NJ SCHOOL PERFORMANCE REPORT

Somerville High School
(35-4820-050)
Grades Offered: 09-12
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
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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

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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	Somerset
District	Somerville Public School District
Principal Name	Mr. Gerard Foley
Address	222 Davenport St. Somerville, NJ 08876-1515
Phone Number	908-218-4108
Email Address	gfoley@somervilleschools.org
Website	https://www.somervillenjk12.org/
Facebook	https://www.facebook.com/somervilleschools
Twitter	https://twitter.com/SomervilleHSNJ

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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	276	318	305
10	307	266	304
11	266	308	260
12	269	254	299
Total	1,118	1,146	1,168

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	49.7%	47.5%	47.5%
Male	50.3%	52.5%	52.5%
Economically Disadvantaged Students	15.9%	18.1%	16.3%
Students with Disabilities	13.4%	15.0%	16.8%
English Learners	3.0%	3.0%	3.3%
Homeless Students	0.0%	0.1%	0.3%
Students in Foster Care	0.0%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	64.3%	62.8%	61.1%
Hispanic	18.8%	21.1%	22.5%
Black or African American	7.7%	7.2%	7.5%
Asian	8.4%	8.2%	8.1%
Native Hawaiian or Pacific Islander	0.3%	0.1%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.6%	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	1,093	1,118	1,140
Shared Time Students	47	54	55
Full Time Equivalent	1,117	1,145	1,168

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.

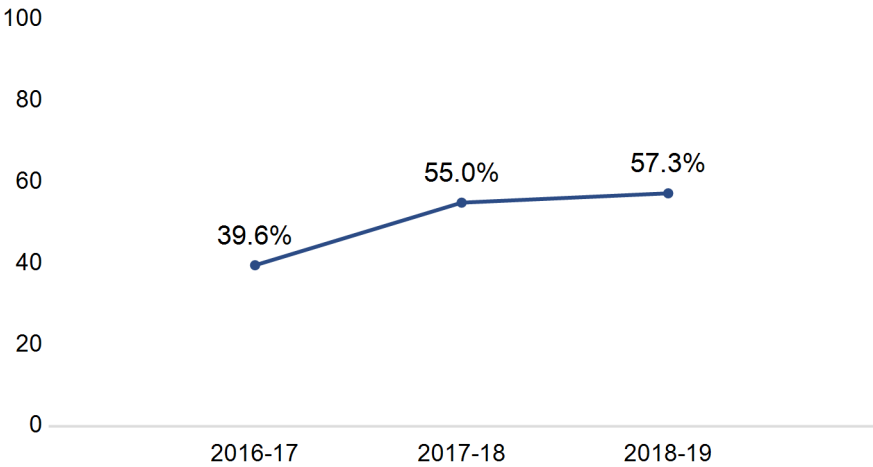| Home Language	% of Students
English	81.2%
Spanish	14.9%
Other Languages	3.9%

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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
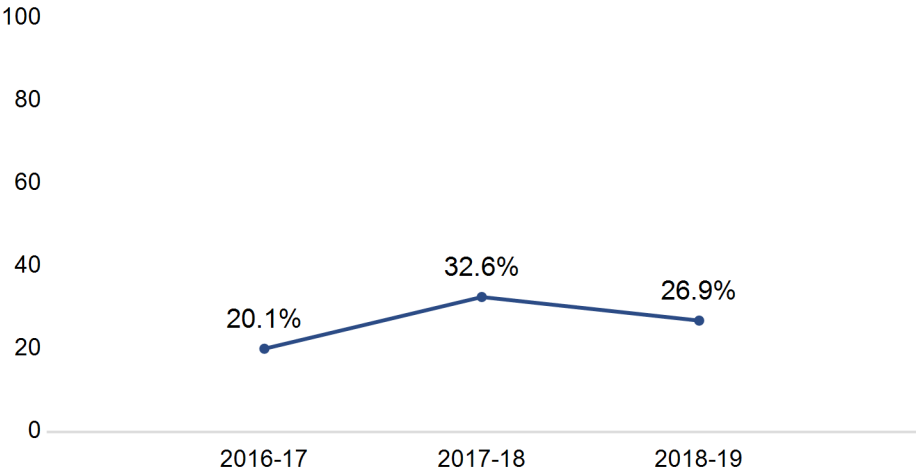
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	86.1%	99.1%	99.0%	87.5%	95.6%	98.4%
Proficiency Rate for Federal Accountability	39.6%	55.0%	57.3%	20.1%	32.6%	26.9%
Annual Target	58.6%	59.8%	60.9%	20.8%	23.9%	27.0%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	572	99.0	57.3	53.5	57.9	57.3	60.9	Not Met
White	365	98.7	65.8	65.1	66.9	65.8	68.9	Met Target†
Hispanic	128	100.0	34.4	40.2	43.9	34.4	34.4	Met Target
Black or African American	*	*	*	*	38.5	*	21.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	43	100.0	74.4	70.4	82.9	74.4	73.7	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	267	99.3	65.2	61.0	64.8	65.2		
Male	305	98.7	50.5	46.8	51.3	50.5		
Economically Disadvantaged Students	90	98.9	23.3	30.6	40.0	23.3	33.7	Not Met
Non-Economically Disadvantaged Students	482	99.0	63.7	62.5	67.9	63.7		
Students with Disabilities	111	99.1	24.3	25.4	22.7	24.3	26.6	Met Target†
Students without Disabilities	461	98.9	65.3	59.8	65.1	65.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
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.
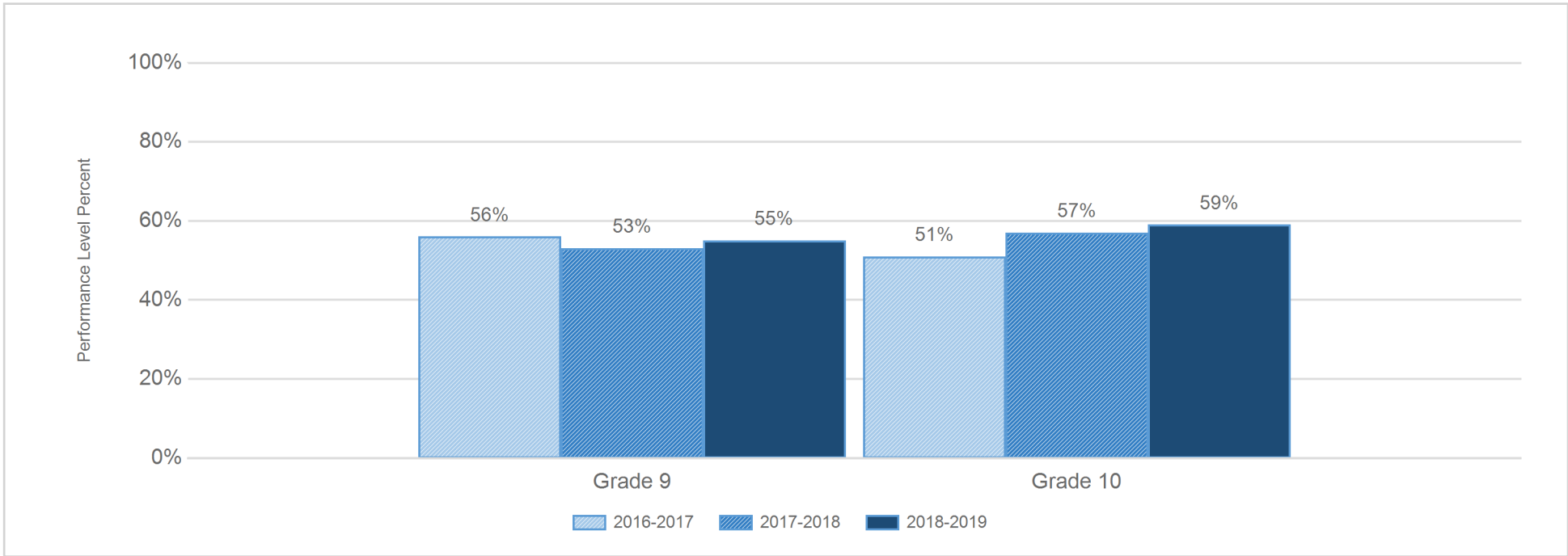
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English Language Arts Assessment - Performance Trends

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

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	290	754	754	753	8%	9%	28%	38%	18%	55%	56%
White	183	762	762	762	*	*	25%	42%	22%	64%	65%
Hispanic	65	734	734	737	18%	*	35%	*	*	34%	40%
Black or African American	21	734	734	732	*	*	48%	*	*	24%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	139	764	764	760	*	*	20%	46%	22%	68%	63%
Male	151	745	745	746	*	*	34%	30%	13%	43%	49%
Economically Disadvantaged Students	54	728	728	734	24%	*	39%	*	*	22%	36%
Non-Economically Disadvantaged Students	236	760	760	762	4%	*	25%	*	*	63%	65%
Students with Disabilities	54	719	719	717	*	*	26%	*	*	22%	17%
Students without Disabilities	236	762	762	760	*	*	28%	*	*	63%	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	281	760	760	757	11%	11%	18%	33%	27%	59%	58%
White	180	768	768	767	7%	10%	16%	34%	33%	67%	67%
Hispanic	63	737	737	738	21%	19%	25%	*	*	35%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	25	784	784	792	0%	*	*	*	*	76%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	128	764	764	766	13%	10%	16%	27%	35%	62%	66%
Male	153	757	757	749	10%	12%	20%	38%	20%	58%	51%
Economically Disadvantaged Students	36	723	723	735	36%	*	28%	*	*	25%	40%
Non-Economically Disadvantaged Students	245	766	766	767	7%	*	17%	*	*	64%	67%
Students with Disabilities	55	725	725	711	25%	25%	25%	*	*	24%	19%
Students without Disabilities	226	769	769	765	8%	8%	16%	*	*	68%	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%

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Mathematics Assessment - Participation and Performance

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

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

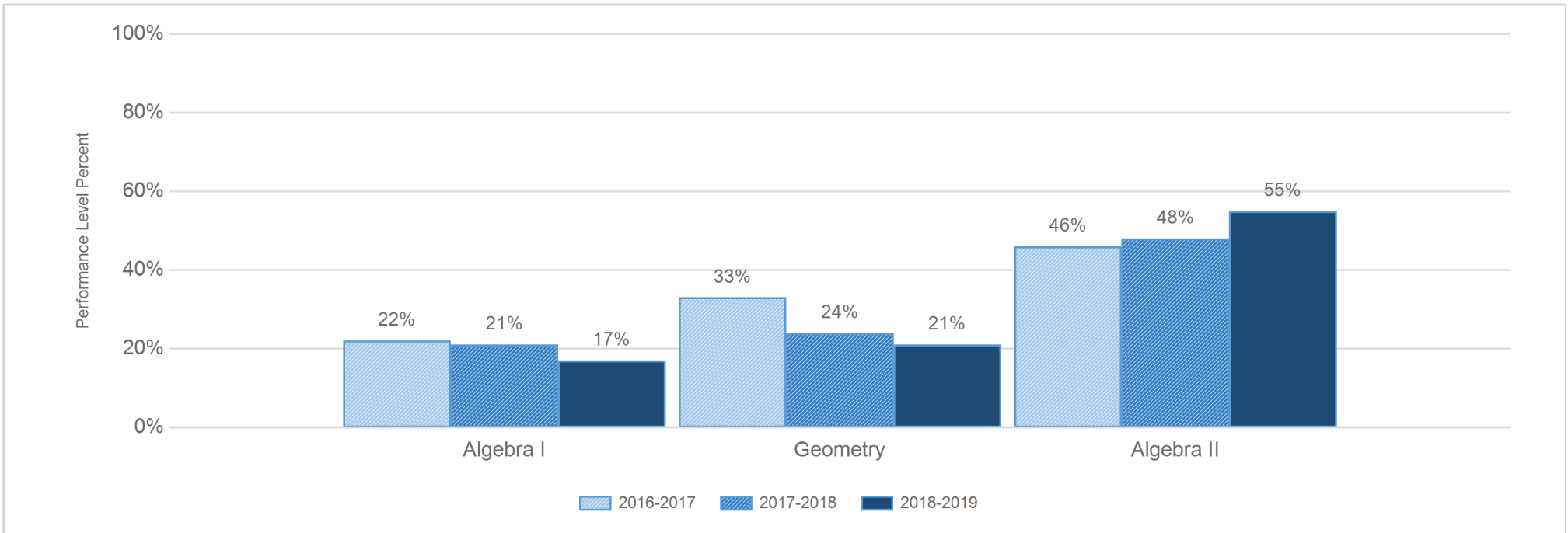| Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	539	98.4	26.9	32.1	44.5	26.9	27	Met Target†
White	331	98.2	35.6	42.7	54.1	35.6	30	Met Target
Hispanic	133	100.0	*	*	28.8	*	17.9	Not Met
Black or African American	*	*	*	*	23.0	*	15.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	39	100.0	41.0	54.3	76.5	41.0	42	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	261	98.9	24.1	29.8	44.9	24.1		
Male	278	97.9	29.5	34.2	44.2	29.5		
Economically Disadvantaged Students	88	96.8	*	17.2	26.3	*	19.2	Not Met
Non-Economically Disadvantaged Students	451	98.7	*	38.1	54.9	*		
Students with Disabilities	85	97.7	10.6	*	17.4	10.6	10	Met Target
Students without Disabilities	454	98.5	30.0	*	50.0	30.0		
English Learners	21	100.0	*	18.6	25.0	*	4	Met Target
Non-English Learners	518	98.3	*	33.1	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		

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Mathematics Assessment – Performance Trends

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

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

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	180	725	729	744	12%	42%	29%	17%	0%	17%	42%
White	90	733	737	752	*	33%	32%	*	*	28%	53%
Hispanic	61	716	720	728	*	*	*	*	*	*	24%
Black or African American	21	714	714	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	88	726	730	745	*	45%	35%	*	*	11%	44%
Male	92	725	728	743	*	38%	24%	*	*	22%	41%
Economically Disadvantaged Students	49	713	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	131	730	*	752	*	*	*	*	*	*	52%
Students with Disabilities	35	718	*	717	*	43%	*	*	*	11%	12%
Students without Disabilities	145	727	*	748	*	41%	*	*	*	18%	47%
English Learners	16	707	707	710	*	*	*	*	*	*	*
Non-English Learners	164	727	731	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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	246	733	733	737	6%	25%	48%	*	*	21%	35%
White	146	738	*	743	*	17%	53%	*	*	27%	43%
Hispanic	67	718	718	724	*	*	*	*	*	*	17%
Black or African American	10	719	719	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	23	743	*	762	0%	*	*	*	*	39%	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	118	730	*	738	*	21%	53%	*	*	18%	36%
Male	128	735	*	736	*	29%	43%	*	*	24%	34%
Economically Disadvantaged Students	35	724	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	211	734	*	743	*	*	*	*	*	*	43%
Students with Disabilities	43	724	724	712	*	*	*	*	*	*	*
Students without Disabilities	203	734	735	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

