

**Albio Sires Elementary School**

(17-5670-080)

Grades Offered: KG-06

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Mr. Brian Cooney
Address	6300 PALISADE AVE WEST NEW YORK, NJ 07093-2318
Phone Number	201-553-4070
Email Address	bcooney@wnyschools.net
Website	http://www.wnyschools.net/district/hlb/
Facebook	https://www.facebook.com/WNYPS4
Twitter	https://twitter.com/WNYPS4



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	111	105	96
1	154	111	98
2	118	112	89
3	101	102	101
4	116	93	94
5	97	108	95
6	75	92	97
Total	772	723	670

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	49.1%	50.3%	49.6%
Male	50.9%	49.7%	50.4%
Economically Disadvantaged Students	84.6%	89.3%	89.3%
Students with Disabilities	12.7%	12.6%	10.3%
English Learners	6.6%	7.3%	7.2%
Homeless Students	0.0%	0.0%	0.3%
Students in Foster Care	0.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.7%	3.2%	3.4%
Hispanic	89.6%	94.7%	94.2%
Black or African American	0.9%	0.8%	0.9%
Asian	0.8%	1.1%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.6%

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	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	111	105	96

Enrollment by Home Language

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

Home Language	% of Students
Spanish	70.0%
English	28.4%
Other Languages	1.6%



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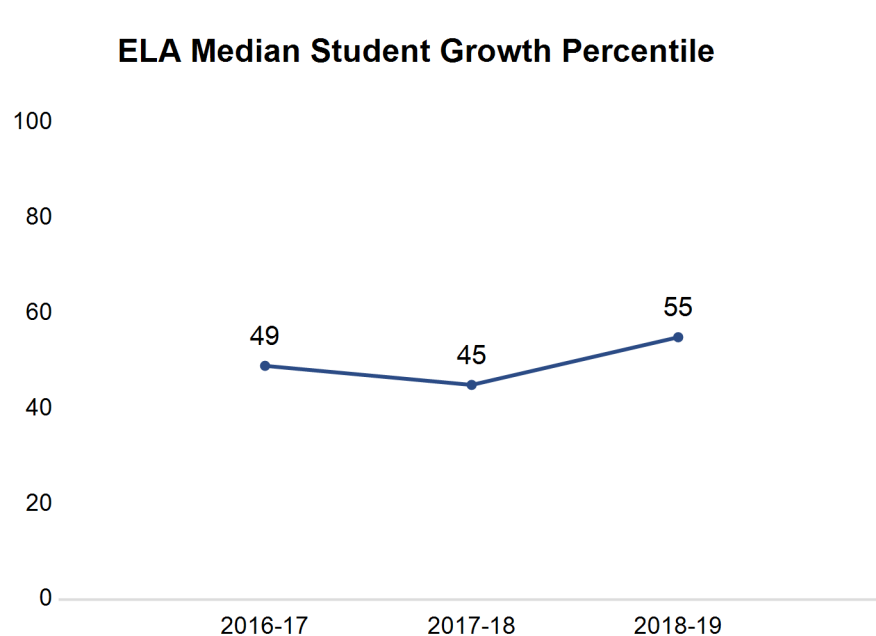
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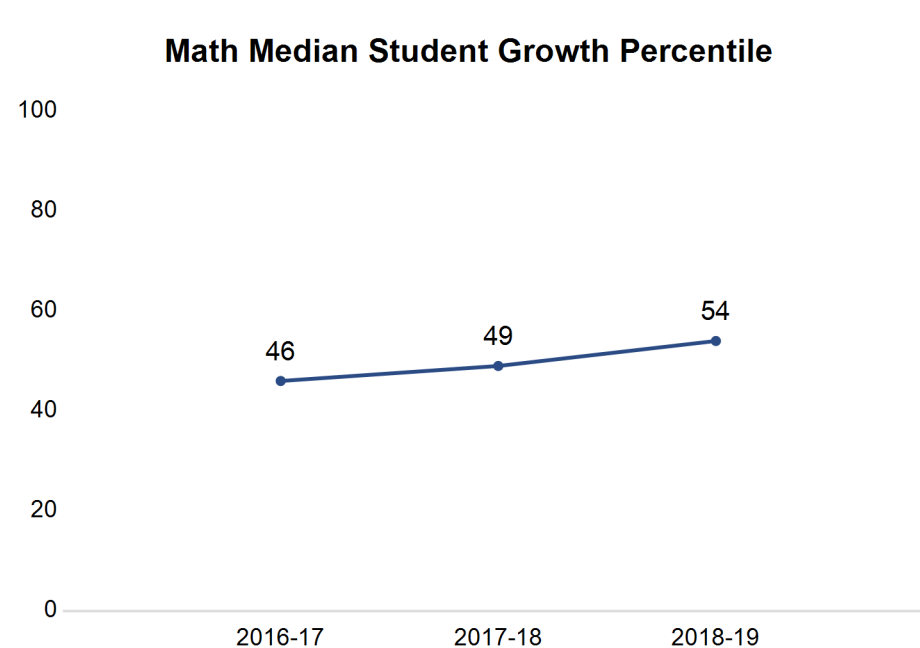
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	45	55	46	49	54
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	55	49	50	Met Standard	54	48	50	Met Standard
White	*	41	50	**	*	55	52	**
Hispanic	56	49	49	Met Standard	54	48	47	Met Standard
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	60	54	53	N	52	49	50	N
Male	53	46	47	N	54	48	51	N
Economically Disadvantaged Students	56.5	50	48	Met Standard	56	49	46	Met Standard
Students with Disabilities	40	39.5	43	Met Standard	43	44.5	45	Met Standard
English Learners	69.5	58	52	Exceeds Standard	51	50	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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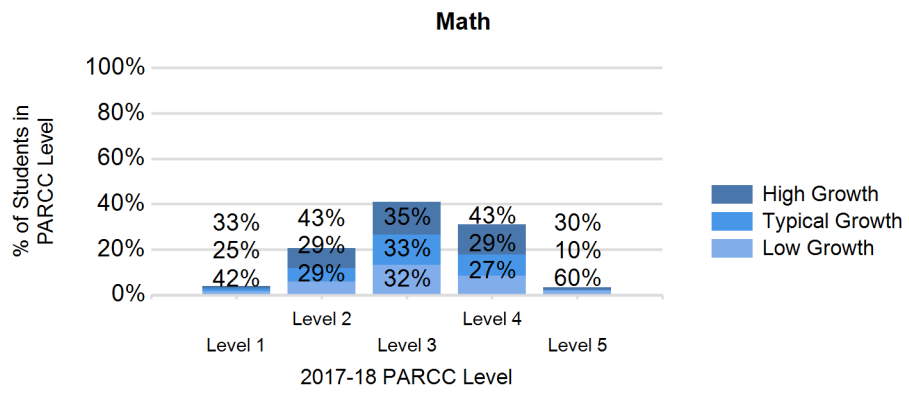
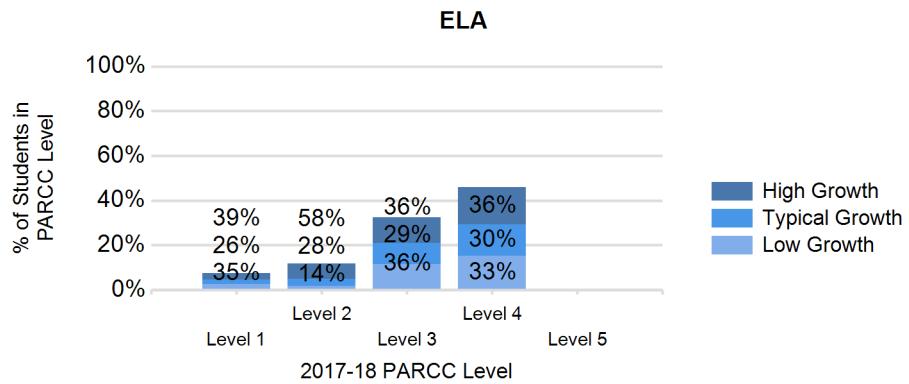
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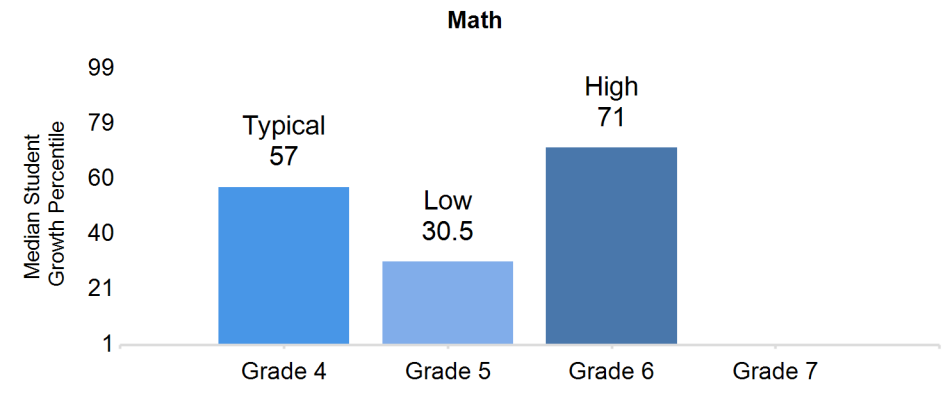
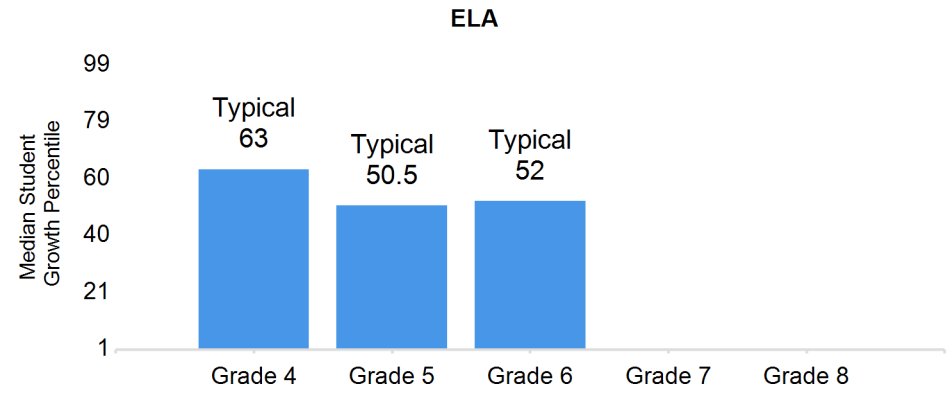
Student Growth by Performance Level

