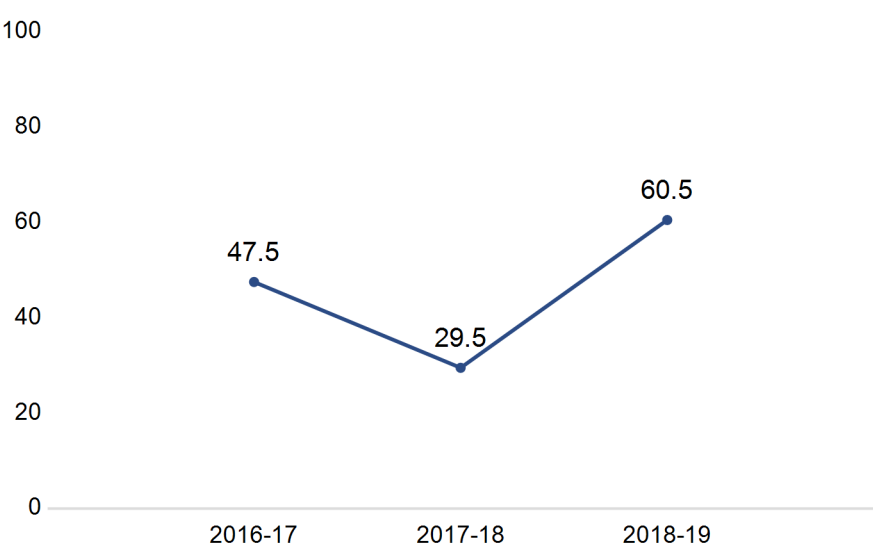**NJ SCHOOL PERFORMANCE REPORT**

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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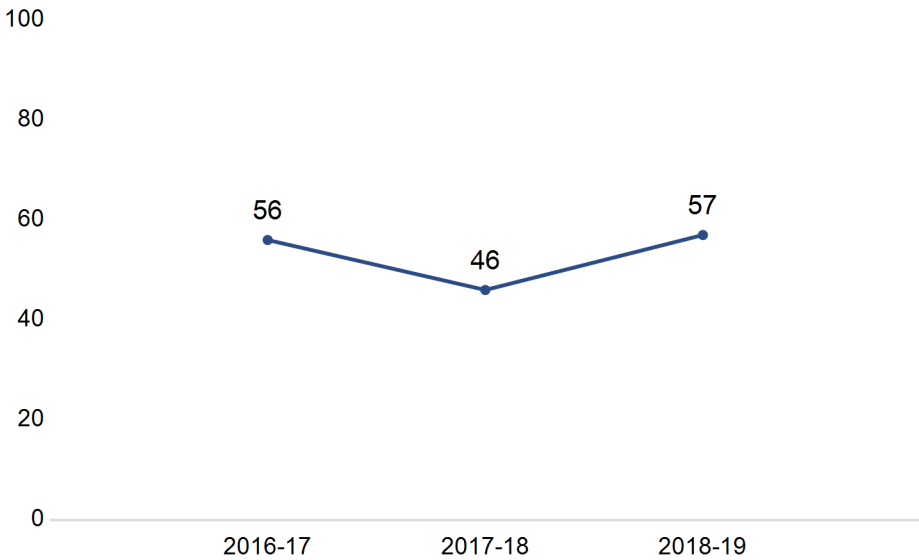**†** This indicates a table specific note, see note below table

Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47.5	29.5	60.5	56	46	57
Met Standard (40-59.5)?	Met Standard	Not Met	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School