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Mathematics Assessment - Performance by Test: Algebra II

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

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	115	753	753	755	*	10%	30%	*	*	55%	58%
White	93	755	755	758	*	*	30%	*	*	57%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	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	58	750	750	752	*	*	26%	*	*	55%	55%
Male	57	755	755	758	*	*	33%	*	*	54%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	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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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	48.1%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	17	88.2%	11.8%
3-4	16	81.3%	18.8%
5 or more	*	*	*

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

NJSLA Science Assessment: Grade 11 Summary

This table shows how students performed this year on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.
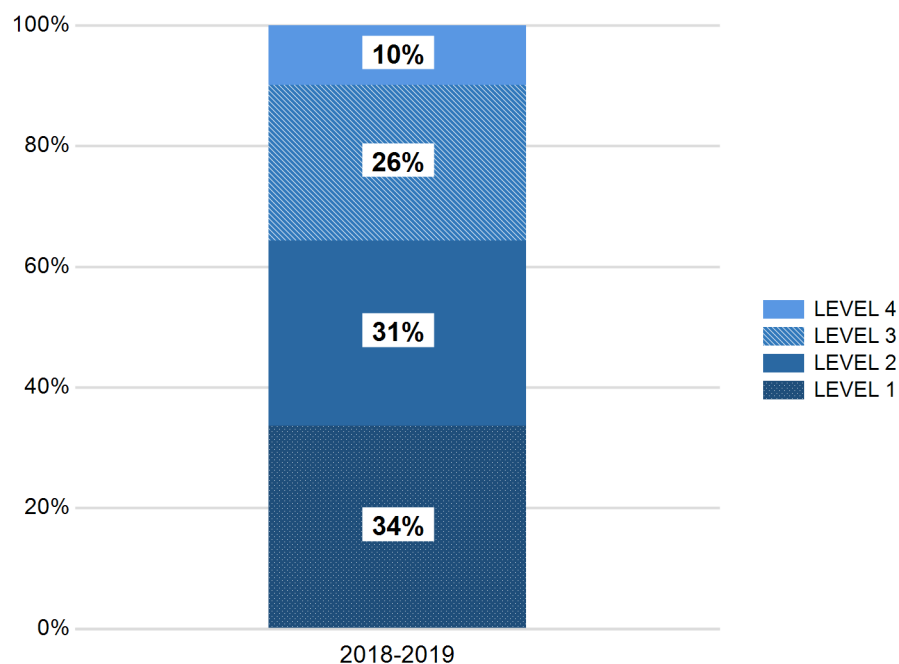
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	34	31	26	10
White	27	32	28	13
Hispanic	48	38	15	0
Black or African American	58	11	26	5
Asian, Native Hawaiian, or Pacific Islander	27	23	32	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	29	32	26	12
Male	38	30	25	8
Economically Disadvantaged Students	43	50	7	0
Non-Economically Disadvantaged Students	32	28	28	12
Students with Disabilities	76	20	2	2
Students without Disabilities	25	33	30	12
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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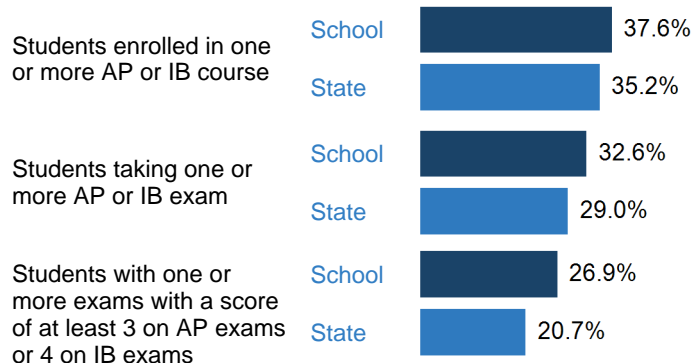(35-4820-050)
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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	81.7%	72.1%
12th graders taking ACT in 2018-19 or prior years	14.1%	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	484	476	Grade 10: 430 Grade 11: 460	68%	61%
PSAT 10/NMSQT - Math	480	477	Grade 10: 480 Grade 11: 510	45%	43%
SAT - Reading and Writing	573	539	480	86%	70%
SAT - Math	576	541	530	67%	53%
ACT - Reading	25	25	22	69%	66%
ACT - English	24	24	18	86%	81%
ACT - Math	24	24	22	62%	65%
ACT - Science	24	24	23	60%	57%

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 37.6%
- State 35.2%

Students taking one or more AP or IB exam
- School 32.6%
- 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 26.9%
- 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 12.2%
- State 19.0%
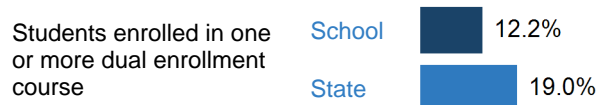
AP/ IB Courses Offered

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	47	46
AP Calculus AB	28	27
AP Calculus BC	10	10
AP Chemistry	32	29
AP Comparative Government and Politics	21	5
AP Computer Science A	6	6
AP English Literature and Composition	53	49
AP French Language and Culture	7	6
AP Physics 1	34	33
AP Physics 2	24	23
AP Psychology	54	54
AP Spanish Language	6	10
AP Statistics	25	24
AP Studio Art—Three-Demensional	111	0
AP U.S. Government and Politics	0	20
AP U.S. History	17	17

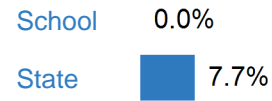**Somerville High School**
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AP/IB Course	Students Enrolled	Students Tested
Total Exams taken		359
Exams with scores of at least 3 on AP exams or 4 on IB exams		289

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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	0.0%
State	7.7%

CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)
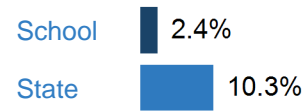
School	2.4%
State	10.3%

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	2.3%
State	3.3%

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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	0.0%	2.4%	7.7%	10.3%
White	0.0%	2.9%	6.1%	9.6%
Hispanic	0.0%	*	10.3%	11.3%
Black or African American	0.0%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	2.5%	7.3%	10.6%
Male	0.0%	2.2%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	*	10.4%	11.8%
Students with Disabilities	0.0%	5.1%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   *

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
Architecture & Construction	13		
Arts, AV Technology & Communications	18		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	55	*	*

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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	189	86	36	0	0	0	1
10	23	167	84	34	0	1	0
11	5	17	125	69	37	20	1
12	0	3	27	55	54	102	32
Total	217	273	272	158	91	123	34
Enrolled in AP/IB Course					38	25	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	20	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	304	5	0	0	0	0
10	23	276	0	0	7	0
11	28	47	0	23	196	11
12	46	11	0	26	46	86
Total	401	339	0	49	249	97
Enrolled in AP/IB Course	47	32		0	58	0
Enrolled in Dual Enrollment Course	20	0	0	0	0	0

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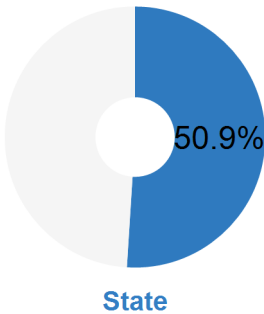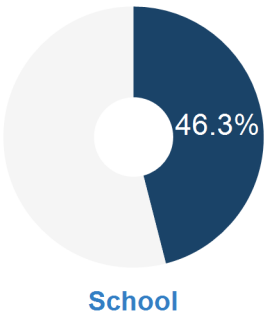Grades Offered: 09-12

2018-2019

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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	293	16	0	0	9	0
10	11	289	0	11	12	37
11	4	230	4	25	7	60
12	2	13	41	81	60	144
Total	310	548	45	117	88	241
Enrolled in AP/IB Course	0	17	0	54		21
Enrolled in Dual Enrollment Course	0	10	0	10	10	30

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	227	47	0	0	0	0	0
10	211	56	0	0	0	0	0
11	116	36	0	0	0	0	0
12	37	17	0	0	0	0	0
Total	591	156	0	0	0	0	0
Enrolled in AP/IB Course	6	7	0	0	0	0	0
Enrolled in Dual Enrollment Course	6	4	0	0	0	0	0
Enrolled in Level 3 or Higher	203	69	0	0	0	0	0

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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	20	0	0	0	0	0
10	5	0	0	0	0	0
11	13	0	0	0	0	0
12	25	0	0	0	0	0
Total	63	0	0	0	0	0
Enrolled in AP/IB Course	6		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

46.3% School

50.9% State

Students enrolled in one or more classes by discipline:

MUSIC
School 14.5%
State 17.6%

DANCE
School 0.0%
State 2.3%

DRAMA
School 0.5%
State 3.9%

VISUAL ARTS
School 33.2%
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

96.2%   94.9%   94.8%

Cohort 2017   Cohort 2018   Cohort 2019

5-Year Graduation Rate Trends
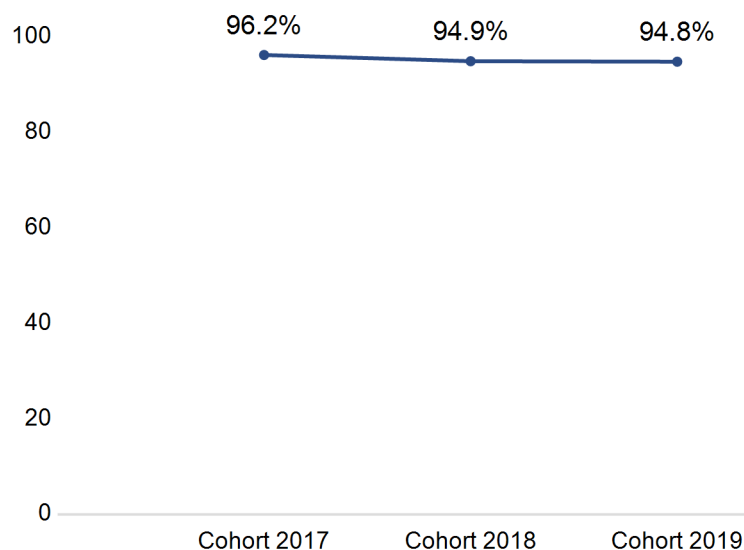
96.8%   97.6%   97.4%

Cohort 2016   Cohort 2017   Cohort 2018
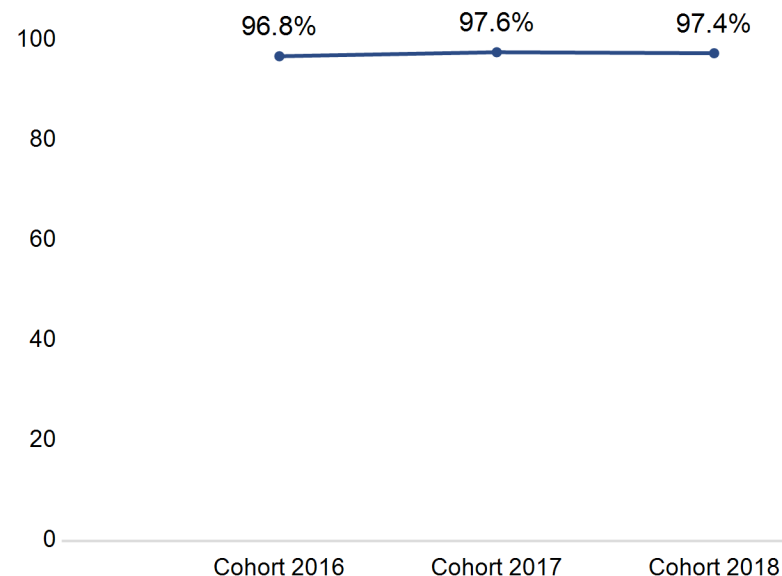
| Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	96.2%	94.9%	94.8%	96.8%	97.6%	97.4%
Annual Target	N	90.2%		N	N	
Met Annual Target?	Met Goal	Met Target		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

NJ SCHOOL PERFORMANCE REPORT

Somerville High School
(35-4820-050)
Grades Offered: 09-12
2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	94.8%	90.6%	97.4%	92.5%	94.9%	90.2%	Met Target	97.6%	N	Met Goal
White	94.6%	94.9%	96.9%	95.9%	95.4%	N	Met Goal	98.4%	N	Met Goal
Hispanic	95.4%	84.5%	98.0%	87.3%	91.8%	84.7%	Met Target	92.3%	86.6%	Met Target
Black or African American	92.6%	83.3%	*	87.1%	*	**	**	100.0%	N	Met Goal
Asian, Native Hawaiian or Pacific Islander	96.8%	96.9%	100.0%	97.8%	100.0%	**	**	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.2%	92.8%	97.7%	94.4%	96.9%			97.6%		
Male	94.4%	88.5%	97.2%	90.8%	93.1%			97.6%		
Economically Disadvantaged Students	91.8%	84.0%	95.8%	87.3%	87.5%	71.5%	Met Target	93.9%	81.2%	Met Target
Students with Disabilities	80.8%	79.2%	88.2%	83.8%	73.5%	71.5%	Met Target	86.1%	80.5%	Met Target
English Learners	*	75.4%	*	80.1%	*	**	**	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Somerville High School
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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	68.2%	64.9%
Substitute Competency Test	25.0%	25.0%
Portfolio Appeals Process	3.9%	6.5%
Alternate Requirements specified in IEP	2.9%	3.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	0.3%	1.2%
2017-2018	0.5%	1.2%
2016-2017	0.8%	1.1%

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

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation

Any Institution = 89.1%

- 2-Year Institution: 25.7%
- 4-Year Institution: 63.4%
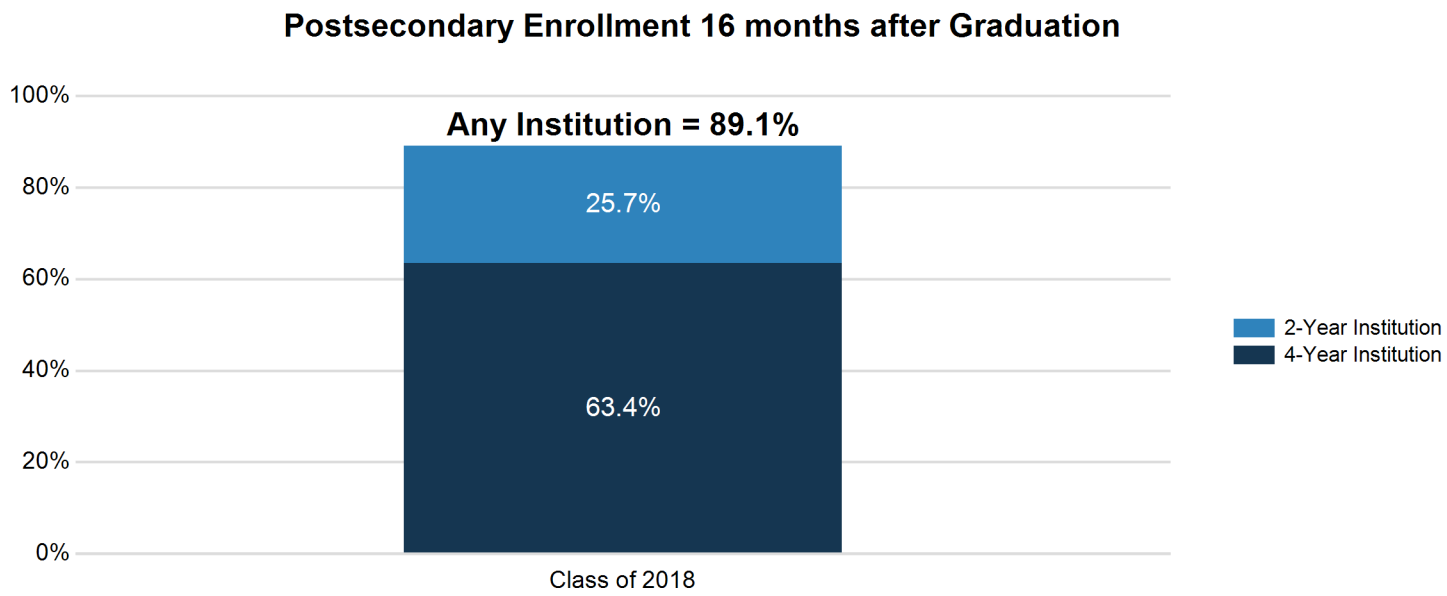
Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	25.7%
% Enrolled in 4-Year Institution	63.4%
% Enrolled in Any Postsecondary Institution	89.1%

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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	80.4%	35%	65%
White	85.6%	28.3%	71.7%
Hispanic	65.6%	52.4%	47.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	80%	20.8%	79.2%
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	59.1%	69.2%	30.8%
Students with Disabilities	50%	69.6%	30.4%
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.