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



Student Growth by Grade

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





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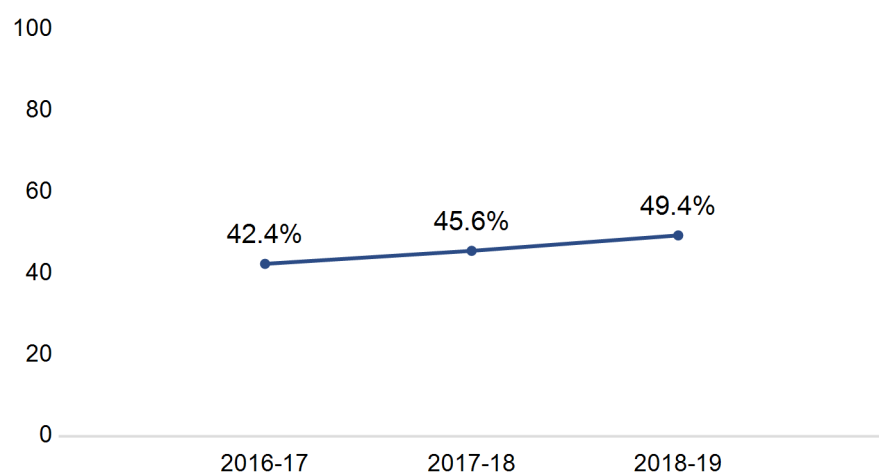
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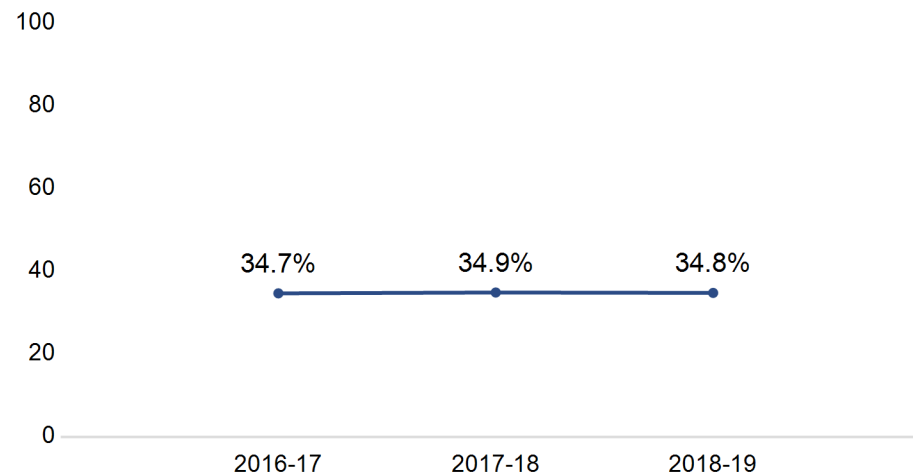
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	42.4%	45.6%	49.4%	34.7%	34.9%	34.8%
Annual Target	33.1%	35.5%	38.0%	35.1%	37.4%	39.8%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	423	100.0	49.4	43.4	57.9	49.4	38	Met Target
White	14	100.0	57.1	56.8	66.9	57.1	**	**
Hispanic	399	100.0	48.6	42.9	43.9	48.6	37.1	Met Target
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	203	100.0	52.2	48.9	64.8	52.2		
Male	220	100.0	46.8	38.4	51.3	46.8		
Economically Disadvantaged Students	365	100.0	48.8	43.0	40.0	48.8	35.6	Met Target
Non-Economically Disadvantaged Students	58	100.0	53.4	45.4	67.9	53.4		
Students with Disabilities	65	100.0	23.1	14.5	22.7	23.1	17.4	Met Target
Students without Disabilities	358	100.0	54.2	49.0	65.1	54.2		
English Learners	92	100.0	34.8	*	29.3	34.8	32.7	Met Target
Non-English Learners	331	100.0	53.5	*	60.6	53.5		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