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Grades Offered: KG-06

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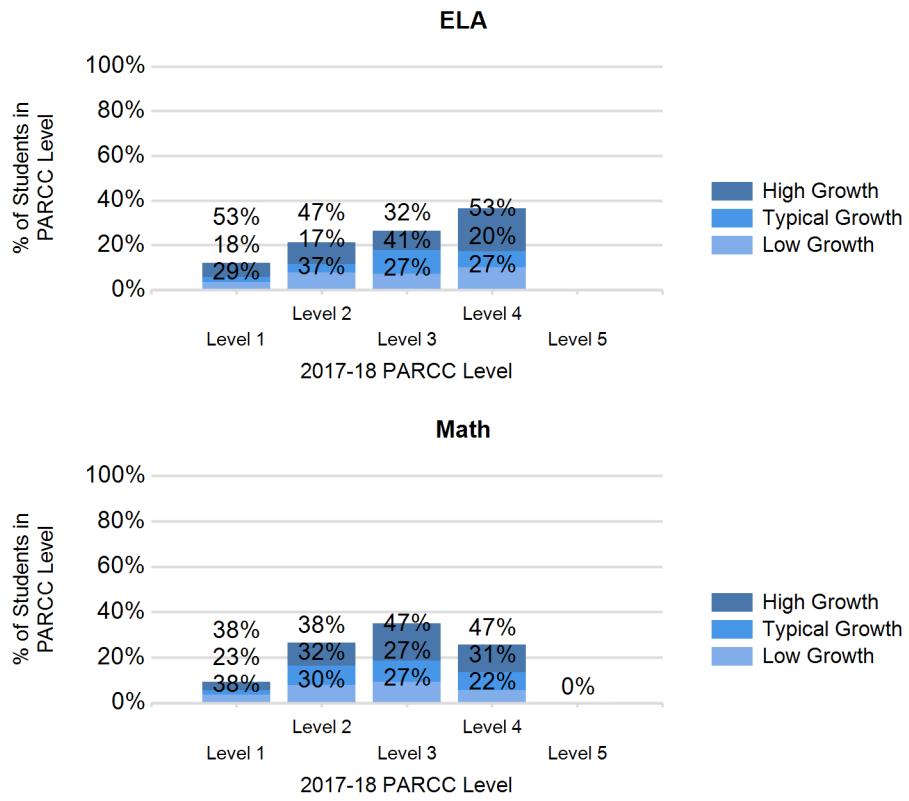† This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60.5	53	50	Exceeds Standard	57	52	50	Met Standard
White	60	56	50	Exceeds Standard	58.5	54.5	52	Met Standard
Hispanic	59	51	49	Met Standard	63	51	47	Exceeds Standard
Black or African American	67	50	45	Exceeds Standard	54	50	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	56	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	70	56	53	N	64	53	50	N
Male	49	50	47	N	51	51	51	N
Economically Disadvantaged Students	58	49	48	Met Standard	59	52	46	Met Standard
Students with Disabilities	49	51	43	Met Standard	60	42.5	45	Exceeds Standard
English Learners	54	49.5	52	**	44	47	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
N No Data is available to display
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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.
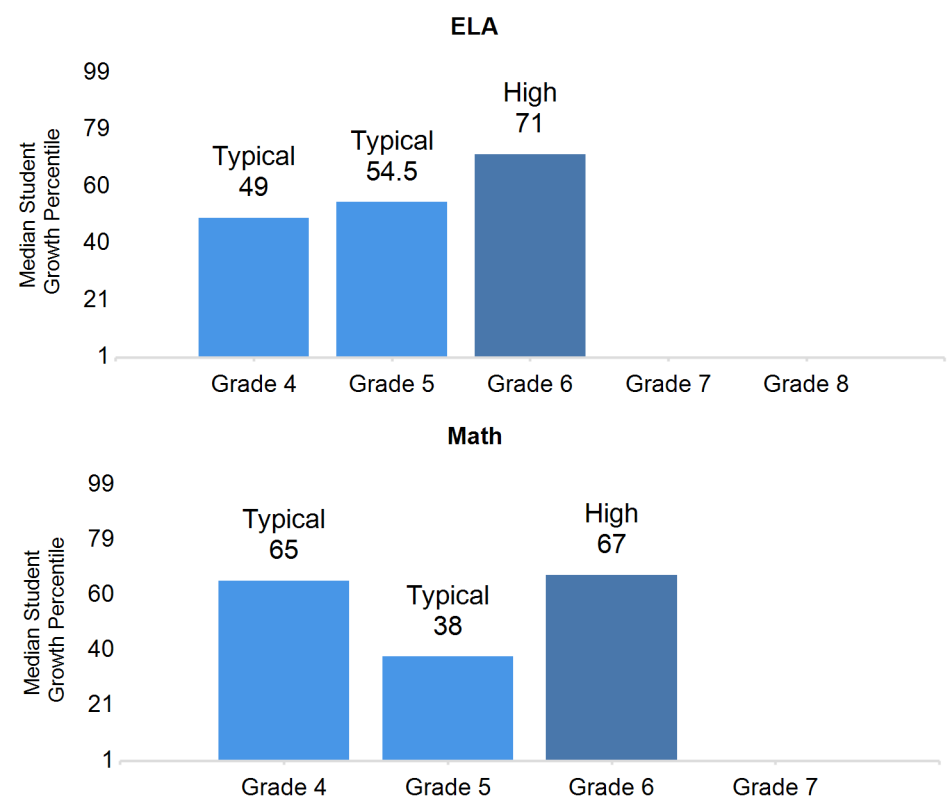
Student Growth by Performance Level