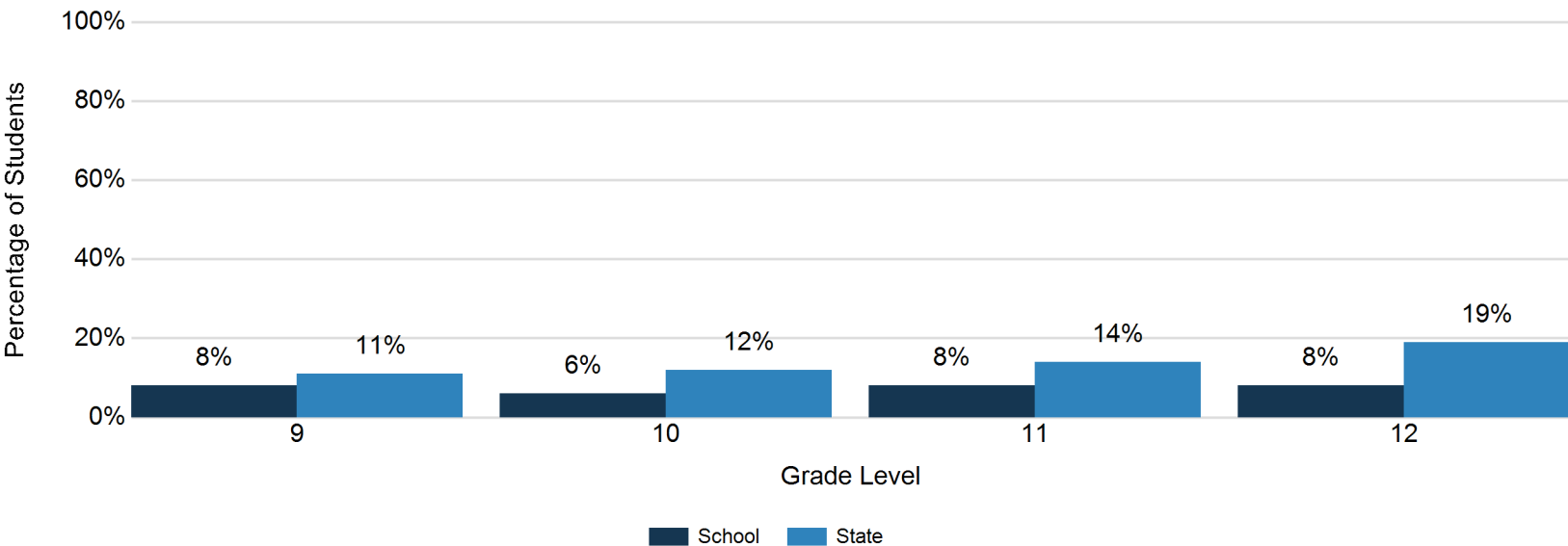| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	89.1%	28.8%	71.2%	69.5%	30.5%	54.2%	45.8%
White	94.2%	22.3%	77.7%	64.8%	35.2%	45.8%	54.2%
Hispanic	70.5%	61.3%	38.7%	80.6%	19.4%	87.1%	12.9%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	88.9%	25%	75%	93.8%	6.3%	75%	25%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	75.6%	61.3%	38.7%	83.9%	16.1%	90.3%	9.7%
Students with Disabilities	74.1%	60%	40%	70%	30%	70%	30%
English Learners	*	*	*	*	*	*	*

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	94	7.7	14.2	Met
White	36	4.8	14.2	Met
Hispanic	32	12.2	14.2	Met
Black or African American	*	*	14.2	Not Met
Asian, Native Hawaiian, or Pacific	5	5.0	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	48	8.4		
Male	46	7.2		
Economically Disadvantaged Students	36	18.8	14.2	Not Met
Students with Disabilities	31	13.5	14.2	Met
English Learners	12	32.4	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

Bar chart — Percentage of Students vs. Number of Absences:
- 0: 3%
- 1-5: 39%
- 6-10: 30%
- 11-15: 16%
- Over 15: 11%

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	27
Weapons	2
Vandalism	8
Substances	17
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	59
Incidents Per 100 Students Enrolled	5.05

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	7
Weapons	2
Vandalism	2
Substances	4
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	1	1	2
Ancestry	2	0	2
Gender	3	1	4
Sexual Orientation	3	1	4
Disability	4	0	4
Other	2	3	5
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	103	8.8%
Out-of-School Suspensions	89	7.6%
Any Suspension	165	14.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
425

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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	7:35 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	5 Hrs 29 Mins
Shared Time - Instructional Time	5 Hrs. 29 Mins.

Device Ratios

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

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

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	93	118,214
Average years experience in public schools	13.1	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	79.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	195:1	124:1
Teachers to Administrators	16:1	11:1
Students to Librarians/Media Specialists		1175:1
Students to Nurses		587:1
Students to Counselors		336:1
Students to Child Study Team Members		196:1

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.5%	64.5%	33.3%	48.4%	77.1%	54.9%
Male	52.5%	35.5%	66.7%	51.6%	22.9%	45.1%
White	61.1%	97.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.5%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.5%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	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	0.2%	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 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   56%
Admin   N/A

Master's Degree

Teacher   43%
Admin   100%

Doctoral Degree

Teacher   1%
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	85.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	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	96.0%

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.6%	55.0%	57.3%
Math Proficiency	20.1%	32.6%	26.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	96.2%	94.9%	94.8%
5-Year Graduation Rate†	96.8%	97.6%	97.4%
Progress toward English Language Proficiency		53.6%	48.1%
Chronic Absenteeism	4.7%	10.5%	7.7%

† 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

Somerville High School
(35-4820-050)
Grades Offered: 09-12
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.

NJ SCHOOL PERFORMANCE REPORT

Somerville High School
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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	Not Met	Met Target†	Met Target	Met Goal	Met Target	Met	No
White	Met Target†	Met Target	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	Met Target	Met Target	n/a	Met	No
Black or African American	Met Target	Not Met	**	Met Goal	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	**	Met Goal	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Met Target†	Met Target	Met Target	Met Target	n/a	Met	No
English Learners	**	Met Target	**	**	**	Not Met	No

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

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School Narrative

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

Highlights:	• Focus is on creating dynamic learning environments through intentional, data-driven instructional practices. • Partnerships with local community organizations such as Robert Wood Johnson Hospital and local college institutions provide a wide variety of academy opportunities for students. • 1:1 Chromebook program serves as an invaluable tool when engaging students in real world applications.
Mission, Vision, Theme:	Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students in all programs.
Awards, Recognition, Accomplishments:	Ranked as one of America's Top High Schools by US News & World Report; Ranked as one of America's Top STEM High School by Newsweek; Ranked as a Best School in NJ by Niche; Students consistently gain National Merit Commended, Semi-Finalists, and Finalist distinctions; In recent years have accumulated State Championships in several Athletic Programs: Baseball, Football, Girls' Basketball, and Unified Bowling. Awarded the Special Olympics National Banner Unified Champion School.

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Courses, Curriculum, Instruction:	Somerville High School students are offered a rigorous program of studies that include Advanced Placement, honors, college preparation, and elective courses in all content areas. We continue to stay focused and monitor student interest when adding elective course offerings to our Program of Studies. Our Academy Programs and partnerships with community stakeholders continue to thrive. Teachers build on 21st century skills in the delivery of instruction and students gain an overall sense of awareness on the importance of being a socially responsible citizen.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys & Girls), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls) Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Boys and Girls, Unified), Cross-Country (Boys & Girls), Fencing (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Gymnastics (Girls), Ice Hockey (Boys), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Boys & Girls)
Clubs and Activities:	Somerville High School offers a variety of clubs and activities for all students. Examples include: Art Club, Academic Team, Book Club, By Kids for Kids, Cinematography, Cosmetology, Cultural Awareness Council, Drama Club, DNA Club, Environmental Club, French Club, Genesis, Interact Club, Key Club, Mock Trial, Model U.N., NHS, Peer Leadership, Photography Club, Ski & Snowboard Club, Spanish Club, Student Council, S.A.D.D, Robotics, T.V. Studio, The Muse, Valkyrie, and Yearbook.

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Before and After School Programs:	In addition to the variety of athletic and extracurricular after school programs, Somerville High School offers a variety of enrichment opportunities for our students before and after school. Some examples include: NHS, peer-mentorship, community service projects, participation in the Young Science Achiever Program with AT&T, and internship opportunities with local businesses.
Staff and Professional Learning:	Our Teachers Teaching Teachers program provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience. Out of district professional development opportunities and in-house professional learning communities further serve to support staff in their instructional practices.
Postsecondary Information:	92 percent of the Class of 2019 went on to attend a 2 or 4 year college or university. Military, trade school, and employment make up the remaining percentage.

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Student Supports and Services:	Somerville High School is dedicated to providing student support and services to meet the individual needs of our students. Representatives of Guidance & Counseling Services, including a non-traditional School Psychologist and SAC, work with the student community to bring awareness to important issues such as distracted driving, safe dating habits, healthy peer-relationship, vaping and substance, and conflict/resolution strategies. They also raise awareness of social issues such as acceptance & tolerance and schedule school spirit days and events to bring attention to them.
Student Health and Wellness:	Somerville High School believes in prioritizing the health and wellness of all students. Staff and students are trained and certified in CPR, mental health first aid, and, are provided with programs in support of the prevention of drunk and distracted driving. Green Dot club also provides numerous outreach programs to raise awareness of acceptance and build tolerance in the school community.
Parent and Community Involvement:	Student Leadership Council meets regularly with the principal to provide feedback; Platforms such as Parent/Principal Hour, PTO, Faculty Council Meetings, and School Stakeholder Surveys contribute to our outreach and community involvement. Stakeholder achievements are highlighted through district website, school messenger, and social media communication platforms such as Twitter: @SomervilleHSNJ and Instagram: SomervilleHighSchoolNJ

Somerville High School

(35-4820-050)

Grades Offered: 09-12

2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey results are used to gain insights. As a result, school administration can use this data to formulate action plans to attend to areas of need. Staff, Student, and Parent Climate Surveys were administered and the results were shared on the school webpage and during staff and parent meetings. Stakeholders Climate surveys were distributed and communicated through email and school messenger alerts.
Facilities:	Somerville High School's outdoor campus is complete with 3 turf fields for the numerous athletic programs. Of note, indoor facilities include 54 instructional classrooms, an auditorium for choral and instrumental programs, gymnasium, auxiliary gymnasium, and student and staff cafeteria.
School Safety:	Somerville High School employs a Public Relations Officer (PRO) who is responsible for campus security and has an active School Climate Team. Additionally, Somerville School District employs a School Safety Specialist who is responsible for monitoring and carrying out the Standard Response Protocol (SRP).

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Technology and STEM:	Somerville High School has been named as a Top STEM HS by Newsweek and were recently awarded a grant from the NJDOE to increase our offerings, including AP Computer Science Principles. Technology and STEM Programs include: Game Design, Cybersecurity, Project Lead the Way Engineering Program, 21st Century Experience, Computer Programming, IOS Application Development, and a Technology Internship Program. Somerville High School students participate in a 1:1 Chromebook initiative that provides them access to digital resources during school, at home, and throughout the summer. In addition, students enrolled in Science, Engineering, and Digital Design courses have been given access to VDI sessions on their Chromebooks so they can access Windows based resources to complete projects beyond class periods.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

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:

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

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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	Somerset
District	Somerville Public School District
Principal Name	Mr. Anthony Benjamin
Address	51 West Cliff St. Somerville, NJ 08876-1903
Phone Number	908-218-4107
Email Address	abenjamin@somervilleschools.org
Website	https://www.somervillenjk12.org/Domain/9
Facebook	https://www.facebook.com/somervilleschools
Twitter	https://twitter.com/principal_sms

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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
6	123	131	121
7	129	124	134
8	124	127	122
Total	376	383	377

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	51.6%	50.9%	51.7%
Male	48.4%	49.1%	48.3%
Economically Disadvantaged Students	42.8%	42.8%	37.1%
Students with Disabilities	16.5%	18.3%	16.2%
English Learners	3.7%	3.7%	4.8%
Homeless Students	0.3%	0.5%	1.1%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	38.0%	36.6%	33.4%
Hispanic	41.8%	41.3%	41.9%
Black or African American	10.9%	11.7%	13.3%
Asian	8.0%	6.5%	6.6%
Native Hawaiian or Pacific Islander	0.0%	0.5%	0.3%
American Indian or Alaska Native	0.3%	0.3%	0.3%
Two or More Races	1.1%	3.1%	4.2%