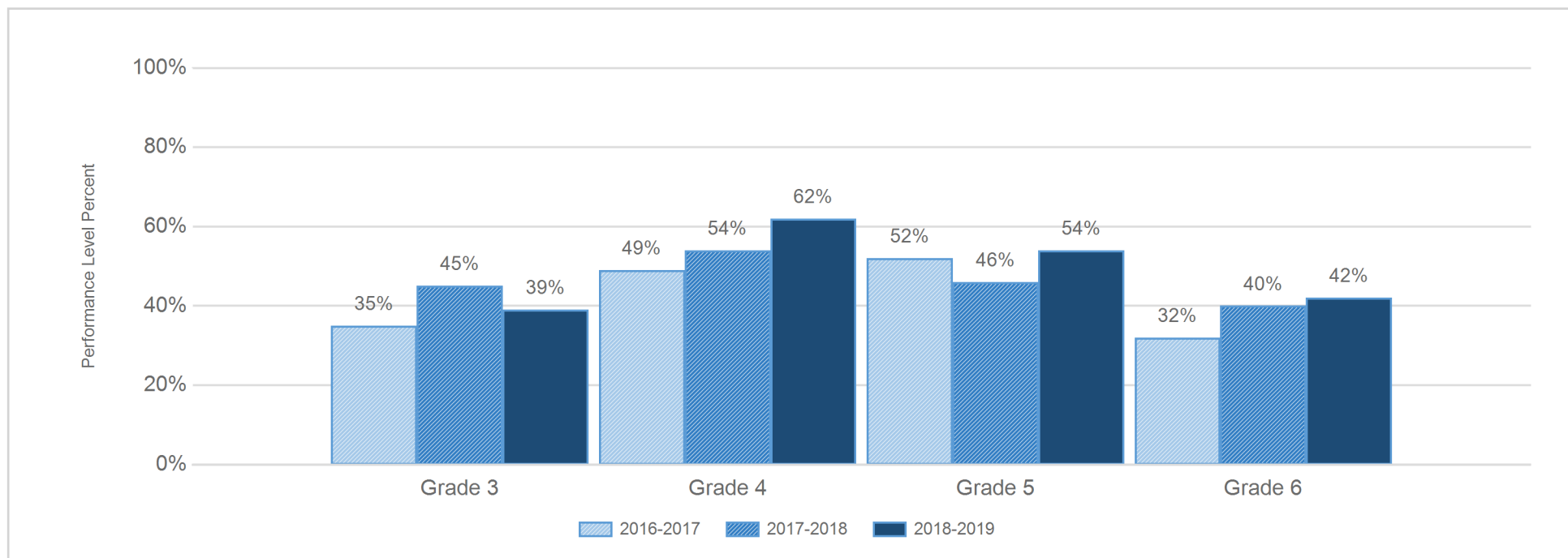
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	110	733	731	748	21%	22%	18%	*	*	39%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	106	733	*	734	21%	23%	17%	*	*	40%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	49	731	732	753	20%	20%	*	*	*	35%	55%
Male	61	734	730	743	21%	23%	*	*	*	43%	46%
Economically Disadvantaged Students	94	732	*	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	16	737	*	759	*	*	*	*	*	44%	61%
Students with Disabilities	13	709	704	719	*	*	*	*	*	15%	24%
Students without Disabilities	97	736	736	754	*	*	*	*	*	42%	56%
English Learners	*	*	697	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	735	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	757	749	755	*	*	25%	47%	15%	62%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	101	756	749	743	*	*	25%	47%	15%	61%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	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	N	N	*	762	N	N	N	N	N	N	64%
Female	55	760	754	760	*	*	24%	*	*	64%	62%
Male	50	754	745	750	*	*	26%	*	*	60%	53%
Economically Disadvantaged Students	91	757	749	740	*	*	*	*	*	60%	40%
Non-Economically Disadvantaged Students	14	755	754	765	*	*	*	*	*	71%	69%
Students with Disabilities	12	737	*	725	*	*	*	*	*	33%	25%
Students without Disabilities	93	759	*	761	*	*	*	*	*	66%	64%
English Learners	10	705	700	720	*	*	*	*	*	*	17%
Non-English Learners	95	762	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	748	746	756	*	13%	25%	*	*	54%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	96	747	*	743	*	13%	27%	*	*	52%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	56	751	754	761	*	*	25%	*	*	59%	64%
Male	47	744	739	750	*	*	26%	*	*	49%	52%
Economically Disadvantaged Students	84	748	745	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	19	747	753	766	*	*	*	*	*	58%	69%
Students with Disabilities	16	715	713	724	*	*	*	*	*	31%	23%
Students without Disabilities	87	754	752	762	*	*	*	*	*	59%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	108	747	746	754	*	15%	40%	*	*	42%	56%
White	*	*	764	762	*	*	*	*	*	*	65%
Hispanic	101	746	*	743	*	16%	40%	*	*	41%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	N	N	*	760	N	N	N	N	N	N	64%
Female	47	751	751	762	*	*	38%	*	*	47%	64%
Male	61	743	742	748	*	*	41%	*	*	38%	48%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	744	763	*	*	*	*	*	*	67%
Students with Disabilities	18	724	722	722	*	*	*	*	*	11%	19%
Students without Disabilities	90	751	751	761	*	*	*	*	*	48%	64%
English Learners	*	*	713	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Albio Sires Elementary School
(17-5670-080)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	428	100.0	34.8	29.9	44.5	34.8	39.8	Not Met
White	14	100.0	35.7	38.8	54.1	35.7	**	**
Hispanic	404	100.0	34.4	29.4	28.8	34.4	38.9	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	204	100.0	28.9	29.5	44.9	28.9		
Male	224	100.0	40.2	30.3	44.2	40.2		
Economically Disadvantaged Students	368	100.0	35.1	29.8	26.3	35.1	37.9	Met Target†
Non-Economically Disadvantaged Students	60	100.0	33.3	30.6	54.9	33.3		
Students with Disabilities	65	100.0	16.9	10.7	17.4	16.9	26.6	Not Met
Students without Disabilities	363	100.0	38.0	33.5	50.0	38.0		
English Learners	97	100.0	28.9	*	25.0	28.9	30.4	Met Target†
Non-English Learners	331	100.0	36.6	*	46.5	36.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