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.
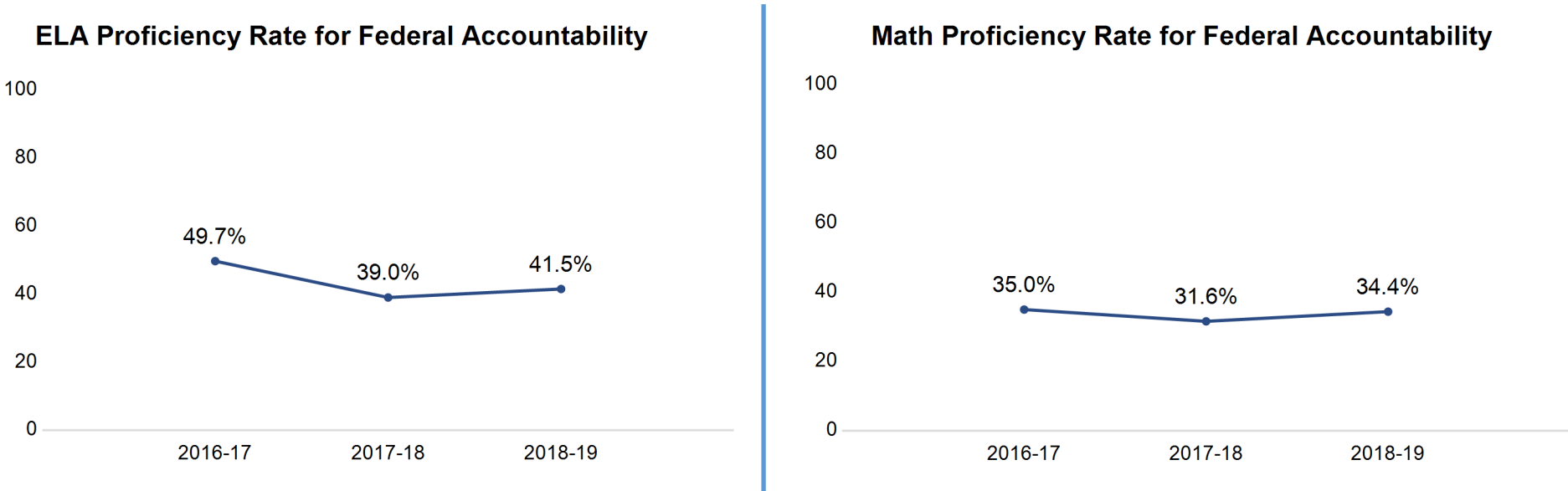

ELA

Math

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
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2018-2019

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	49.7%	39.0%	41.5%

Math Proficiency Rate for Federal Accountability

	2016-17	2017-18	2018-19
	35.0%	31.6%	34.4%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.9%	98.0%	99.5%	96.0%	98.0%	99.5%
Proficiency Rate for Federal Accountability	49.7%	39.0%	41.5%	35.0%	31.6%	34.4%
Annual Target	42.9%	44.9%	46.8%	33.7%	36.2%	38.6%
Met Annual Target?	Met Target	Not Met	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.
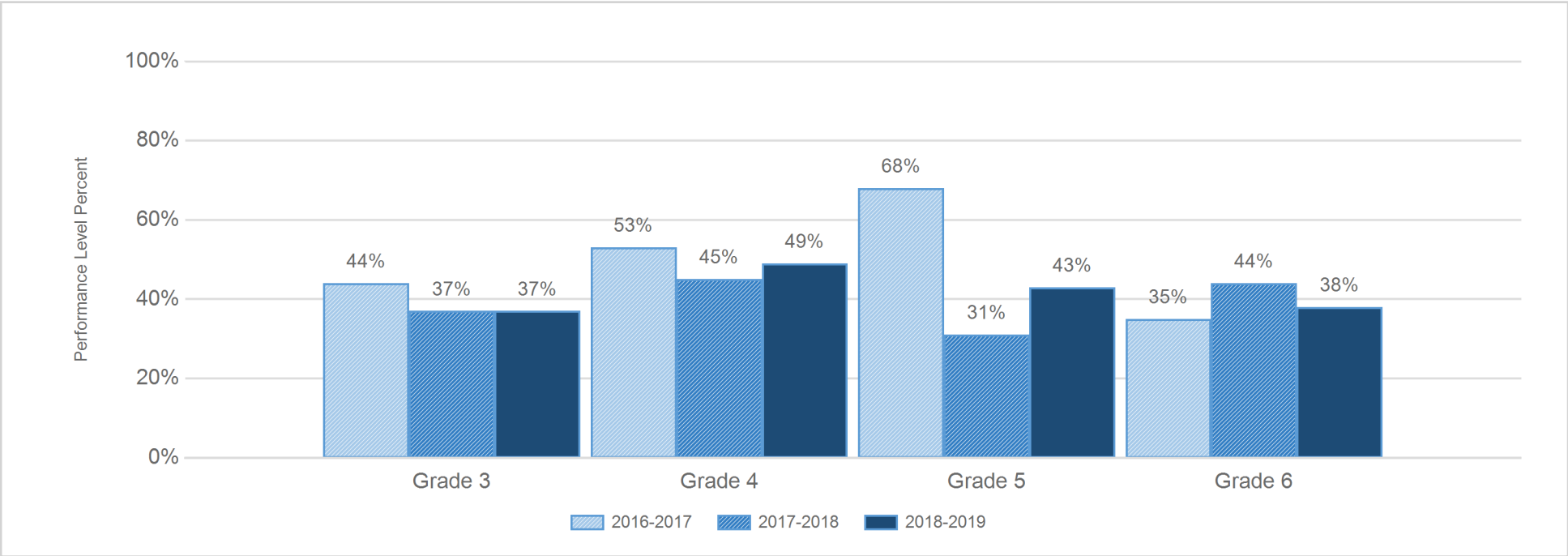
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NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School