Enrollment by Home Language

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

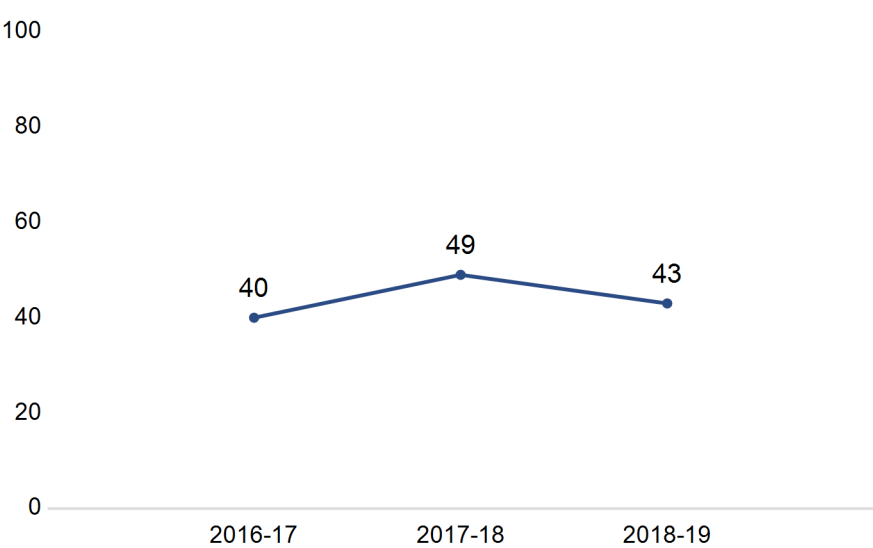| Home Language	% of Students
English	60.7%
Spanish	31.8%
Tagalog	1.3%
Filipino	1.1%
Other Languages	5.0%

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Student Growth Trends and Progress

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

ELA Median Student Growth Percentile

Math Median Student Growth Percentile
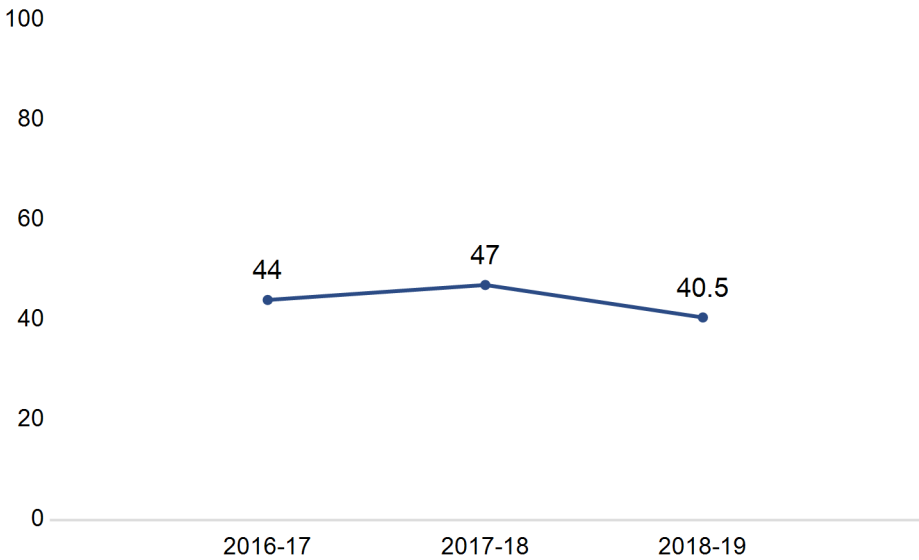
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40	49	43	44	47	40.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	43	49	50	Met Standard	40.5	51	50	Met Standard
White	40.5	51.5	50	Met Standard	31	50	52	Not Met
Hispanic	45.5	48	49	Met Standard	45	50	47	Met Standard
Black or African American	37	42	45	Not Met	44	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	52.5	56	59	Met Standard	38	72	60	**
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	40	41	49	**	42	49	52	**
Female	49	55	53	N	46	53	50	N
Male	39	45	47	N	33.5	46.5	51	N
Economically Disadvantaged Students	41.5	46.5	48	Met Standard	43	52	46	Met Standard
Students with Disabilities	38	43	43	Not Met	47	54	45	Met Standard
English Learners	48	50	52	**	28.5	65	50	**
Homeless Students	*	*	43	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

Somerville Middle School

(35-4820-055)
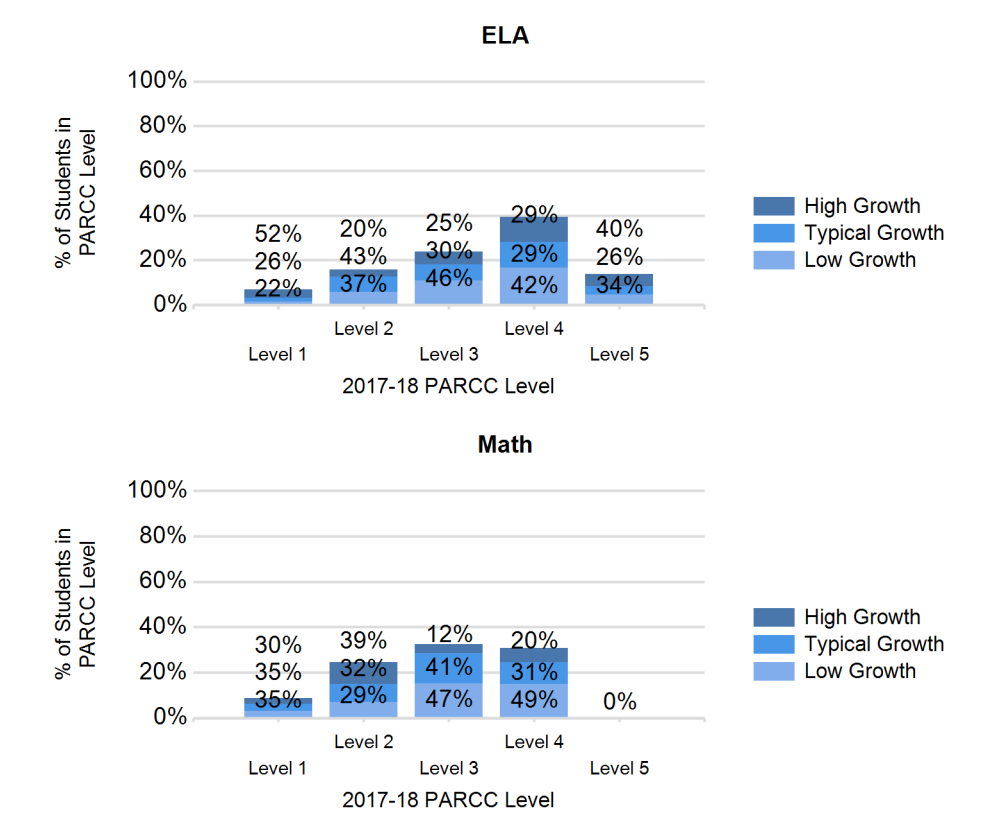
Grades Offered: 06-08

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.
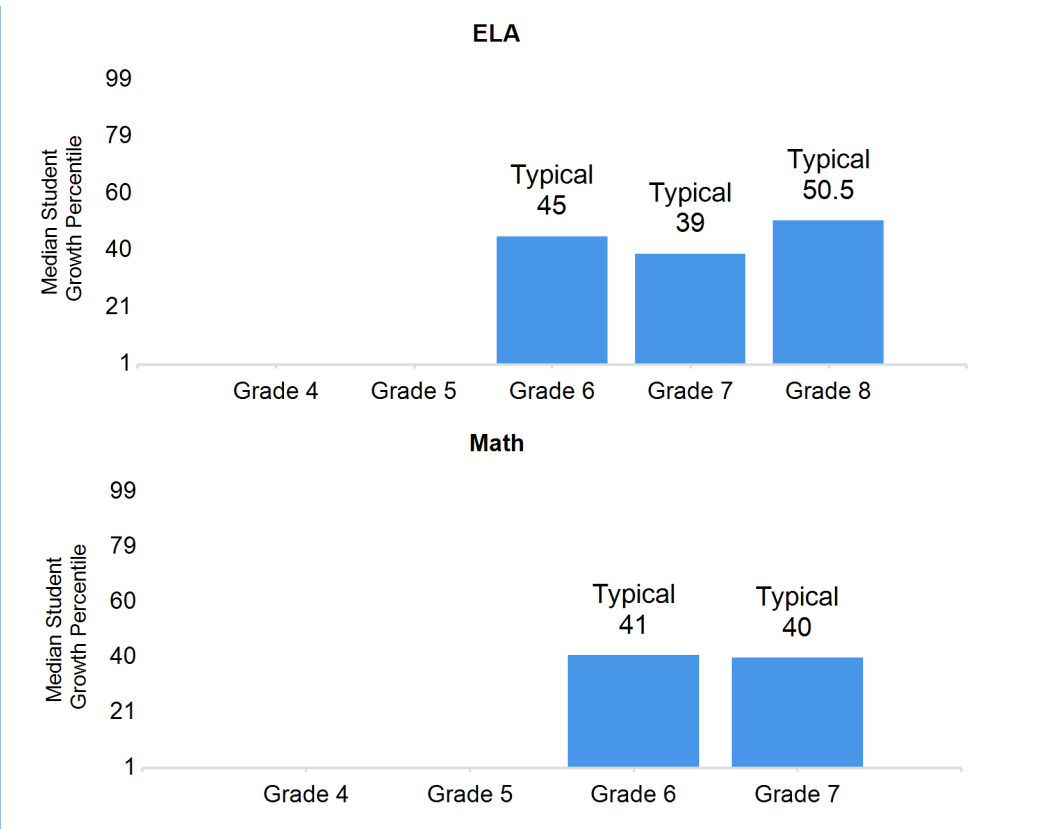
Student Growth by Performance Level

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.

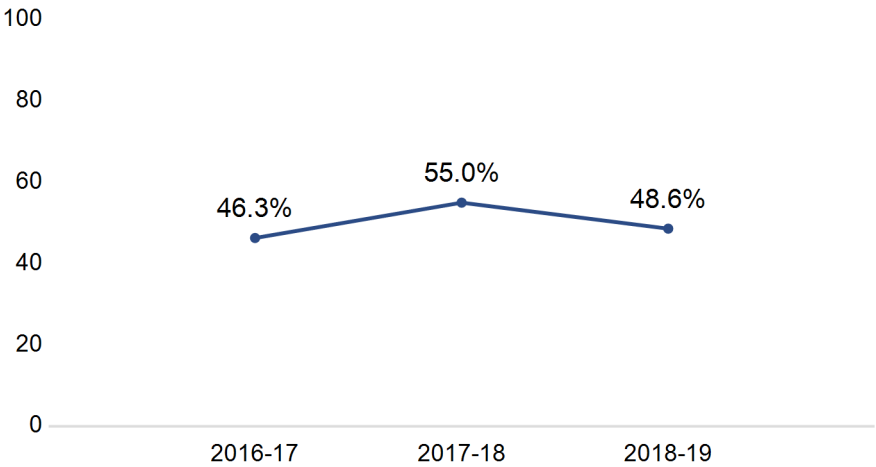

ELA

Math

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NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

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2018-2019

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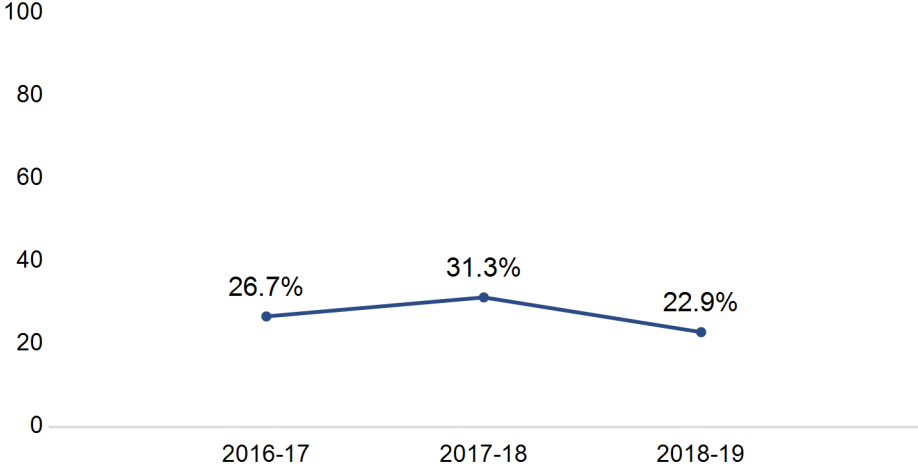* **†** This indicates a table specific note, see note below table

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: 46.3%
- 2017-18: 55.0%
- 2018-19: 48.6%

Math Proficiency Rate for Federal Accountability

- 2016-17: 26.7%
- 2017-18: 31.3%
- 2018-19: 22.9%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	97.9%	98.7%	99.7%	97.7%	96.8%
Proficiency Rate for Federal Accountability	46.3%	55.0%	48.6%	26.7%	31.3%	22.9%
Annual Target	55.4%	56.7%	58.0%	32.6%	35.1%	37.6%
Met Annual Target?	Not Met	Met Target†	Not Met	Not Met	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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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	360	98.7	48.6	53.5	57.9	48.6	58	Not Met
White	123	98.4	62.6	65.1	66.9	62.6	71	Not Met
Hispanic	151	99.4	43.0	40.2	43.9	43.0	49.3	Met Target†
Black or African American	43	95.7	18.6	*	38.5	18.6	39.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	26	100.0	69.2	70.4	82.9	69.2	61.3	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	184	97.9	58.2	61.0	64.8	58.2		
Male	176	99.4	38.6	46.8	51.3	38.6		
Economically Disadvantaged Students	131	98.5	29.8	30.6	40.0	29.8	43.2	Not Met
Non-Economically Disadvantaged Students	229	98.7	59.4	62.5	67.9	59.4		
Students with Disabilities	58	96.8	15.5	25.4	22.7	15.5	23.9	Not Met
Students without Disabilities	302	99.0	55.0	59.8	65.1	55.0		
English Learners	22	95.8	18.2	*	29.3	18.2	N	N
Non-English Learners	338	98.8	50.6	*	60.6	50.6		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
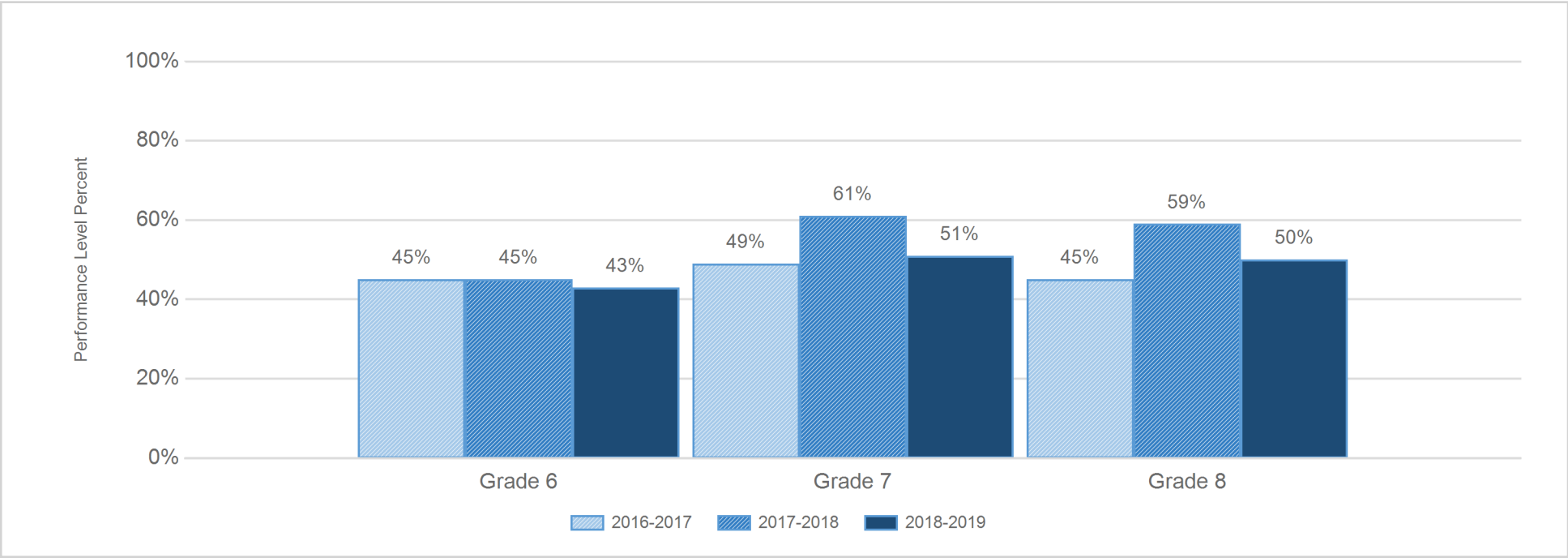
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Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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