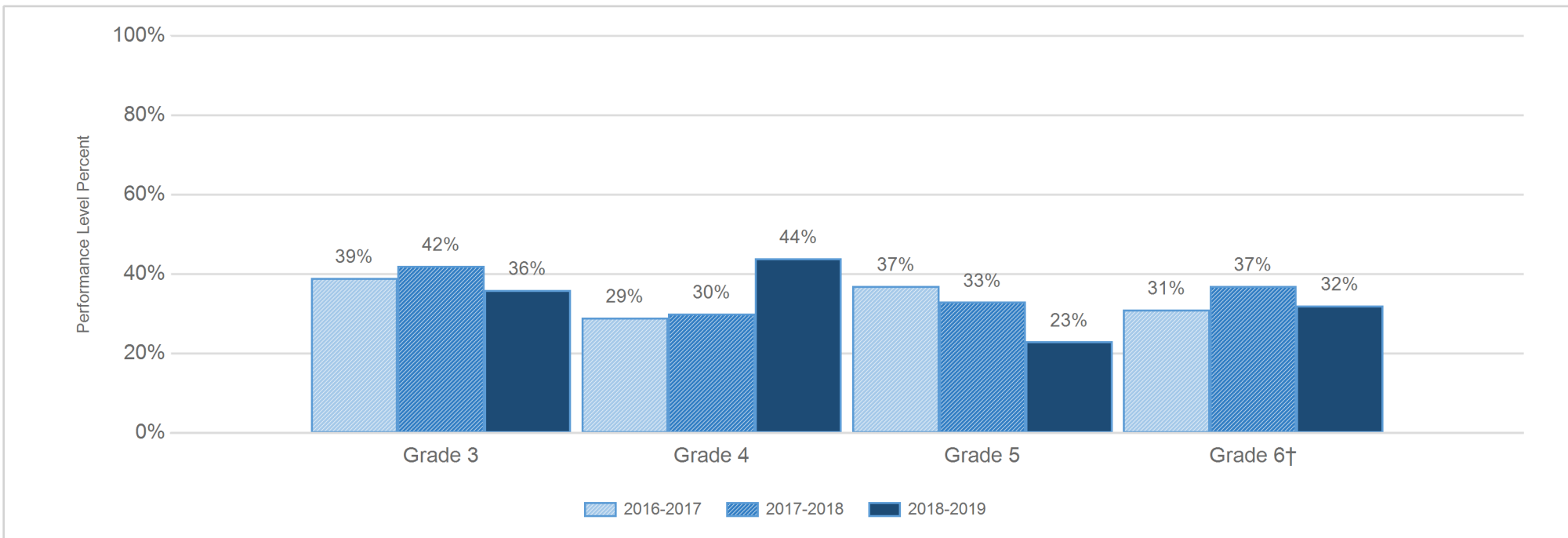
Albio Sires Elementary School
(17-5670-080)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	114	739	742	752	11%	15%	39%	*	*	36%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	110	739	*	739	11%	15%	37%	*	*	36%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	50	737	739	751	*	*	48%	*	*	28%	54%
Male	64	741	744	752	*	*	31%	*	*	42%	56%
Economically Disadvantaged Students	97	738	742	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	17	745	741	761	*	*	*	*	*	47%	67%
Students with Disabilities	13	717	721	731	*	*	*	*	*	15%	31%
Students without Disabilities	101	742	745	756	*	*	*	*	*	39%	60%
English Learners	10	720	*	728	*	*	*	*	*	20%	26%
Non-English Learners	104	741	*	754	*	*	*	*	*	38%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	746	744	749	*	17%	37%	*	*	44%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	105	745	743	737	*	17%	36%	*	*	44%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	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	N	N	*	754	N	N	N	N	N	N	58%
Female	55	746	744	749	*	*	44%	*	*	36%	50%
Male	54	746	744	749	*	*	30%	*	*	52%	52%
Economically Disadvantaged Students	93	747	744	734	*	*	*	*	*	45%	32%
Non-Economically Disadvantaged Students	16	741	744	759	*	*	*	*	*	38%	63%
Students with Disabilities	12	738	*	726	*	*	*	*	*	33%	25%
Students without Disabilities	97	747	*	754	*	*	*	*	*	45%	56%
English Learners	14	719	720	722	*	*	*	*	*	14%	18%
Non-English Learners	95	750	747	751	*	*	*	*	*	48%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	731	734	747	*	37%	31%	*	*	23%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	98	729	*	735	*	39%	31%	*	*	21%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	58	727	735	747	*	40%	29%	*	*	19%	47%
Male	47	735	733	747	*	34%	34%	*	*	28%	47%
Economically Disadvantaged Students	86	731	735	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	19	729	732	757	*	*	*	*	*	26%	59%
Students with Disabilities	16	718	721	725	*	*	*	*	*	13%	19%
Students without Disabilities	89	733	736	752	*	*	*	*	*	25%	52%
English Learners	11	713	712	718	*	*	*	*	*	*	12%
Non-English Learners	94	733	737	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	740	734	741	*	19%	43%	*	*	32%	41%
White	*	*	746	749	*	*	*	*	*	*	51%
Hispanic	104	739	*	729	*	19%	44%	*	*	31%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	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	N	N	*	747	N	N	N	N	N	N	48%
Female	47	741	735	742	*	*	49%	*	*	30%	42%
Male	64	739	734	740	*	*	39%	*	*	34%	40%
Economically Disadvantaged Students	*	*	735	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	18	717	713	716	*	*	*	*	*	11%	12%
Students without Disabilities	93	744	739	746	*	*	*	*	*	37%	46%
English Learners	12	735	*	709	*	*	*	*	*	25%	*
Non-English Learners	99	741	*	743	*	*	*	*	*	33%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	46.7%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	22	*	*
3-4	21	*	*
5 or more	*	*	*



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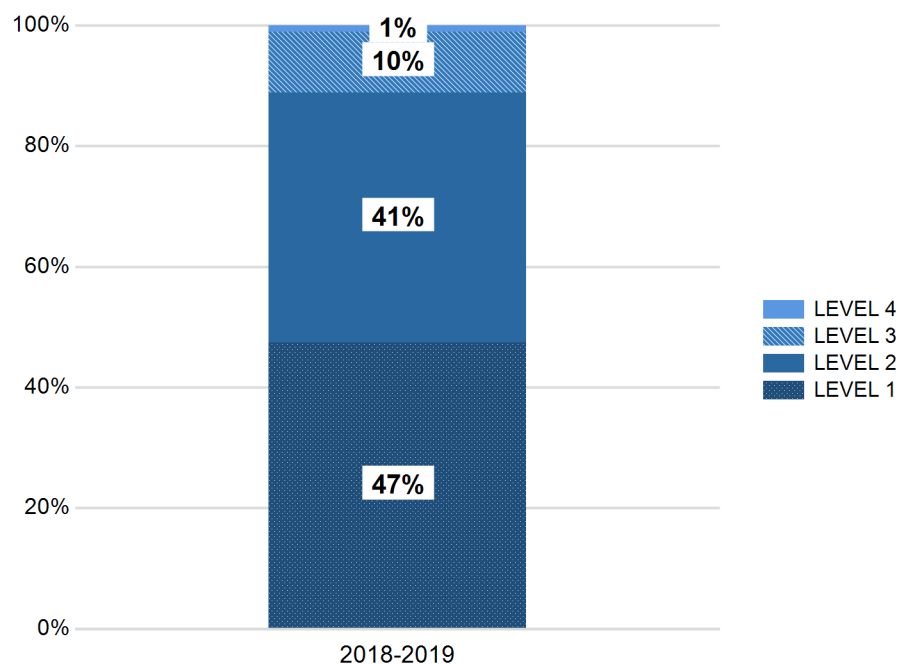
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	47	41	10	1
White	*	*	*	*
Hispanic	49	42	9	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	46	7	0
Male	49	36	13	2
Economically Disadvantaged Students	52	38	10	0
Non-Economically Disadvantaged Students	28	56	11	6
Students with Disabilities	57	36	0	7
Students without Disabilities	46	42	12	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Albio Sires Elementary School