(13-0410-150)

Grades Offered: KG-06

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	188	99.5	41.5	57.9	57.9	41.5	46.8	Met Target†
White	*	*	*	*	66.9	*	58.4	Met Target†
Hispanic	75	100.0	46.7	51.1	43.9	46.7	43.2	Met Target
Black or African American	73	98.7	31.5	50.6	38.5	31.5	41.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	76.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	81	100.0	50.6	65.8	64.8	50.6		
Male	107	99.1	34.6	50.5	51.3	34.6		
Economically Disadvantaged Students	108	100.0	35.2	*	40.0	35.2	40.8	Met Target†
Non-Economically Disadvantaged Students	80	98.8	50.0	*	67.9	50.0		
Students with Disabilities	45	100.0	13.3	16.7	22.7	13.3	26.9	Not Met
Students without Disabilities	143	99.3	50.3	64.9	65.1	50.3		
English Learners	14	100.0	14.3	29.8	29.3	14.3	**	**
Non-English Learners	174	99.4	43.7	59.9	60.6	43.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-06
2018-2019

English Language Arts Assessment - Performance Trends

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

	Grade 3	Grade 4	Grade 5	Grade 6
2016-2017	44%	53%	68%	35%
2017-2018	37%	45%	31%	44%
2018-2019	37%	49%	43%	38%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	41	742	752	748	*	29%	24%	*	*	37%	50%
White	*	*	763	757	*	*	*	*	*	*	60%
Hispanic	*	*	745	734	*	*	*	*	*	*	36%
Black or African American	20	747	744	731	0%	*	*	*	*	35%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	14	740	755	753	*	*	*	*	*	21%	55%
Male	27	743	749	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	24	737	741	731	*	*	*	*	*	29%	33%
Non-Economically Disadvantaged Students	17	750	760	759	*	*	*	*	*	47%	61%
Students with Disabilities	*	*	721	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	756	754	*	*	*	*	*	*	56%
English Learners	*	*	733	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	752	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	755	760	755	*	*	31%	*	*	49%	57%
White	*	*	769	763	*	*	*	*	*	*	67%
Hispanic	16	755	753	743	0%	*	*	*	*	50%	44%
Black or African American	16	758	760	739	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	18	763	765	760	*	*	*	*	*	56%	62%
Male	21	748	756	750	*	*	*	*	*	43%	53%
Economically Disadvantaged Students	28	749	751	740	*	*	*	*	*	39%	40%
Non-Economically Disadvantaged Students	11	772	766	765	*	*	*	*	*	73%	69%
Students with Disabilities	*	*	725	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	766	761	*	*	*	*	*	*	64%
English Learners	*	*	733	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	761	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	742	761	756	*	*	29%	43%	0%	43%	58%
White	*	*	773	764	*	*	*	*	*	*	68%
Hispanic	23	748	*	743	*	*	*	57%	0%	57%	44%
Black or African American	14	730	752	739	*	*	*	*	*	14%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	19	750	770	761	*	*	*	53%	0%	53%	64%
Male	32	737	752	750	*	*	*	38%	0%	38%	52%
Economically Disadvantaged Students	30	739	748	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	21	746	769	766	*	*	*	*	*	43%	69%
Students with Disabilities	18	716	722	724	*	*	*	*	*	11%	23%
Students without Disabilities	33	756	768	762	*	*	*	*	*	61%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