English Language Arts Assessment - Performance 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

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

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	120	746	746	754	*	19%	33%	*	*	43%	56%
White	43	755	755	762	*	*	33%	*	*	53%	65%
Hispanic	46	741	741	743	*	22%	33%	*	*	39%	43%
Black or African American	16	731	731	738	*	*	*	*	*	13%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	60	749	749	762	*	18%	32%	*	*	48%	64%
Male	60	743	743	748	*	20%	33%	*	*	38%	48%
Economically Disadvantaged Students	46	736	736	740	*	24%	46%	*	*	22%	39%
Non-Economically Disadvantaged Students	74	752	752	763	*	16%	24%	*	*	57%	67%
Students with Disabilities	17	729	729	722	*	*	*	*	*	24%	19%
Students without Disabilities	103	748	748	761	*	*	*	*	*	47%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
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

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	123	748	748	761	15%	11%	23%	33%	19%	51%	63%
White	38	757	757	769	*	*	*	*	*	61%	72%
Hispanic	56	747	747	747	*	*	27%	29%	20%	48%	50%
Black or African American	16	733	733	741	*	*	*	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	61	758	758	769	*	*	16%	*	*	64%	71%
Male	62	738	738	753	*	*	29%	*	*	39%	55%
Economically Disadvantaged Students	42	736	736	743	*	*	26%	*	*	38%	45%
Non-Economically Disadvantaged Students	81	754	754	771	*	*	21%	*	*	58%	73%
Students with Disabilities	21	707	707	720	*	*	*	*	*	*	22%
Students without Disabilities	102	756	756	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%

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NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

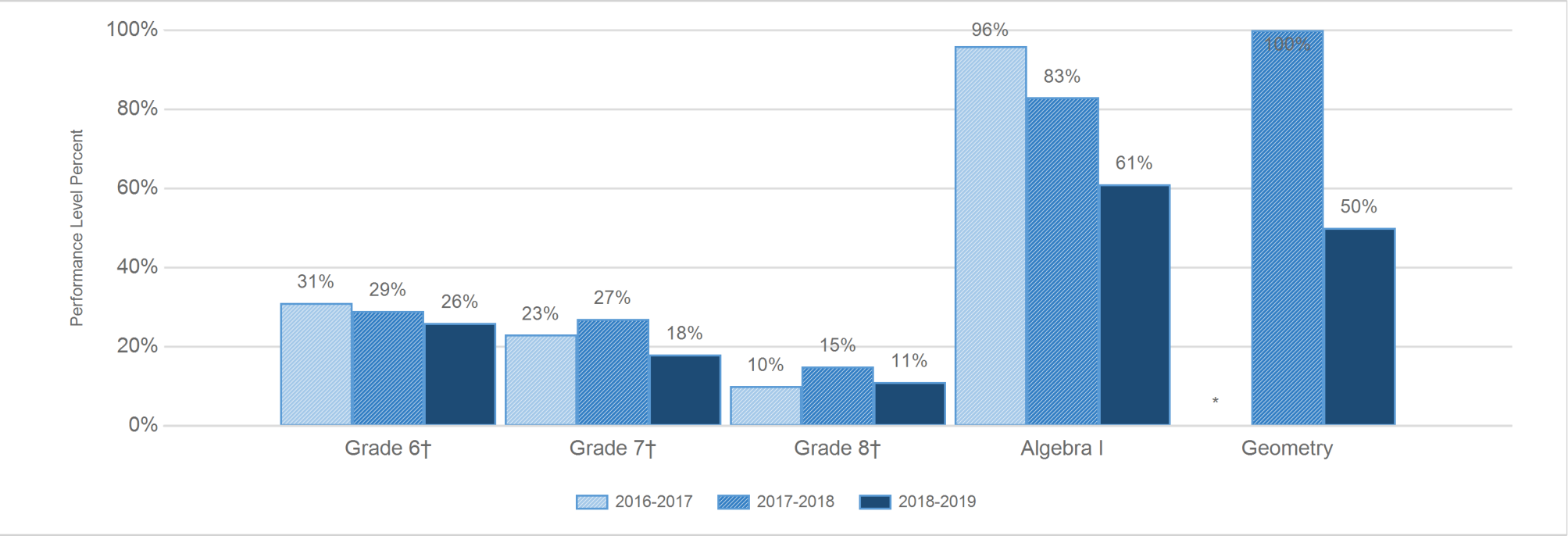| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	115	758	758	762	*	*	26%	24%	26%	50%	63%
White	39	774	774	770	*	*	*	33%	41%	74%	72%
Hispanic	49	749	749	747	*	22%	35%	*	*	39%	49%
Black or African American	13	718	718	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	63	768	768	771	*	*	27%	*	*	60%	71%
Male	52	745	745	753	*	*	25%	*	*	38%	55%
Economically Disadvantaged Students	43	736	736	743	*	*	35%	*	*	30%	45%
Non-Economically Disadvantaged Students	72	771	771	772	*	*	21%	*	*	63%	72%
Students with Disabilities	14	709	709	721	*	*	*	*	*	*	22%
Students without Disabilities	101	764	764	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

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	354	96.8	22.9	32.1	44.5	22.9	37.6	Not Met
White	121	96.8	34.7	42.7	54.1	34.7	47	Not Met
Hispanic	149	97.5	13.4	*	28.8	13.4	29.4	Not Met
Black or African American	42	93.7	*	*	23.0	*	28.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	26	100.0	53.8	54.3	76.5	53.8	48	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	20.0	*	53.3	19.7	**	**
Female	179	95.3	23.5	29.8	44.9	23.5		
Male	175	98.4	22.3	34.2	44.2	22.3		
Economically Disadvantaged Students	128	95.7	*	17.2	26.3	*	28	Not Met
Non-Economically Disadvantaged Students	226	97.5	*	38.1	54.9	*		
Students with Disabilities	58	96.8	*	*	17.4	*	14	Not Met
Students without Disabilities	296	96.8	*	*	50.0	*		
English Learners	23	96.4	*	18.6	25.0	*	N	N
Non-English Learners	331	96.8	*	33.1	46.5	*		
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

Somerville Middle School
(35-4820-055)
Grades Offered: 06-08
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.

† 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

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	729	729	741	12%	35%	28%	26%	0%	26%	41%
White	41	736	736	749	*	32%	*	34%	0%	34%	51%
Hispanic	43	723	723	729	*	40%	30%	*	*	14%	24%
Black or African American	15	718	718	722	*	*	*	*	*	13%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	55	727	727	742	*	38%	25%	*	*	24%	42%
Male	58	732	732	740	*	31%	31%	*	*	28%	40%
Economically Disadvantaged Students	42	719	719	726	*	*	*	*	*	12%	21%
Non-Economically Disadvantaged Students	71	736	736	750	*	*	*	*	*	34%	53%
Students with Disabilities	17	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	96	733	733	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%

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Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	728	728	744	12%	28%	42%	18%	0%	18%	42%
White	29	730	730	751	*	*	34%	*	*	28%	53%
Hispanic	52	727	727	733	*	29%	52%	*	*	10%	26%
Black or African American	17	721	721	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	55	733	733	744	*	24%	45%	*	*	22%	42%
Male	56	723	723	743	*	32%	39%	*	*	14%	42%
Economically Disadvantaged Students	41	723	723	731	*	*	41%	*	*	10%	24%
Non-Economically Disadvantaged Students	70	731	731	751	*	*	43%	*	*	23%	53%
Students with Disabilities	21	715	715	718	*	*	*	*	*	*	13%
Students without Disabilities	90	731	731	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%

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Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	713	713	728	32%	41%	16%	11%	0%	11%	29%
White	24	719	719	737	*	46%	*	*	*	13%	38%
Hispanic	46	714	714	722	33%	37%	*	*	*	13%	22%
Black or African American	13	696	696	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	50	717	717	731	*	*	*	*	*	*	31%
Male	41	709	709	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	43	705	705	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	48	721	721	735	*	*	*	*	*	*	36%
Students with Disabilities	13	703	703	707	*	*	*	*	*	*	10%
Students without Disabilities	78	715	715	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

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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	28	750	729	744	0%	*	*	61%	0%	61%	42%
White	16	755	737	752	0%	*	*	75%	0%	75%	53%
Hispanic	10	745	720	728	0%	*	*	*	*	40%	24%
Black or African American	N	N	714	725	N	N	N	N	N	N	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	15	751	730	745	0%	*	*	*	*	60%	44%
Male	13	748	728	743	0%	*	*	*	*	62%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	707	710	N	N	N	N	N	N	*
Non-English Learners	28	750	731	745	0%	*	*	61%	0%	61%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

**NJ SCHOOL PERFORMANCE REPORT**

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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* ***** Data is not displayed in order to protect student privacy
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* **N** No Data is available to display
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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	12	748	733	737	0%	0%	*	*	*	50%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	718	724	N	N	N	N	N	N	17%
Black or African American	N	N	719	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	724	712	N	N	N	N	N	N	*
Students without Disabilities	12	748	735	741	0%	0%	*	*	*	50%	*
English Learners	N	N	*	708	N	N	N	N	N	N	*
Non-English Learners	12	748	*	738	0%	0%	*	*	*	50%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%

Somerville Middle School

(35-4820-055)

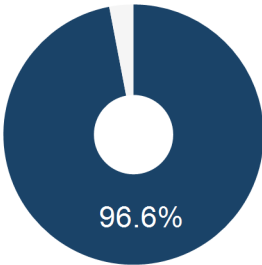Grades Offered: 06-08

2018-2019

Report Key:

* Data is not displayed in order to protect student privacy

** Accountability calculations require 20 or more students

N No Data is available to display

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

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
6	N	N
7	*	*
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	81.8%	**	**

† 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	13	*	*
3-4	*	*	*
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 wher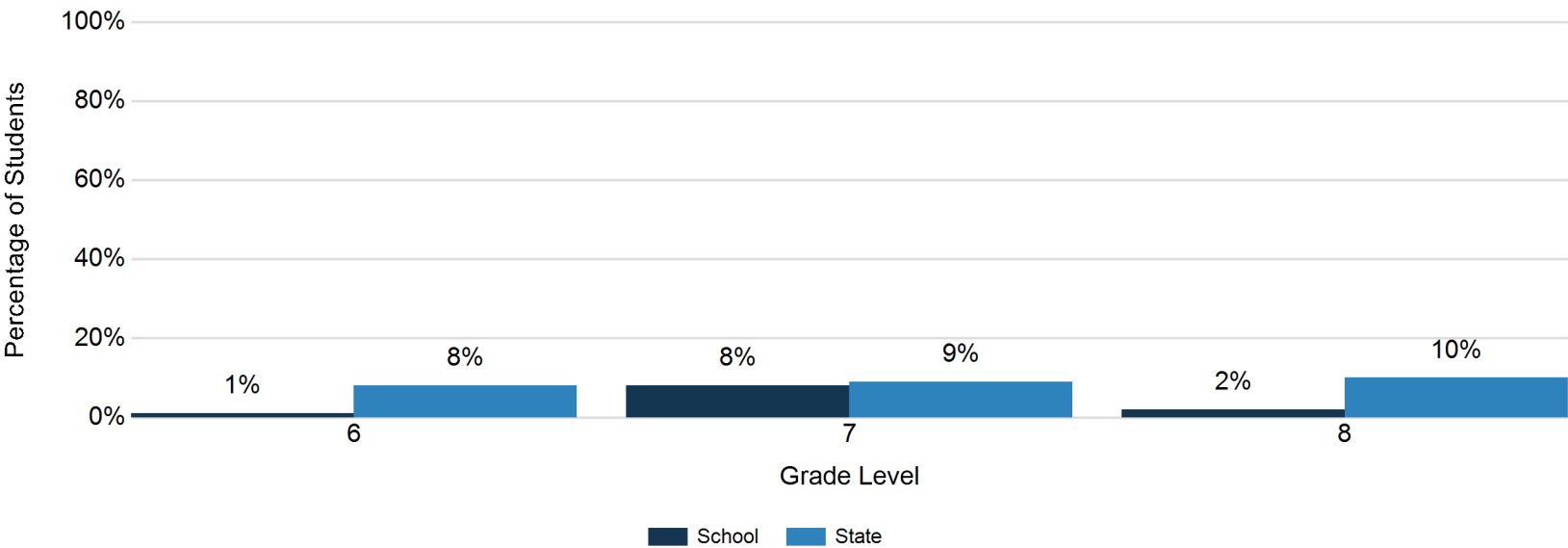e levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