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

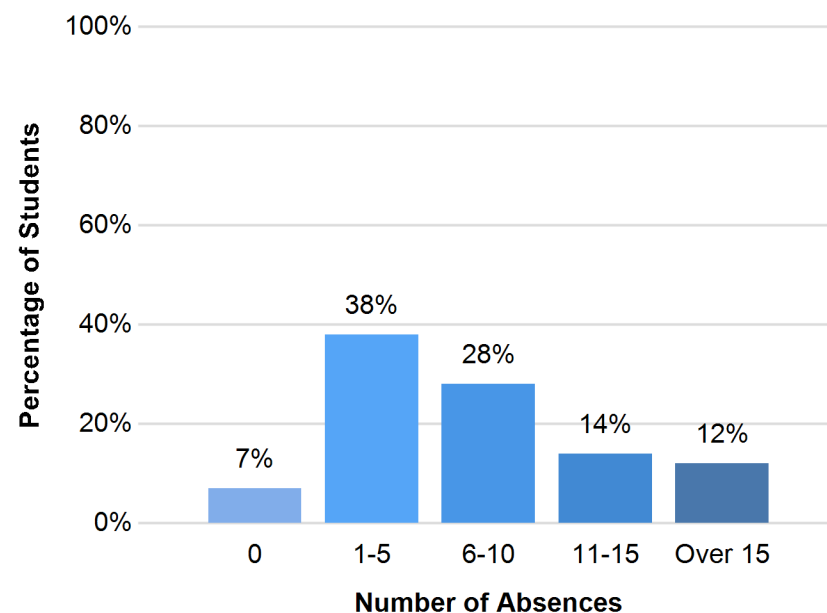
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	66	9.0	8.8	Not Met
White	5	21.7	8.8	Not Met
Hispanic	60	8.7	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	28	7.9		
Male	38	10.0		
Economically Disadvantaged Students	51	7.8	8.8	Met
Students with Disabilities	19	20.2	8.8	Not Met
English Learners	8	9.0	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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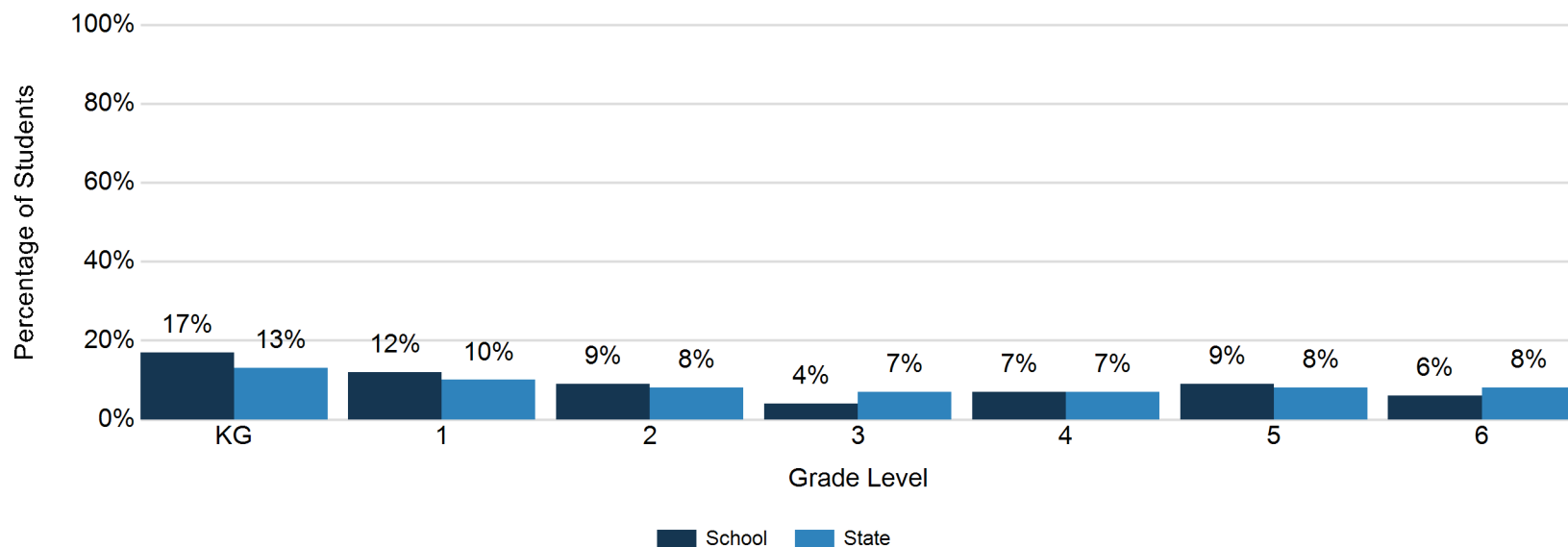
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Chronic Absenteeism by Grade

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





Albio Sires Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



Albio Sires Elementary School

(17-5670-080)

Grades Offered: KG-06

2018-2019

Report Key:

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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



Albio Sires Elementary School

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	15.4	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	94.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	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	15:1
Students to Administrators	335:1	203:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



Albio Sires Elementary School
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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.6%	88.0%	50.0%	48.4%	77.1%	54.9%
Male	50.4%	12.0%	50.0%	51.6%	22.9%	45.1%
White	3.4%	42.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	94.2%	58.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



Albio Sires Elementary School
(17-5670-080)
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2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



Albio Sires Elementary School

(17-5670-080)

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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.4%	45.6%	49.4%
Math Proficiency	34.7%	34.9%	34.8%
ELA Growth	49	45	55
Math Growth	46	49	54
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		68.2%	46.7%
Chronic Absenteeism	8.3%	8.4%	9.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Albio Sires Elementary School

(17-5670-080)

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2018-2019

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School Narrative

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



Highlights:

- Albio Sires Elementary is recognized as part of a High-performing School District, in West New York, NJ.
- Our school has been designated Bronze Tier certified by the Future Ready Organization, along with the Department of Education, of New Jersey.
- Enrichment programs such as Coding, Makerspace, Robotics and CSI (Forensics) are offered in addition to ELA, & Mathematics.



Mission, Vision, Theme:

The vision of Public School Number 4 will strive to create an enriched learning community, which educates students of all ability levels, to ensure each and everyone will be well equipped to meet the challenges of education, work, and life in the 21st century. Our mission at PS 4 is to serve the individual academic, physical, social, & emotional needs of students who are in a special and critical period in their lives, as they change from childhood to adolescents.



Awards, Recognition, Accomplishments:

High Performing School District & Bronze-Level Certified Future Ready School of NJ



Albio Sires Elementary School

(17-5670-080)

Grades Offered: KG-06




2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>PS 4 continues to use the GOLD model of assessment for Kindergarten students, using the NJKEA guidelines. Grades 1 and 2 began implementing Project-Based Learning (PBL) activities into lesson planning. Grades 3 through 6 increased the use of technology in preparation for NJSLA readiness. Gifted & Talented is offered to all qualifying students from grades K through 6. Digital learning is infused through the Language Arts curriculum, which presents all lessons in digital textbooks.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p> <p>The school offers Intramural teams, which compete district-wide against other elementary schools . Basketball and volleyball are offered to both boys and girls during separate seasons.</p>
 <p>Clubs and Activities:</p>	<p>All aspects of the school's organization, curricula, & co-curricular activities are student-centered and designed to accommodate individual learning styles, so that they all may experience success. The school also takes part in a district-wide Art Showcase for all grade levels. Selected winners' artwork is displayed for parents and community viewing. School Chorus and Band was offered to grades 4 through 6 after school as well.</p>



Albio Sires Elementary School

(17-5670-080)