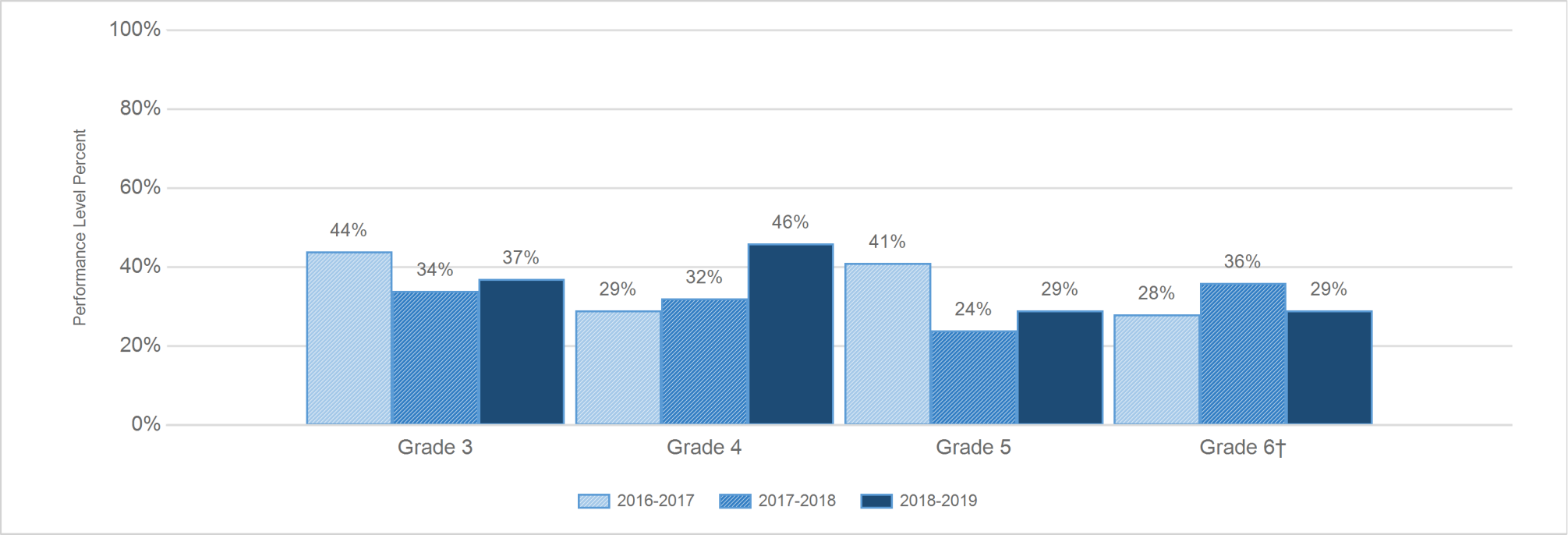| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	746	757	754	*	25%	36%	*	*	38%	56%
White	*	*	766	762	*	*	*	*	*	*	65%
Hispanic	24	746	754	743	*	*	*	*	*	50%	43%
Black or African American	24	739	746	738	0%	*	46%	*	*	21%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	32	761	767	762	*	*	*	*	*	59%	64%
Male	29	730	746	748	*	*	*	*	*	14%	48%
Economically Disadvantaged Students	28	741	749	740	*	*	*	*	*	29%	39%
Non-Economically Disadvantaged Students	33	750	761	763	*	*	*	*	*	45%	67%
Students with Disabilities	13	727	720	722	*	*	*	*	*	*	19%
Students without Disabilities	48	751	763	761	*	*	*	*	*	*	64%
English Learners	*	*	715	710	*	*	*	*	*	*	*
Non-English Learners	*	*	758	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	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%

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	189	99.5	34.4	41.6	44.5	34.4	38.6	Met Target†
White	*	*	*	*	54.1	*	47.2	Met Target
Hispanic	76	100.0	34.2	34.9	28.8	34.2	41.7	Met Target†
Black or African American	73	98.7	27.4	30.4	23.0	27.4	31.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.0	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	81	100.0	39.5	42.9	44.9	39.5		
Male	108	99.1	30.6	40.4	44.2	30.6		
Economically Disadvantaged Students	109	100.0	30.3	*	26.3	30.3	33.4	Met Target†
Non-Economically Disadvantaged Students	80	98.8	40.0	*	54.9	40.0		
Students with Disabilities	45	100.0	15.6	14.6	17.4	15.6	39.4	Not Met
Students without Disabilities	144	99.3	40.3	46.1	50.0	40.3		
English Learners	15	100.0	20.0	22.0	25.0	20.0	**	**
Non-English Learners	174	99.4	35.6	43.1	46.5	35.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: KG-06
2018-2019

Mathematics Assessment – Performance Trends

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

	2016-2017	2017-2018	2018-2019
Grade 3	44%	34%	37%
Grade 4	29%	32%	46%
Grade 5	41%	24%	29%
Grade 6†	28%	36%	29%