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.
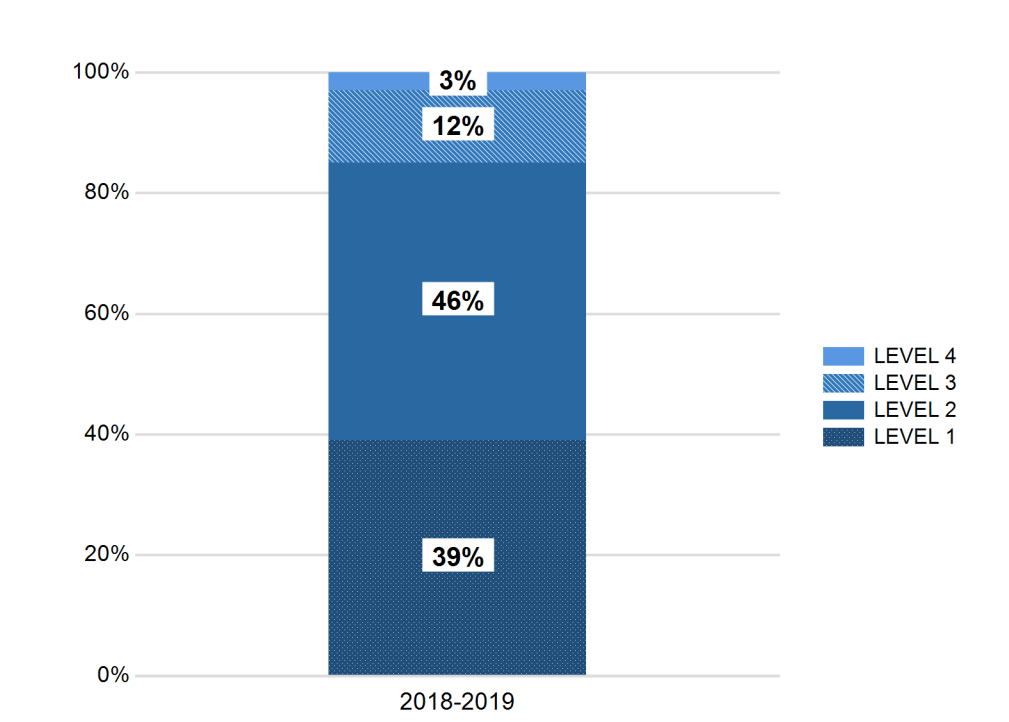
NJSLA Science Assessment: Grade 8

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	39	46	12	3
White	23	56	18	3
Hispanic	43	45	10	2
Black or African American	77	23	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	30	54	14	2
Male	50	37	9	4
Economically Disadvantaged Students	60	36	4	0
Non-Economically Disadvantaged Students	26	53	17	4
Students with Disabilities	79	14	7	0
Students without Disabilities	34	50	13	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	121
7	14	0	120
8	14	12	96
Total	28	12	337

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	102	0	0	0	0	0	0
7	109	0	0	0	0	0	0
8	109	0	0	0	0	0	0
Total	320	0	0	0	0	0	0

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Visual and Performing Arts – Course Participation

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

Grades 6-8:

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

96.6%
School

90.9%
State

Students enrolled in one or more classes by discipline:

MUSIC	School	95.8%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	95.2%
	State	70.0%

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	3.5	9.1	Met
White	3	2.4	9.1	Met
Hispanic	6	3.9	9.1	Met
Black or African American	2	4.2	9.1	Met
Asian, Native Hawaiian, or Pacific	1	3.7	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	4.1		
Male	5	2.8		
Economically Disadvantaged Students	7	5.0	9.1	Met
Students with Disabilities	1	1.7	9.1	Met
English Learners	3	17.6	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	8
Weapons	3
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	5.04

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	5	5
Sexual Orientation	0	2	2
Disability	0	0	0
Other	0	1	1
No Identified Nature	21		21

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	23	6.1%
Any Suspension	27	7.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
79

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School Day

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

Category	School
Typical Start Time	8:30 AM
Typical End Time	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	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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Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators
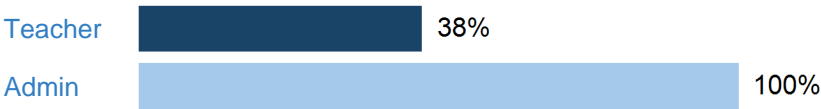
Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	8.6	12.1
Average years experience in district	7.2	10.8
Percentage of Teachers with 4 or more years experience in the district	64.9%	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	19	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	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	189:1	124:1
Teachers to Administrators	19:1	11:1
Students to Librarians/Media Specialists		1175:1
Students to Nurses		587:1
Students to Counselors		336:1
Students to Child Study Team Members		196:1

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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 and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.7%	67.6%	100.0%	48.4%	77.1%	54.9%
Male	48.3%	32.4%	0.0%	51.6%	22.9%	45.1%
White	33.4%	91.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	41.9%	5.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.3%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	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	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.2%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 62%

Admin N/A

Master's Degree

Teacher 38%

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	85.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	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	95.1%

30

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Per-Pupil Expenditures by Source

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

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

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

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

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

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	46.3%	55.0%	48.6%
Math Proficiency	26.7%	31.3%	22.9%
ELA Growth	40	49	43
Math Growth	44	47	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	81.8%
Chronic Absenteeism	5.3%	8.1%	3.5%

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

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

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

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

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

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

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 vision and daily goals revolve around how we develop the whole child, with an emphasis on each student's individual academic, personal, and social & emotional growth and development.

- Our students are all afforded the daily opportunity to engage in Breakfast After the Bell- helping them to maximize their learning with the help of a nutritious meal to start their day

- Our students experience: daily counseling sessions, an array of elective courses, monthly awards assemblies, monthly field trips & utilize their Chromebooks (1:1 initiative) & much more to grow.

Mission, Vision, Theme:

Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students. Our theme/daily mantra is to remain positive, productive and solution-oriented.

Awards, Recognition, Accomplishments:

Somerville Middle School continues to work together to inspire, through word and action, a spirit of community, sense of pride, respect for others, and a commitment to academic excellence. Camp SMS (NJDOE Best Practice Award 2003); SMS Title I (NJDOE School to Watch 2009); SMS Title I (NJDOE Distinguished School 2010); Sandy Hook Promise 2018; NJDOE Lighthouse District Award 2019; Dorney Park Performance in the Park 1st Place (Superior Rating) Band competition – 2019 [for past 27years], and many other awards.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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School Narrative

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Courses, Curriculum, Instruction:	Curriculum maps are designed and constructed by using the Understanding by Design framework, where NJSLS are prioritized and skills are taught through comprehensive lessons that are supported by ample resources. School community is organized in interdisciplinary grade level teams around the core areas of ELA, mathematics, science, and social studies. A team of exploratory teachers is also in place that consists of the PE/health, art, music, world language, STEAM, and media center. We utilize iReady, Ready Math, Edulastic, Discovery Ed, School-wide and other research-based resources to support teachers engaging high quality instruction in the classroom.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Wrestling (Boys) Our student-athletes are very competitive in each of the sports we offer at SMS. We are looking to expand our sports programs to possibly include Spring Track & Field, Lacrosse, Field Hockey, Tennis and Volleyball.
Clubs and Activities:	The school's focus is on developing the talents of the whole child, which includes maximizing their academic potential while cultivating individual talents in the arts and technology. We provide a wide array of exploratory classes in technology, STEAM, music, world language, and art. The exploratory cycles allow students to experience an integrated learning experience through various areas of interest. Each student is given the opportunity to participate in instrumental and vocal music as well.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School
(35-4820-055)
Grades Offered: 06-08
2018-2019

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School Narrative

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	Before and After School Programs:	G&T program promotes project-based learning experiences that integrate core academic areas. Daily Homework Club is available after school in the media center, where high school NHS members and teachers support and assist students. Reading/Math Intervention takes place on Saturdays to provide additional support to students. We engage fall, winter, and spring athletics & cheerleading. Student Council, National Junior Honor Society, drama, school publications, and robotics are also integral to our BAS programs. Somerville Middle School boasts of award-winning concert, jazz, and marching bands, as well as a performing chorus.
	Staff and Professional Learning:	Collaborative Professional Learning Academy(CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience.
	Postsecondary Information:	We engage the local colleges and universities to learn about campus tours, pathways to success, etc. Also, we engage a career day to offer students the opportunity to identify potential college and/or career paths that might interest them.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

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School Narrative

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Student Supports and Services:	Somerville Middle School's focus is on the development of the whole child, emphasizing individual student's academic, personal, and social growth. The school's philosophy is based on the belief that students learn best in a supportive and nurturing environment. Individual students needing assistance for personal, academic, and social concerns are supported within a comprehensive guidance program that also includes staff-supported peer-mentoring and leadership programs.
Student Health and Wellness:	Our students experience a comprehensive Health & Physical Education program that includes engagement of physical fitness test and challenges. Students actively participate in our interactive Pep Rally held on multiple occasions throughout the school year. Our counseling department is engaging eight (8) Fall 2019 counseling groups to support SMS students' mental health and wellness. These groups include: 'Keep it Together' (Organization skills, etc.); 'Transition to 6th grade'; 'Family Changes' (Divorce, Loss, etc.); '7th Grade Girls' group; '7th Grade Boys' groups; 'Just Do it '(Motivation & Goal Setting); 'Get A Grip' (Stress Management, Anxiety, etc.); 'Peer Mediation' group.
Parent and Community Involvement:	Somerville Public Schools believes that parent and community involvement plays a critical role in our students' educational journey. The PTO and other focus groups meet regularly and collaborate with the school community to provide the best educational experience for all of our students. The PTO, teachers and administration meet over six times throughout the school year to identify ways to enhance our systems and learning programs at SMS. We have a tremendous partnership with the Somerville Education Foundation (SEF). SEF has funded thousands of dollars worth of projects, programs and/or initiatives to grow our students academically, socially and emotionally.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

(35-4820-055)

Grades Offered: 06-08

2018-2019

School Narrative

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	Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A survey of SMS students reveal that the overwhelming majority of students reported feeling both happy and safe at school. The survey also reveals students feel a strong sense of belonging to the SMS community, are motivated and involved in sports and extracurricular activities and feel as if they have a positive relationship with teachers/ staff. Results are shared on school webpages and administered throughout the school year. Stakeholders can complete the survey at their convenience. Survey results are used to gain insights to the areas of strength and those of need. We use our survey data to enhance our areas of strength and remediate and/or develop an action plan to address areas of need.
	Facilities:	All classrooms throughout SMS have interactive Smartboards and other audio/visual equipment to assist teachers engaging high-quality multi-sensory instruction. We have an outdoor learning space for students to engage science, language arts and exploratory (elective) classes.
	School Safety:	Somerville Middle School employs a Public Relations Officer (PRO) who is responsible for campus security. We also have an active School Safety Team comprised of administration, teachers and staff. Additionally, Somerville School District employs a School Safety Specialist who is responsible for monitoring and carrying out the Standard Response Protocol (SRP) for all schools.

NJ SCHOOL PERFORMANCE REPORT

Somerville Middle School

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	Technology and STEM:	Our students experience a robust Technology/STEM program taught by a talented staff who demonstrate great zeal for robotics and kinesthetic-oriented activities. Our program is also supported and supplemented with media center staff resources and activities. Our 1:1 Chromebook initiative, among other initiatives/ decisions, have made a significant impact on closing the learning/ digital gap that has existed in past years.
	Early Childhood Education:	We engage a significant level of virtual articulation with the elementary grade teachers and administrators to ensure we are meeting students where they are academically, socially and emotionally.

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School Narrative

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i Other Information	Our teachers and staff experience professional development opportunities that include bringing in some of the foremost experts in a related field, attending research-based conferences & seminars and/or utilizing our internal experts to design and present best practices as they relate to curriculum implementation, instruction, behavior/classroom management and learning outcomes.

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
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

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
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.

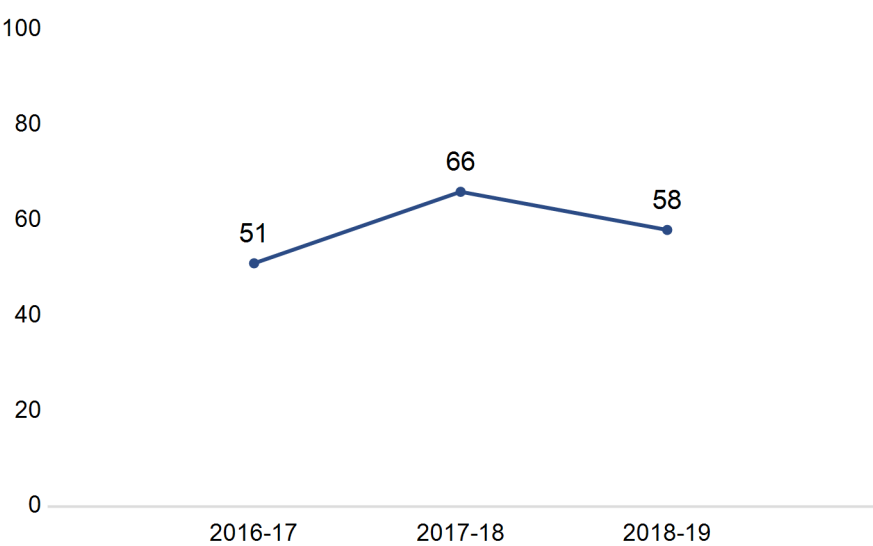| Type	Contact Information
County	Somerset
District	Somerville Public School District
Principal Name	Mr. Robert Reavey
Address	51 Union Ave. Somerville, NJ 08876
Phone Number	908-218-4105
Email Address	rreavey@somervilleschools.org
Website	https://www.somervillenjk12.org/
Facebook	https://www.facebook.com/somervilleschools
Twitter	https://twitter.com/ville_sup

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

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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	96	82	99
KG	124	142	114
1	127	120	132
2	121	115	122
3	130	130	112
4	120	115	125
5	128	124	101
Total	846	828	805

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.0%	47.1%	46.7%
Male	53.0%	52.9%	53.3%
Economically Disadvantaged Students	38.1%	41.3%	37.4%
Students with Disabilities	19.4%	17.9%	20.6%
English Learners	6.6%	6.9%	7.1%
Homeless Students	0.5%	0.5%	0.9%
Students in Foster Care	0.6%	0.7%	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	35.1%	35.7%	35.5%
Hispanic	34.8%	34.3%	34.4%
Black or African American	11.0%	11.2%	12.3%
Asian	14.1%	13.2%	11.9%
Native Hawaiian or Pacific Islander	0.4%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.7%	5.3%	5.6%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	88	16	27
PK - Full Day	8	66	72
KG - Half Day	0	0	0
KG - Full Day	124	142	114

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	67.0%
Spanish	22.6%
Telugu	1.6%
Hindi	1.5%
Tamil	1.5%
Other Languages	5.8%

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School
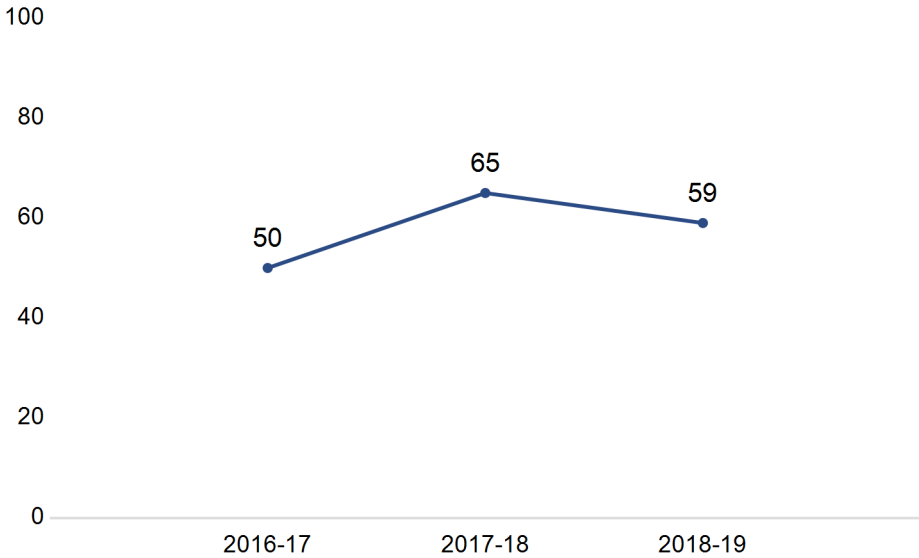(35-4820-090)
Grades Offered: PK-05
2018-2019

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

Year	Value
2016-17	51
2017-18	66
2018-19	58

Math Median Student Growth Percentile

Year	Value
2016-17	50
2017-18	65
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	51	66	58	50	65	59
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
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.