Grades Offered: KG-06




2018-2019

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 <p>Before and After School Programs:</p>	<p>Extended Day programs were available for students in grades 3 through 6. Classes offered included Language Arts, Mathematics, & Science. Enrichment classes were also available to recommended students. Classes such as MakerSpace, Club Code (Computer Coding) and CSI (Forensics) were introduced to grades 4 and 5 as part of the S.T.E.A.M. Initiative. Classes are taught were taught by the Computers and G&T teachers.</p>
 <p>Staff and Professional Learning:</p>	<p>The staff at PS4 engaged in monthly professional learning seminars, which consisted of various topics. The SciIP (School Improvement Panel) Team proposed ideas for Professional Development opportunities. The 3rd and 4th grade teachers were trained with S.T.E.A.M. lessons and activities, and training was provided by the staff at Stevens Institute of Technology.</p>
 <p>Postsecondary Information:</p>	<p>N/A</p>



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 <p>Student Supports and Services:</p>	<p>PS 4 offers bilingual instruction for grades K and 1. ELL support is offered in grades K through 6. This building holds 4 autism classrooms, 1 multiply-disabled class, and 3 resource replacement teachers who also offer consultation services. I&RS team develops strategies to assist struggling students and aides in screening students who are later referred to CST. 504 Committee also develops plans to assist struggling students in both medical and non-medical situations.</p>
 <p>Student Health and Wellness:</p>	<p>"Literacy through fitness" is a program which teaches students to develop a healthy body and mind through exercise and movement. PS4 received a grant from the USDA which provides all students with healthy fruits and vegetables three times per week.</p>
 <p>Parent and Community Involvement:</p>	<p>Title 1 Parent Facilitator encourages parents to get involved in their child's education, by holding meetings on a variety of academic and non-academic topics. An active PTO including teachers, parents, and administration assisted parents with topics about their child's academic career. Parent Portal was used to keep parents abreast of their child's academic progress on a daily basis. Blackboard Connect service was established to provide important messages to the school community.</p>



Albio Sires Elementary School

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Survey reflects opinions of staff, school, students, administration, & parents.</p>
 <p>Facilities:</p>	<p>PS 4 is currently twelve (12) years old. The building has central air conditioning, and 2 computer labs. There is a media center, gymnasium, art room, one science lab, auditorium, cafeteria, playground and blacktop for student use. There are 10 classrooms equipped with a student-use bathroom. There is also an elevator in the building.</p>
 <p>School Safety:</p>	<p>One security drill and one fire drill are practiced monthly, to prepare the school community for an emergency. All staff members are required to view SafeSchools trainings, and Safety & Security are part of monthly PLS meeting agendas.</p>



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 <p>Technology and STEM:</p>	<p>Every classroom in Albio Sires Elementary School has a Promethean Board. There is a 1:2 Chromebook to student ratio in grades 3-6. There are two computer labs and a media center which holds 30 desktops as well. The media center also hosts the "Charging Station," which holds two 3-D printers and a state of the art poster printer. We incorporate the Arts into STEM as well. We incorporate S.T.E.A.M. at Albio Sires Elementary School.</p>
 <p>Early Childhood Education:</p>	<p>There are 3 Pre-K classrooms with bathrooms at this school. The class size is 15 maximum.</p>



Albio Sires Elementary School
 (17-5670-080)
 Grades Offered: KG-06
 2018-2019

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Other Information

PS4 students are required to wear the district approved school uniform. Royal blue collared shirt with embroidered logo, along with black, navy blue or khaki colored chino pants are worn by the students everyday. Each grade level between 3rd and 6th grade had access to Google Chromebooks as well as media center access. The building also houses 3 classes of Pre-K 4, as part of the district Early Childhood Program. Albio Sires Elementary School was also successful in practicing the required fire and security drills as mandated by state law.

**Early Childhood School**

(17-5670-055)

Grades Offered: PK-PK

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Early Childhood School
(17-5670-055)
Grades Offered: PK-PK
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	Hudson
District	West New York Board of Education
Principal Name	Mrs. Cara Zebrowski
Address	5204 HUDSON AVE WEST NEW YORK, NJ 07093-2614
Phone Number	201-553-4035
Email Address	czebrowski@wnyschools.net
Website	http://www.wnyschools.net/district/ecs/
Facebook	https://www.facebook.com/WNYECC
Twitter	https://twitter.com/WNYECC



Early Childhood School
(17-5670-055)
Grades Offered: PK-PK
2018-2019

Report Key:

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

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	549	501	509
Total	549	501	509

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	43.9%	48.3%	48.1%
Male	56.1%	51.7%	51.9%
Economically Disadvantaged Students	70.7%	74.5%	73.1%
Students with Disabilities	13.8%	17.0%	14.9%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.2%	1.2%	0.0%
Military-Connected Students	0.2%	0.2%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.6%	4.2%	5.9%
Hispanic	89.3%	88.4%	88.6%
Black or African American	2.0%	1.8%	0.2%
Asian	4.7%	5.2%	4.3%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.4%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	549	501	509

Enrollment by Home Language

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

Home Language	% of Students
Spanish	61.1%
English	36.7%
Other Languages	2.2%



Early Childhood School
(17-5670-055)
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2018-2019

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

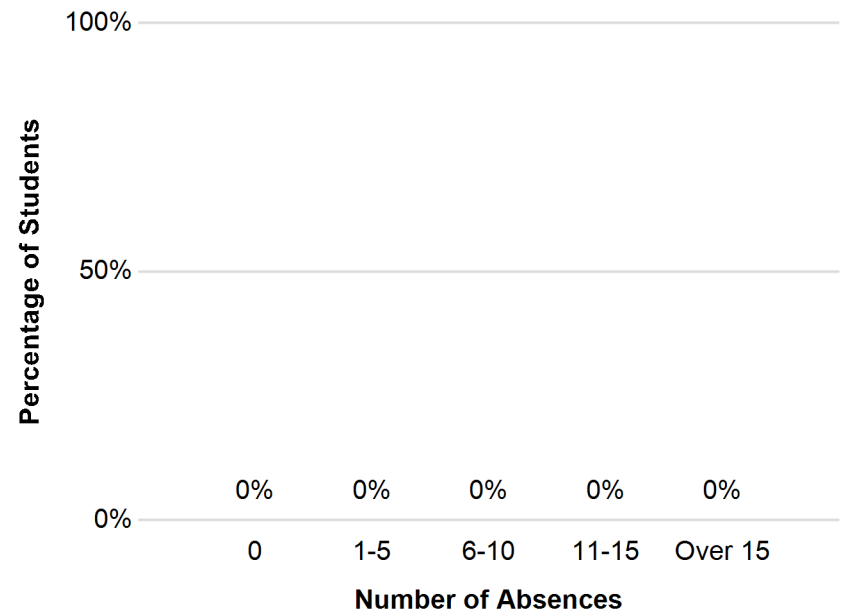
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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



**Early Childhood School**

(17-5670-055)