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

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2018-2019

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Mathematics Assessment - Performance by 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	41	744	751	752	*	*	44%	*	*	37%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	*	*	748	739	*	*	*	*	*	*	40%
Black or African American	20	742	741	735	0%	*	*	*	*	30%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	14	743	750	751	*	*	*	*	*	36%	54%
Male	27	744	752	752	*	*	*	*	*	37%	56%
Economically Disadvantaged Students	24	743	742	737	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	17	746	759	761	*	*	*	*	*	41%	67%
Students with Disabilities	*	*	734	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	754	756	*	*	*	*	*	*	60%
English Learners	*	*	737	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	752	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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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	39	745	749	749	*	*	33%	*	*	46%	51%
White	*	*	758	757	*	*	*	*	*	*	62%
Hispanic	16	747	743	737	*	*	*	*	*	44%	36%
Black or African American	16	740	745	731	*	*	*	*	*	50%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	750	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	18	744	746	749	*	*	*	*	*	39%	50%
Male	21	745	751	749	*	*	*	*	*	52%	52%
Economically Disadvantaged Students	28	739	739	734	*	*	*	*	*	39%	32%
Non-Economically Disadvantaged Students	11	759	755	759	*	*	*	*	*	64%	63%
Students with Disabilities	*	*	731	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	751	754	*	*	*	*	*	*	56%
English Learners	*	*	722	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	750	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	51	734	748	747	*	33%	*	29%	0%	29%	47%
White	*	*	760	755	*	*	*	*	*	*	58%
Hispanic	23	740	*	735	*	*	*	*	*	39%	30%
Black or African American	14	721	737	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	758	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	19	736	749	747	*	*	*	*	*	42%	47%
Male	32	733	747	747	*	*	*	*	*	22%	47%
Economically Disadvantaged Students	30	733	740	732	*	*	*	*	*	30%	27%
Non-Economically Disadvantaged Students	21	736	753	757	*	*	*	*	*	29%	59%
Students with Disabilities	18	719	728	725	*	*	*	*	*	*	19%
Students without Disabilities	33	743	751	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	749	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-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	62	735	741	741	*	32%	34%	*	*	29%	41%
White	*	*	752	749	*	*	*	*	*	*	51%
Hispanic	25	733	738	729	*	*	*	*	*	28%	24%
Black or African American	24	730	729	722	0%	50%	*	*	*	21%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	32	743	746	742	*	*	34%	*	*	41%	42%
Male	30	726	736	740	*	*	33%	*	*	17%	40%
Economically Disadvantaged Students	29	729	734	726	*	*	*	*	*	21%	21%
Non-Economically Disadvantaged Students	33	740	745	750	*	*	*	*	*	36%	53%
Students with Disabilities	13	726	716	716	*	*	*	*	*	15%	12%
Students without Disabilities	49	737	745	746	*	*	*	*	*	33%	46%
English Learners	*	*	722	709	*	*	*	*	*	*	*
Non-English Learners	*	*	742	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	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%

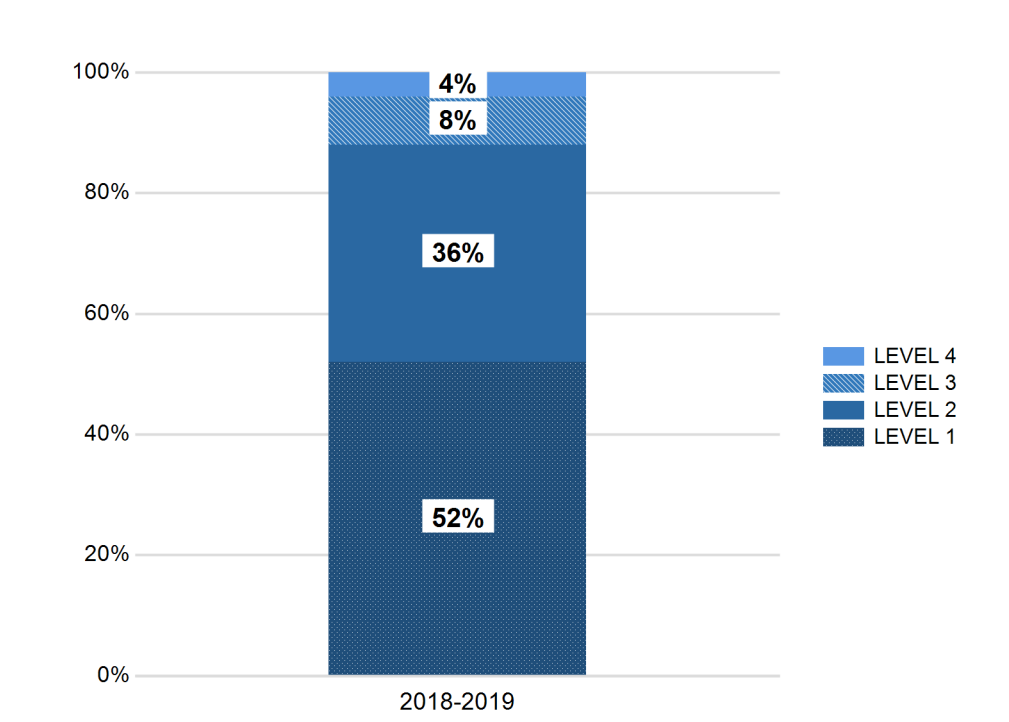**Watsessing Elementary School**
(13-0410-150)
Grades Offered: KG-06
2018-2019