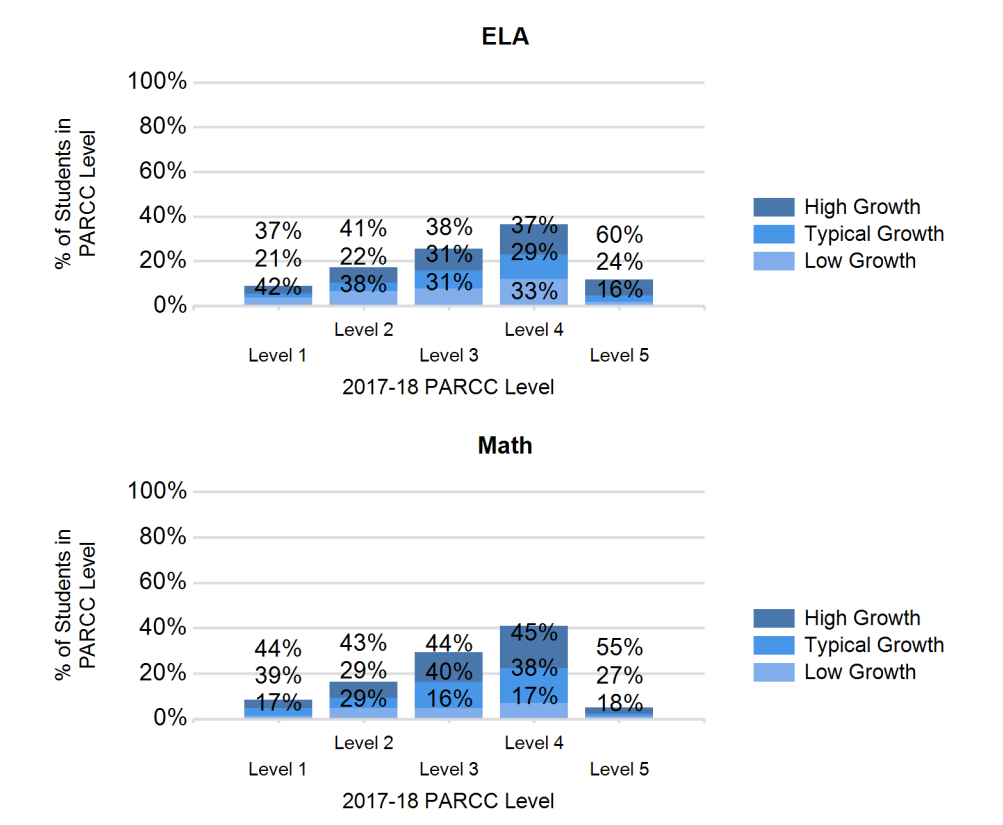A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.
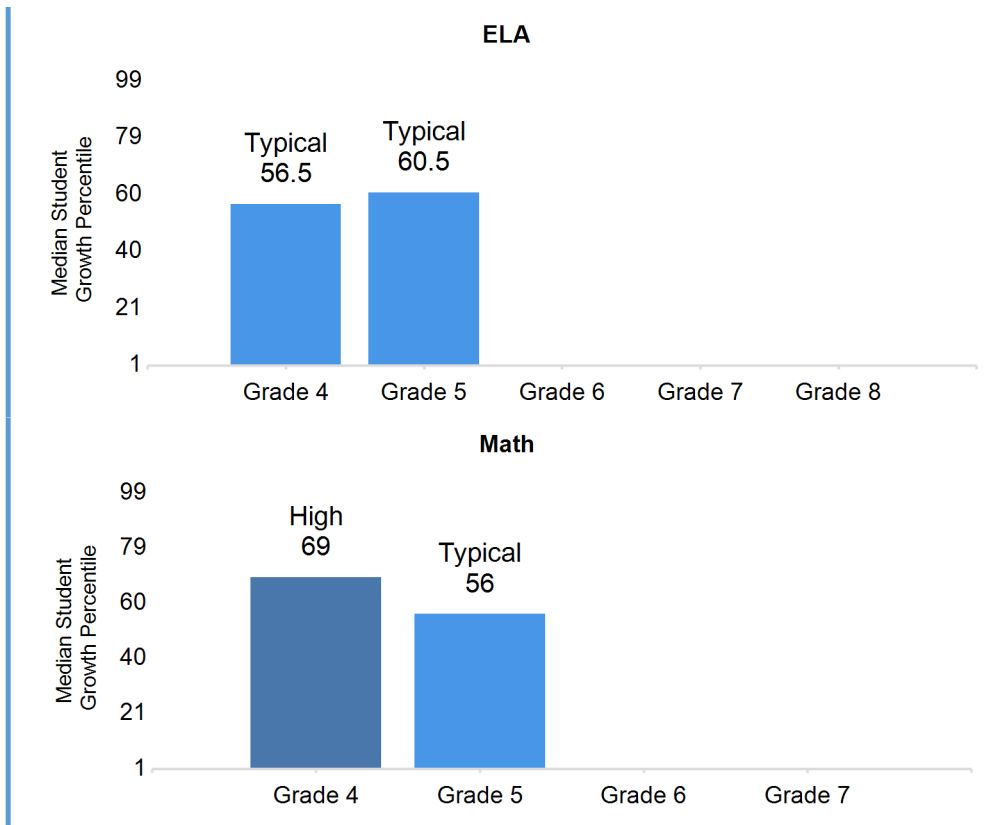
Student Growth

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	58	49	50	Met Standard	59	51	50	Met Standard
White	61	51.5	50	Exceeds Standard	71	50	52	Exceeds Standard
Hispanic	58.5	48	49	Met Standard	55	50	47	Met Standard
Black or African American	49.5	42	45	Met Standard	54	52	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61	56	59	Exceeds Standard	75	72	60	Exceeds Standard
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	53	41	49	**	49.5	49	52	**
Female	70	55	53	N	63	53	50	N
Male	53	45	47	N	57	46.5	51	N
Economically Disadvantaged Students	54.5	46.5	48	Met Standard	56.5	52	46	Met Standard
Students with Disabilities	62	43	43	Exceeds Standard	74	54	45	Exceeds Standard
English Learners	52	50	52	Met Standard	72	65	50	Exceeds Standard
Homeless Students	N	*	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

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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

6

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

2018-2019

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: 47.5%
- 2017-18: 52.4%
- 2018-19: 52.3%

Math Proficiency Rate for Federal Accountability

- 2016-17: 38.4%
- 2017-18: 47.0%
- 2018-19: 50.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.5%	100.0%	98.8%	99.5%	100.0%	98.8%
Proficiency Rate for Federal Accountability	47.5%	52.4%	52.3%	38.4%	47.0%	50.8%
Annual Target	41.3%	43.4%	45.4%	40.7%	42.7%	44.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

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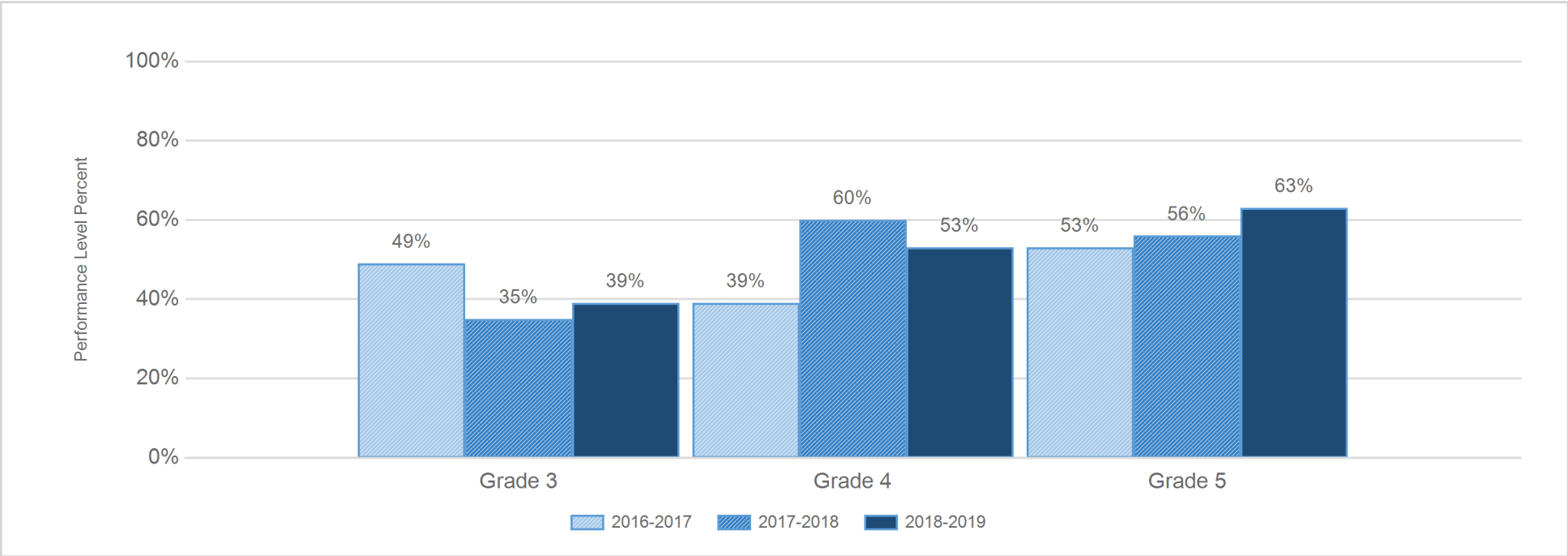
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NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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	323	98.8	52.3	53.5	57.9	52.3	45.4	Met Target
White	126	97.7	65.9	65.1	66.9	65.9	53.2	Met Target
Hispanic	107	100.0	43.0	40.2	43.9	43.0	40.3	Met Target
Black or African American	44	98.0	29.5	*	38.5	29.5	29	Met Target
Asian, Native Hawaiian, or Pacific Islander	29	100.0	65.5	70.4	82.9	65.5	65.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	17	100.0	47.1	*	64.4	47.1	**	**
Female	144	99.3	56.9	61.0	64.8	56.9		
Male	179	98.4	48.6	46.8	51.3	48.6		
Economically Disadvantaged Students	132	99.3	36.4	30.6	40.0	36.4	31.3	Met Target
Non-Economically Disadvantaged Students	191	98.5	63.4	62.5	67.9	63.4		
Students with Disabilities	59	98.5	37.3	25.4	22.7	37.3	32.5	Met Target
Students without Disabilities	264	98.9	55.7	59.8	65.1	55.7		
English Learners	41	97.8	31.7	*	29.3	31.7	33.2	Met Target†
Non-English Learners	282	99.0	55.3	*	60.6	55.3		
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.

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
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	110	736	736	748	21%	15%	25%	*	*	39%	50%
White	38	752	752	757	*	*	26%	*	*	55%	60%
Hispanic	41	731	731	734	24%	*	*	*	*	37%	36%
Black or African American	16	713	713	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	46	736	736	753	24%	*	30%	*	*	35%	55%
Male	64	736	736	743	19%	*	20%	*	*	42%	46%
Economically Disadvantaged Students	45	723	723	731	27%	*	31%	*	*	20%	33%
Non-Economically Disadvantaged Students	65	745	745	759	17%	*	20%	*	*	52%	61%
Students with Disabilities	21	716	716	719	*	*	*	*	*	19%	24%
Students without Disabilities	89	741	741	754	*	*	*	*	*	44%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
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	121	750	750	755	12%	14%	21%	40%	12%	53%	57%
White	55	758	758	763	*	*	20%	*	*	64%	67%
Hispanic	34	743	743	743	*	*	*	*	*	44%	44%
Black or African American	15	729	729	739	*	*	*	*	*	33%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	59	759	759	760	*	*	22%	*	*	64%	62%
Male	62	741	741	750	*	*	21%	*	*	42%	53%
Economically Disadvantaged Students	44	734	734	740	*	*	25%	*	*	36%	40%
Non-Economically Disadvantaged Students	77	759	759	765	*	*	19%	*	*	62%	69%
Students with Disabilities	20	726	726	725	*	*	*	*	*	30%	25%
Students without Disabilities	101	754	754	761	*	*	*	*	*	57%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

2018-2019

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

English Language Arts Assessment - Performance by Grade: Grade 5

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

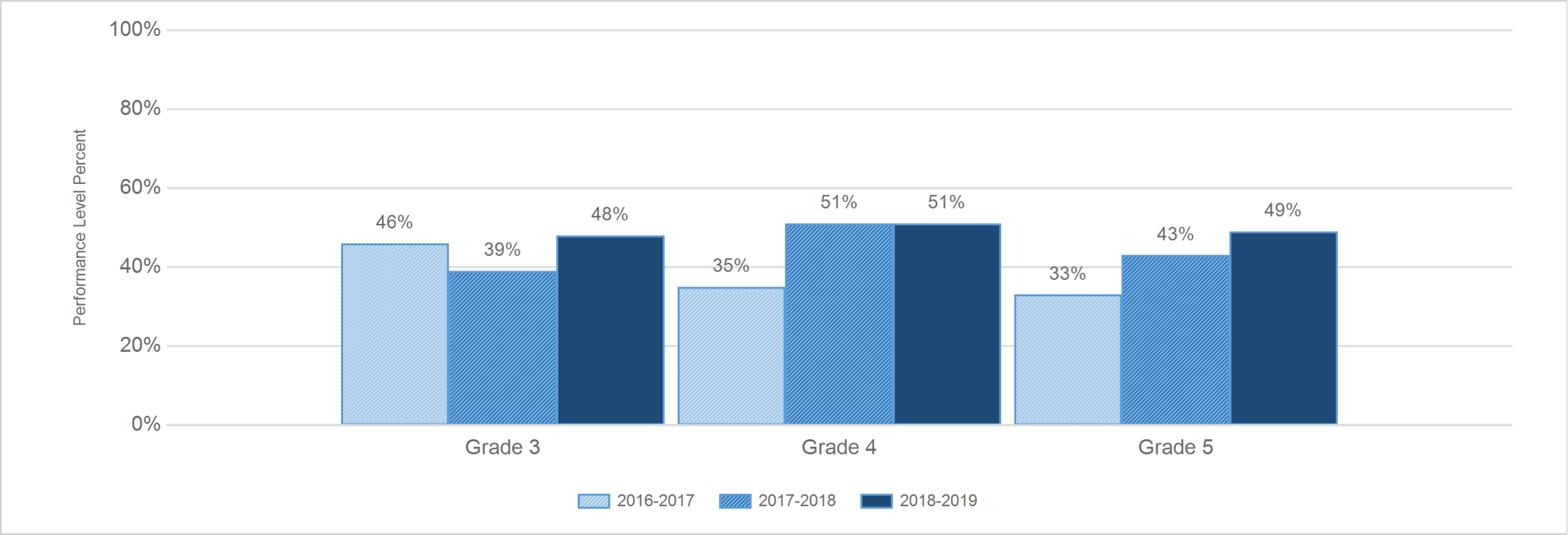| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	762	762	756	*	*	19%	48%	15%	63%	58%
White	32	777	777	764	*	0%	*	*	*	81%	68%
Hispanic	30	752	752	743	*	*	*	*	*	47%	44%
Black or African American	18	745	745	739	*	*	*	*	*	44%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	41	771	771	761	*	*	*	*	*	71%	64%
Male	57	755	755	750	*	*	*	*	*	58%	52%
Economically Disadvantaged Students	42	749	749	740	*	*	*	*	*	45%	39%
Non-Economically Disadvantaged Students	56	771	771	766	*	*	*	*	*	77%	69%
Students with Disabilities	14	738	738	724	*	*	*	*	*	43%	23%
Students without Disabilities	84	766	766	762	*	*	*	*	*	67%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