Grades Offered: PK-PK

2018-2019

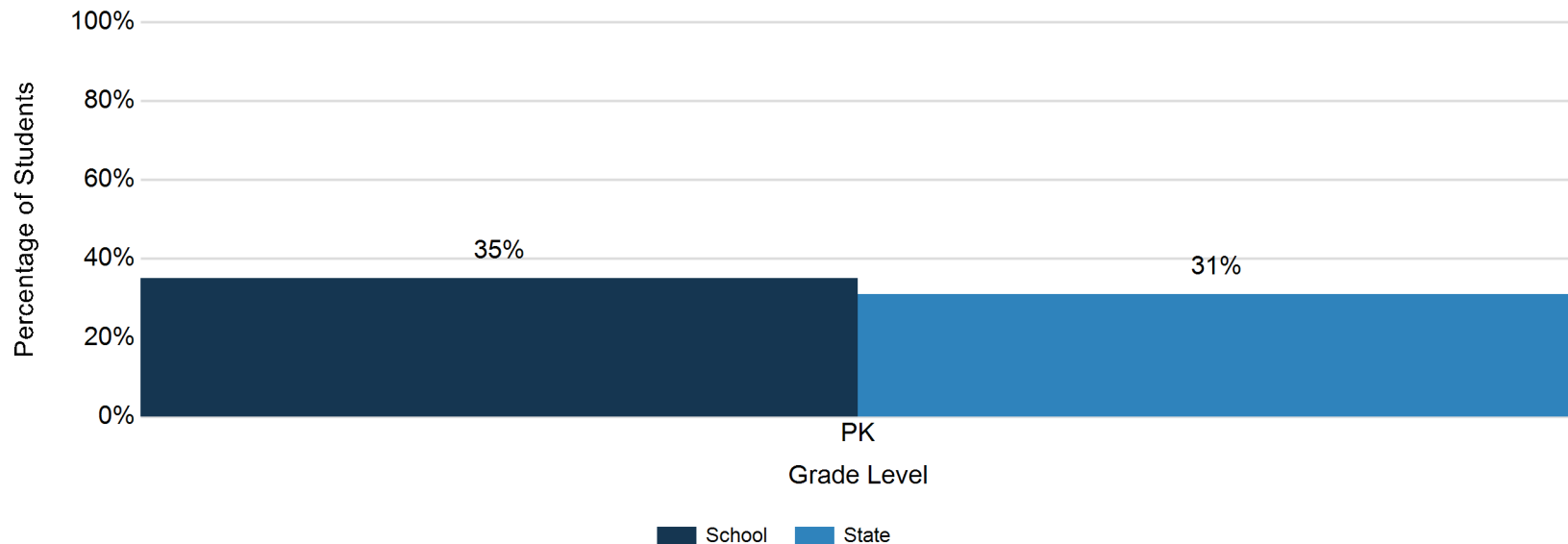
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Chronic Absenteeism by Grade

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





Early Childhood School
(17-5670-055)
Grades Offered: PK-PK
2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

**Early Childhood School**

(17-5670-055)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 5 Mins
Shared Time - Instructional Time	5 Hrs. 5 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



Early Childhood School
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	9.4	12.1
Average years experience in district	8.8	10.8
Percentage of Teachers with 4 or more years experience in the district	83.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	15:1
Students to Administrators	127:1	203:1
Teachers to Administrators	12:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	51.9%	0.0%	0.0%	51.6%	22.9%	45.1%
White	5.9%	38.3%	50.0%	42.4%	83.6%	77.4%
Hispanic	88.6%	59.6%	50.0%	29.9%	7.3%	7.2%
Black or African American	0.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	4.3%	2.1%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Early Childhood School
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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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School Narrative

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



Highlights:

- The Early Childhood Program would like to highlight authentic learning and digital learning.
- The Early Childhood Program provides a high quality educational program utilizing a research-based curriculum, Tools of the Mind that focuses on authentic learning with self regulation.
- The Early Childhood Program incorporates student and family activities: STEAM Workshop, Walk-a-thon, Read Across America and Week of the Young Child.



Mission, Vision, Theme:

The Early Childhood Program creates authentic, learning opportunities for students to become successful, innovative thinkers. Our highly qualified and motivated staff ensures an active learning environment which delivers a quality educational program. Our program incorporates STEAM activities that foster a foundation for cognitive, emotional and physical development needed to succeed in the 21st century.



Awards, Recognition, Accomplishments:

The Early Childhood Program declared their commitment to become Future Ready. The Early Childhood Program provides Monthly Family Workshops that highlighted STEAM learning activities. The Program commits not only to a safe, nurturing learning environment, but also provides various engaging, extra-curricular activities, such as "Week of Respect", monthly Multicultural Activities, "Read Across America" and "Week of the Young Child" honoring our young learners as well as diversity, respectfulness, and acceptance.



Early Childhood School

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Courses, Curriculum, Instruction:

Tools of the Mind, is a researched-based educational curriculum designed to provide a rich, academic experience to foster the foundation for cognitive, emotional and physical development. Teaching Strategies GOLD, is an authentic, ongoing observational system for assessing children. The implementation of the assessment coupled with low teacher to student ratio assists to meet the individualized instruction needed for students to develop and achieve success in a rich supportive environment.



Early Childhood School

(17-5670-055)

Grades Offered: PK-PK



2018-2019

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School Narrative

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 <p>Before and After School Programs:</p>	<p>Catapult Learning and childcare providers offer before and after care services. Catapult Program is offered on all regular school days and selected half days. Preschool children are housed in their respective school for the before and after care services. The Early Childhood Program provides professional development annually to the staff of Catapult Learning to enhance the collaboration and transition of the students. Students are grouped together based on age.</p>
 <p>Staff and Professional Learning:</p>	<p>The Early Childhood Program carries out a professional development plan directly related to the district's mission and chosen curriculum, Tools of the Mind. It is based on the Data Summary Tool that includes assessment data from ECERS-3, Teaching Strategies Gold and TPOT. The plan is specifically designed for instructional, non-instructional, and administrative staff. Professional development is an intricate part of the plan that focusing on guiding children meet the preschool teaching and learning standards using developmentally appropriate teaching practices</p>






Early Childhood School
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2018-2019

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School Narrative

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 <p>Student Supports and Services:</p>	<p>The Early Childhood Program focuses on student support services. The Program employs an ELL master teacher to incorporate additional scaffolds and support for our diverse population. The Program also incorporates a Preschool Intervention and Referral Team to successfully support students' learning within the classroom setting. A social worker also works closely with the preschool families to ensure the home/school connection. The Program additionally provides support services for all students with Individualized Educational Plans to ensure success in their least restrictive environment.</p>
 <p>Student Health and Wellness:</p>	<p>The Early Childhood Program incorporates a breakfast and lunch program to offer nutritional meals. The program promotes the health and wellness of all preschool students by administering health screenings. The Wellness Committee incorporates lessons, activities and resources to our students, staff and families to promote healthy living. The Program additionally offers Nutritional Classes and Workshops for the preschool families.</p>
 <p>Parent and Community Involvement:</p>	<p>The Early Childhood Program thrives on working closely with the families and community to encourage a strong home/school connection. The Community/Parent Involvement Specialist works diligently with Administration to incorporate for parents/guardians based on the Community Survey. Parenting Classes, Nutrition, ELL Classes, Computer Classes and Literacy Classes are offered throughout the school year. The WNY Early Childhood Advisory Council provides an opportunity for families and the community at large to collaborate with the West New York School District's Early Childhood Program to prepare preschool children for a promising future. The Council is a vehicle for assessing and responding to the needs of young children and their families through sharing of information, program planning, and development.</p>

**Early Childhood School**

(17-5670-055)

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2018-2019

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Facilities:

The Early Childhood Program is housed in ECS and School Four Annex, as well as the Elementary Schools and Provider Schools.



School Safety:

The Early Childhood Program practices fire and security drills monthly. The WNY District works closely with law enforcement to ensure school safety is of utmost importance. The School Safety Committee meets regularly to ensure a safe environment is maintained at all times at the building level.