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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
3	N	N
4	N	N
5	N	N
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	14	*	*
3-4	*	*	*
5 or more	N	N	N

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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1

2018-2019

NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	52	36	8	4
White	*	*	*	*
Hispanic	48	39	9	4
Black or African American	69	23	0	8
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	37	5	0
Male	48	35	10	6
Economically Disadvantaged Students	50	36	7	7
Non-Economically Disadvantaged Students	55	36	9	0
Students with Disabilities	76	24	0	0
Students without Disabilities	39	42	12	6
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	7.5	8.8	Met
White	5	10.2	8.8	Not Met
Hispanic	12	9.5	8.8	Not Met
Black or African American	6	5.4	8.8	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	8	6.0		
Male	15	8.7		
Economically Disadvantaged Students	15	8.6	8.8	Met
Students with Disabilities	7	10.3	8.8	Not Met
English Learners	5	27.8	**	**
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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(13-0410-150)

Grades Offered: KG-06

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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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	2.24

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
18

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

Device Ratios

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

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

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2018-2019

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	43	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	72.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	34	9,530
Average years experience in public schools	15.5	16.0
Average years experience in district	14.2	12.0
Percentage of Administrators with 4 or more years experience in the district	76.5%	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	11:1
Students to Administrators	313:1	188:1
Teachers to Administrators	43:1	16:1
Students to Librarians/Media Specialists		534:1
Students to Nurses		493:1
Students to Counselors		291:1
Students to Child Study Team Members		207:1

Watsessing Elementary School

(13-0410-150)

Grades Offered: KG-06

2018-2019

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.5%	88.4%	100.0%	48.4%	77.1%	54.9%
Male	56.5%	11.6%	0.0%	51.6%	22.9%	45.1%
White	16.6%	83.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	39.9%	7.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.7%	7.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.2%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
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 and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 67%
Admin — N/A

Master's Degree

Teacher — 33%
Admin —

Doctoral Degree

Teacher — 0%
Admin — 100%

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

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	90.1%	90.5%
2017-18 Administrators: Same district 2018-19	91.2%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	93.9%

Watsessing Elementary School

(13-0410-150)

Grades Offered: KG-06

2018-2019

Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

For more information regarding this table please refer to the guidance for school level reporting, which is available on the NJDOE webpage ESSA School Level Reporting Information. More in-depth information about district and charter school spending can be found in the User Friendly Budget and the Comprehensive Annual Financial Report (CAFR) and Auditor Management Reports (AMRs).

Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Watsessing Elementary School

(13-0410-150)

Grades Offered: KG-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	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Targeted Support and Improvement.

NJ SCHOOL PERFORMANCE REPORT

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. ELA and Math Proficiency represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	49.7%	39.0%	41.5%
Math Proficiency	35.0%	31.6%	34.4%
ELA Growth	48	30	60
Math Growth	56	46	57
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.4%	12.9%	7.5%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

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(13-0410-150)

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2018-2019

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

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Annually, NJDOE will identify schools in the following federal category:

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Accountability Indicator Scores and Summative Ratings - 2018-19 School Year

New Jersey developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these accountability resources.

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Exceeds Standard	Met Standard	**	Met	No
White	Met Target†	Met Target	Exceeds Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Exceeds Standard	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).

Watsessing Elementary School
(13-0410-150)
Grades Offered: KG-06
2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact the school or district directly.

Highlights:	• Watsessing students are provided purposeful and lifelong learning experiences. • A student-centered approach to learning includes a Balanced Literacy Program using Readers and Writers Workshops. Instructional practices are aligned with New Jersey Student Learning Standards. • Student Leader Program in which students display characteristics of being responsible, role models, respectful, kind, empathetic, and honest.
Mission, Vision, Theme:	Watsessing is dedicated to excellence in education by providing for the development of the whole child. The school's mission is to prepare every child to become a productive citizen who values lifelong learning.
Awards, Recognition, Accomplishments:	Students are recognized for their reading, writing, visual and performing arts, gifted and talented, and physical education accomplishments. These awards are at the school, local, and state levels. Every month, one student from each class is recognized as being a role model as a, "Student Leader." Our school community is very proud of our students' accomplishments and recognitions.