2018-2019

Report Key:
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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	323	98.8	50.8	32.1	44.5	50.8	44.8	Met Target
White	126	97.7	69.0	42.7	54.1	69.0	53.2	Met Target
Hispanic	106	100.0	35.8	*	28.8	35.8	39	Met Target†
Black or African American	45	98.1	20.0	*	23.0	20.0	22.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	29	100.0	72.4	54.3	76.5	72.4	77.2	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	17	100.0	52.9	*	53.3	52.9	**	**
Female	144	99.3	47.9	29.8	44.9	47.9		
Male	179	98.4	53.1	34.2	44.2	53.1		
Economically Disadvantaged Students	133	99.3	32.3	17.2	26.3	32.3	30.7	Met Target
Non-Economically Disadvantaged Students	190	98.5	63.7	38.1	54.9	63.7		
Students with Disabilities	59	98.5	40.7	*	17.4	40.7	37.6	Met Target
Students without Disabilities	264	98.9	53.0	*	50.0	53.0		
English Learners	42	97.9	31.0	18.6	25.0	31.0	34	Met Target†
Non-English Learners	281	99.0	53.7	33.1	46.5	53.7		
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.

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NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

2018-2019

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	112	743	743	752	13%	13%	25%	*	*	48%	55%
White	38	760	760	760	*	*	*	*	*	71%	66%
Hispanic	42	736	736	739	*	*	*	45%	0%	45%	40%
Black or African American	17	722	722	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	48	735	735	751	*	*	27%	*	*	38%	54%
Male	64	749	749	752	*	*	23%	*	*	56%	56%
Economically Disadvantaged Students	46	732	732	737	*	*	33%	*	*	28%	37%
Non-Economically Disadvantaged Students	66	751	751	761	*	*	20%	*	*	62%	67%
Students with Disabilities	21	723	723	731	*	*	*	*	*	33%	31%
Students without Disabilities	91	748	748	756	*	*	*	*	*	52%	60%
English Learners	10	708	708	728	*	*	*	*	*	*	26%
Non-English Learners	102	746	746	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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	120	750	750	749	*	18%	28%	*	*	51%	51%
White	55	760	760	757	*	*	20%	*	*	67%	62%
Hispanic	33	738	738	737	*	*	42%	*	*	27%	36%
Black or African American	15	726	726	731	*	*	*	*	*	20%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	58	753	753	749	*	*	29%	*	*	55%	50%
Male	62	747	747	749	*	*	27%	*	*	47%	52%
Economically Disadvantaged Students	44	733	733	734	*	*	30%	*	*	32%	32%
Non-Economically Disadvantaged Students	76	759	759	759	*	*	28%	*	*	62%	63%
Students with Disabilities	20	748	748	726	*	*	*	*	*	40%	25%
Students without Disabilities	100	750	750	754	*	*	*	*	*	53%	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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	99	750	750	747	*	16%	32%	*	*	49%	47%
White	32	764	764	755	0%	*	*	*	*	72%	58%
Hispanic	30	741	741	735	*	*	47%	*	*	30%	30%
Black or African American	19	737	737	729	*	*	*	*	*	32%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	42	747	747	747	*	*	33%	*	*	45%	47%
Male	57	752	752	747	*	*	32%	*	*	53%	47%
Economically Disadvantaged Students	43	738	738	732	*	*	40%	*	*	30%	27%
Non-Economically Disadvantaged Students	56	759	759	757	*	*	27%	*	*	64%	59%
Students with Disabilities	14	742	742	725	*	*	*	*	*	36%	19%
Students without Disabilities	85	751	751	752	*	*	*	*	*	52%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School
(35-4820-090)
Grades Offered: PK-05
2018-2019

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

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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	65.8%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	35	88.6%	11.4%
3-4	16	68.8%	31.3%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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.
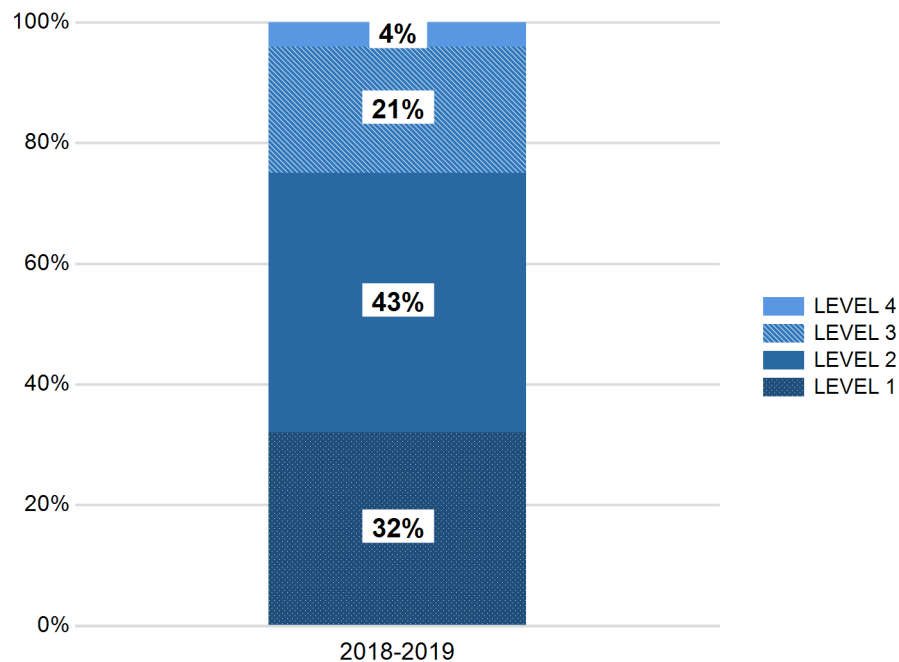
NJSLA Science Assessment: Grade 5

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	32	43	21	4
White	19	28	44	9
Hispanic	45	45	7	3
Black or African American	53	42	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	36	48	17	0
Male	29	39	25	7
Economically Disadvantaged Students	53	30	12	5
Non-Economically Disadvantaged Students	15	53	29	4
Students with Disabilities	46	38	15	0
Students without Disabilities	29	44	22	5
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

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

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	46	6.5	8.9	Met
White	10	3.9	8.9	Met
Hispanic	16	6.6	8.9	Met
Black or African American	13	13.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	3	4.2	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	9.5	8.9	Not Met
Female	14	4.2		
Male	32	8.4		
Economically Disadvantaged Students	33	12.0	8.9	Not Met
Students with Disabilities	12	9.3	8.9	Not Met
English Learners	7	12.5	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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

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Chronic Absenteeism by Grade

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

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(35-4820-090)

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2018-2019

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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

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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

Device Ratios

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

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

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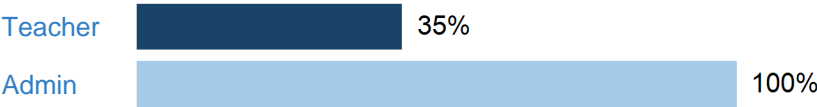
Teachers – Experience

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

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	8.1	10.8
Percentage of Teachers with 4 or more years experience in the district	67.1%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	19	9,530
Average years experience in public schools	11.8	16.0
Average years experience in district	10.3	12.0
Percentage of Administrators with 4 or more years experience in the district	73.7%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	403:1	124:1
Teachers to Administrators	40:1	11:1
Students to Librarians/Media Specialists		1175:1
Students to Nurses		587:1
Students to Counselors		336:1
Students to Child Study Team Members		196:1

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(35-4820-090)

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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	46.7%	92.4%	50.0%	48.4%	77.1%	54.9%
Male	53.3%	7.6%	50.0%	51.6%	22.9%	45.1%
White	35.5%	92.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	34.4%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	12.3%	2.5%	0.0%	15.0%	6.6%	13.9%
Asian	11.9%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.6%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher 63%

Admin N/A

Master's Degree

Teacher 35%

Admin 100%

Doctoral Degree

Teacher 1%

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	85.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.2%	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	96.6%

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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.

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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).

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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

Van Derveer Elementary School

(35-4820-090)

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2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.5%	52.4%	52.3%
Math Proficiency	38.4%	47.0%	50.8%
ELA Growth	51	66	58
Math Growth	50	65	59
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		76.5%	65.8%
Chronic Absenteeism	6.4%	9.5%	6.5%

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

Van Derveer Elementary School

(35-4820-090)

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

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

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

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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

Overview	Demographic	Student Growth	Academic Achievement	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

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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:	• Recognize & celebrate the cultural,ethnic & academic diversities prevail through the programs, initiatives & lessons • A comprehensive school-wide character education program is integrated into each facet of the instructional day including foundations pieces of 7 Habits of Happy Kids • Community partners with numerous local corporations and businesses, local law enforcement, organizations, and civic leaders
Mission, Vision, Theme:	Somerville Public Schools provide the highest quality education through an environment that promotes individual excellence for all students
Awards, Recognition, Accomplishments:	Healthy U Grant; Grow Healthy Grant; Applegate Farms Grant; Ridewise Award; 2005 Innovation in Governance Award (for Walking Wednesday/Walking School Bus);1997- The All American Celebration Model Program and Art Project; Certificate of Participation in New Jersey's King Reads Program; First Tee Grant, Teachers Who Make Magic, local grant recipients, Best Practice: Kindergarten Summit

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Courses, Curriculum, Instruction:	All curriculum maps are co-developed as a result of collaboration between staff and administration. Curriculum maps are designed and constructed by using a Understanding by Design model, where NJSLS are prioritized and skills are taught through comprehensive lessons that are supported by ample resources.
Clubs and Activities:	Some examples: Art Club, Robotics Club, Book Club, and Chorus. Assemblies, special guests and programs enhance and support our curriculum. Students serve as Safety Patrol monitors, Buddy Classmates and Student Council Senators to provide meaningful roles within the school community. Gifted and Talented program is available to students before the school day. Students are recognized for attaining personal academic goals through classroom-wide and school-wide recognitions, serve on the Keep Calm Force, and access the Control Center in the cafeteria

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School Narrative

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Before and After School Programs:	Van Derveer School offers a variety of enrichment opportunities for our students before and after school. Some examples include Reading Intervention, Band, Robotics Club, Gifted and Talented, Chorus, and other community-based programs that build character and raises awareness of important issues and topics such as Girls-on-the-Run, which bolsters the empowerment of girls.
Staff and Professional Learning:	Collaborative Professional Learning Academy (CPLA) provides opportunities for staff to share their best instructional knowledge and practice with colleagues, free of charge. CPLA is also opened to educators across NJ, free of charge to engage in educational dialogues in the summer. 3DPD is a password protected digital repository, that includes instructional practice videos, filmed and submitted by staff to be shared with their colleagues anytime, anywhere at their convenience. Job-imbedded professional development is provided to launch curriculum initiatives including the utilization of a new preschool curriculum as well as the implementation of a new writing resource.

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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:	A comprehensive school-wide character education program is integrated into each instructional day. Staff fosters the development of students as individuals. Our students are recognized for attaining personal academic goals through classroom-wide recognition as well as, for demonstrating the 7 Habits of Happy Kids throughout their school day. The emphasis is placed on building social decision-making skills which serve as a foundation for a positive school climate. A non-CST Social Worker and non-CST School Psychologist work with the general education students to provide pro-social behavior strategies while guiding and supporting the social and emotional growth of every child.
Student Health and Wellness:	Van Derveer School believes in prioritizing the health and wellness of all students. In Van Derveer School, a themed music and movement event raises awareness of keeping healthy and staying fit. Staff fosters the development of students as individuals. Our students receive direct health instruction from a collaborative team including school-based nurses, teachers, physical education teachers, and local dentists. Our students are recognized for attaining personal academic goals through classroom-wide recognition as well as, for demonstrating the 7 Habits of Happy Kids througout their school day.
Parent and Community Involvement:	Developing a partnership with the families of Van Derveer is a paramount focus. A variety of opportunities are established and available for parents/guardians to partner with the school community. Some of these include meeting with the school administrators during and after school hours and attending evening themed family nights where parents are shown support strategies while students engage in developmentally appropriate themed learning opportunities. A PTO is established with a strong partnership with the school staff members and the parent element continues to grow.

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School Narrative

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

Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Stakeholders can complete the survey at their convenience as it can be found on the school webpage. Survey results are used to gain insights to the areas of need, per school and formulate action plans to attend to the areas of need
School Safety:	Van Derveer employs a Public Relations Officer (PRO) who is responsible for campus security and has an active School Safety Team. Additionally, Somerville School District employs a School Safety Specialist who is responsible for monitoring and carrying out the Standard Response Protocol (SRP).

Van Derveer Elementary School

(35-4820-090)

Grades Offered: PK-05

2018-2019

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

School Narrative

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

Technology and STEM:	A full-time coding teacher instructs K - 2 students for 1/3 of the school year on a 6-day rotation, whilst a full-time STEM teacher instructs the 3 - 5 students for 1/3 of the school year on a 6-day rotation. The students enrolled in K-5 have access to dash-n-dot robots, ozobots, current digital online applications, macbooks, ipads, and chromebooks. The students enrolled in 3-5 are issued a school Chromebook for their use during school hours. After school hours, students can access the school district's Google Drive and/or their classroom teacher's Google classroom application from any personal device.
Early Childhood Education:	Four full-day preschool classes and one half-day preschool class support our youngest learners. Full-time students attend school from 8:15-2:15 which includes lunch and nap time. The half-day students attend from 8:15-10:45. A lottery system is used for enrollment. The Preschool Program was funded by the PEEA grant. Creative Curriculum through Teaching Strategies is utilized in all of the preschool classes.