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Courses, Curriculum, Instruction:	Watsessing School provides a Balanced Literacy Program, Math Investigations/Connected Math, NGSS aligned science curriculum and social studies courses. The overall school program is enhanced by our enrichment, speech therapy, the visual and performing arts, physical education, media science, academically talented, basic skills, guidance, a world language program, ESL, and bilingual classes. Social and emotional learning continues to enhance interpersonal development. All subjects are integrated with computer literacy. These programs are designed to foster the importance of setting and attaining high standards for all children.
Sports and Athletics:	Sports Offered: Basketball (Boys & Girls)
Clubs and Activities:	Watsessing students participate in a variety of clubs. Enrichment clubs entail students being involved in Forensics, Challenge 24, and Academically Speaking. Our media specialist meets with intermediate grade levels for Book Clubs. Lego and Edison Robotics Clubs, Typing Club, Chess, Homework Helpers, and Morning Readers are also held throughout the year and at varying grade levels.

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Before and After School Programs:	Before and after-school programs entail a Morning Reader's group, a W.H.A.M., Watsessing Honors Achieve More program in which students can receive additional math and language arts instruction, an after school Homework Club for the Primary Grade students, and a W.I.S.E.R. program for ESL and Bilingual students in Grades K-6. Watsessing also has an after school program provided by the YMCA.
Staff and Professional Learning:	Teacher and administrators are provided with on-going professional learning that enhance their knowledge and teaching of curricular areas throughout the school year. Teachers are also involved in a district-wide Teacher Academy in which teachers are teaching their peers in a variety of educational areas. Professional learning communities, held several times a week, support the needs of our students and encourage collaboration for district-initiatives.

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Student Supports and Services:	Watsessing provides K-6 ESL and Bilingual programs. Our I&RS (Intervention and Referral Services) Team meets on a weekly basis to provide interventions necessary for our students and staff. The Child Study Team consists of a Learning Disability Teacher Consultant, Social Worker, and Psychologist, who are available for our students with disabilities. Resource, speech therapy, occupational therapy, and physical therapy are available for students needing these services. Support services involve Title I tutoring classes and homework assistance.
Student Health and Wellness:	Watsessing's Wellness and Safety Committees meet on school and community levels at various times throughout the year. The Snap-Ed and Young Consumer programs have provided nutritional education to enhance and improve nutrition. Social Problem Solving, Social and Emotional Learning, and Peer Mediation are programs that encourage our students to be respectful of others and themselves along with promoting the health and well-being of every student. There is a daily Breakfast After The Bell program available to all students. Students are engaged in physical activity throughout the school day via physical education classes, recess, and classroom exercises.
Parent and Community Involvement:	We have organized family nights where students participate in activities with their parents. Our Home and School Association sponsors activities for the benefit of our students. There are monthly parent meetings that offer direct communication amongst parents, teachers, and administrators which insure ongoing and open dialogue. Powerschool and Gradebook are also accessible communication tools for parents. Community-sponsored events are held throughout the year.

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School Safety:	Our School Safety/School Climate Committee meets on an on-going basis to update and keep abreast with current safety and security procedures. The School Safety and Security Plan is reviewed and disseminated to all employees. Watsessing was also recognized this year for their participation in the NJ Safe Routes to School program which encourages safer walking and bicycling environments. We are working toward the Gold Level Recognition for NJ Safe Routes to School Program.

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Technology and STEM:	All students in every school and all grades have daily access to computers to personalize instruction and learning under the guidance of their teachers. As of 2018-19, all students in grades 7-12 participate in the district 1:1 program and take home a Chromebook. Students without home Internet access are provided on the recommendation of the school principal a device for high-speed Internet. All students have access to a variety of online software and secure data sources for research and learning.

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Other Information	Watsessing School reflects a cuturally-diverse population which prides itself on a positive school culture. Our main priority continues to be the safety of our students. School safety information is disseminated and readily available on our website. Watsessing students benefit in utilizing a variety of technological programs which include the use of RenLearn, Brain Pop, Reading A-Z, and Raz Kids. Watsessing students enjoy utilizing Smartboards, Ipads, laptops, and Rovers. We strongly promote communication and are very proud of our successes at Watsessing! We will continue to encourage academic growth and nurture individual needs to provide each child with 21st century success-oriented educational experiences.