Early Childhood School

(17-5670-055)

Grades Offered: PK-PK



2018-2019

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School Narrative

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 <p>Technology and STEM:</p>	<p>The Early Childhood Program incorporates technology in a developmentally appropriate manner. The Tools of the Mind Curriculum highlights authentic learning which incorporates STEAM activities. Each classroom is equipped with iPads and/or desktop computers. Classrooms also incorporate educational apps using Chromebooks and coding robots to enhance technology skills. Some classrooms are equipped with Smartboards to further encourage young learners to use technology applications.</p>
 <p>Early Childhood Education:</p>	<p>The Early Childhood Program is currently funded by PEA and local funds. The Program offers an educational day from 8:40AM to 2:40PM. The preschool classrooms are housed in the Early Childhood School, Annex Four, and the six elementary schools. The Program also contracts with ten provider schools and two Head Start schools. Each classroom has fifteen students with one teacher and one paraprofessional. One staff member within each classroom speaks Spanish to accommodate the community's ELL population.</p>



Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Ms. Tara Mantineo
Address	6200 BROADWAY WEST NEW YORK, NJ 07093-2639
Phone Number	201-553-4095
Email Address	tmantineo@wnyschools.net
Website	http://www.wnyschools.net/district/hlb/
Facebook	https://www.facebook.com/WNYHLB
Twitter	https://twitter.com/WNYHLB



Harry L Bain
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Grades Offered: KG-06
2018-2019

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Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	104	68	87
1	98	111	69
2	99	103	103
3	97	96	104
4	100	102	97
5	77	96	100
6	94	101	96
Total	669	677	656

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.5%	45.8%	47.9%
Male	53.5%	54.2%	52.1%
Economically Disadvantaged Students	79.7%	84.0%	85.1%
Students with Disabilities	16.4%	15.4%	13.3%
English Learners	16.4%	21.6%	20.4%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.1%	3.4%	2.4%
Hispanic	86.8%	94.7%	95.0%
Black or African American	1.0%	0.7%	0.6%
Asian	1.0%	1.0%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.2%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	104	68	87

Enrollment by Home Language

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

Home Language	% of Students
Spanish	71.0%
English	27.3%
Other Languages	1.7%



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2018-2019

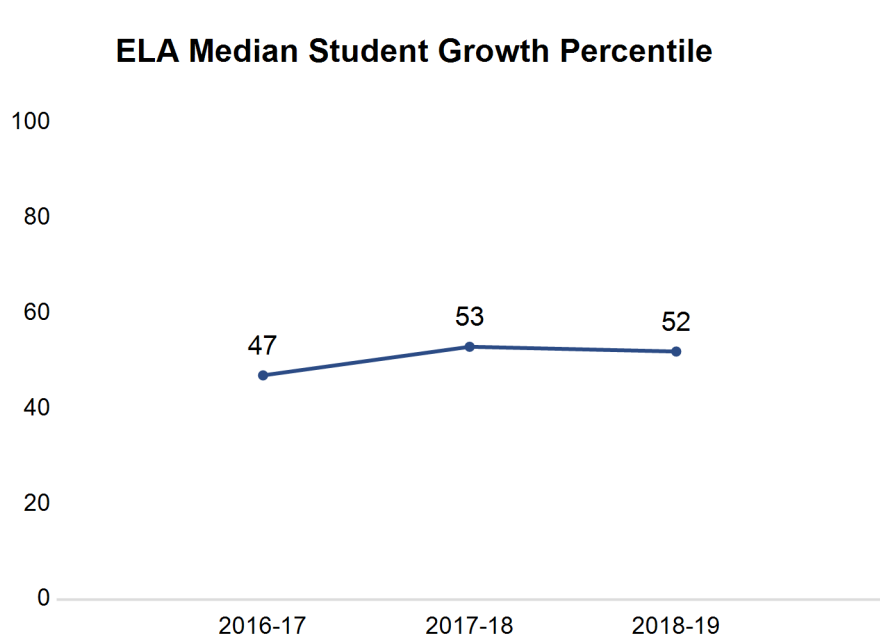
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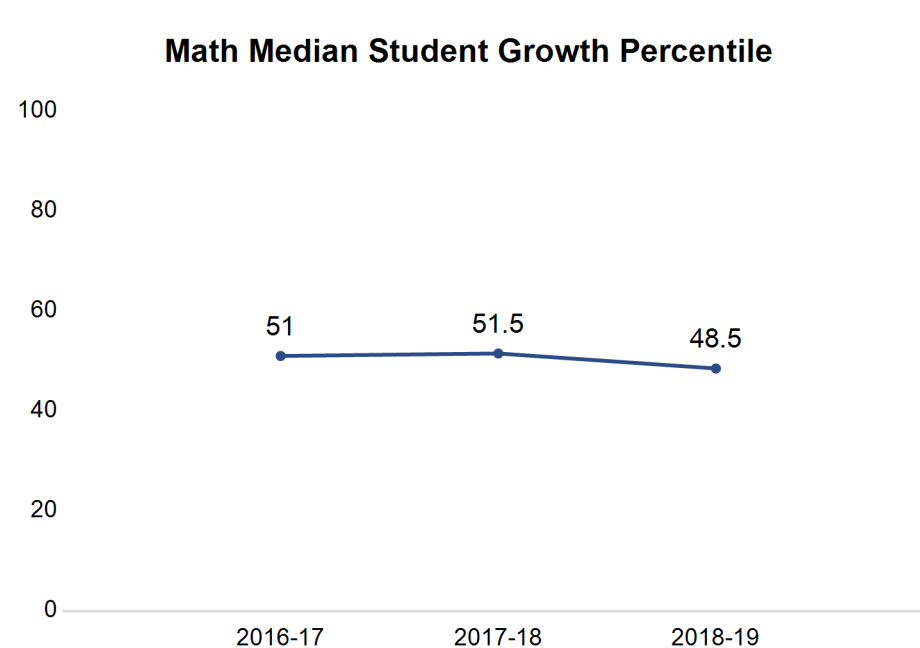
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	53	52	51	51.5	48.5
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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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	52	49	50	Met Standard	48.5	48	50	Met Standard
White	*	41	50	**	*	55	52	**
Hispanic	53.5	49	49	Met Standard	48	48	47	Met Standard
Black or African American	N	64	45	**	N	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	56	54	53	N	49.5	49	50	N
Male	50.5	46	47	N	48	48	51	N
Economically Disadvantaged Students	55	50	48	Met Standard	50	49	46	Met Standard
Students with Disabilities	49	39.5	43	Met Standard	58	44.5	45	Met Standard
English Learners	51	58	52	Met Standard	45	50	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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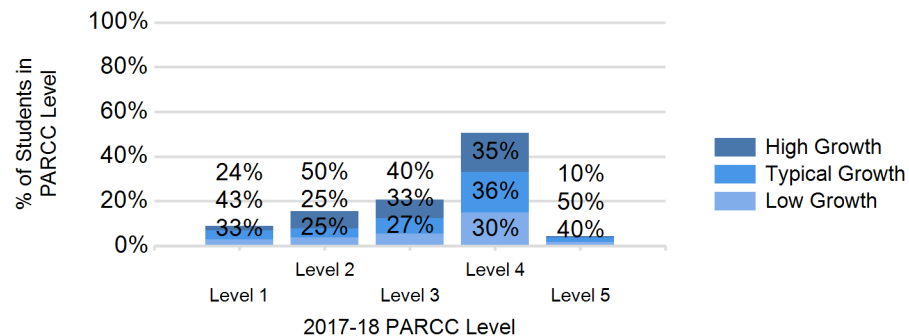
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

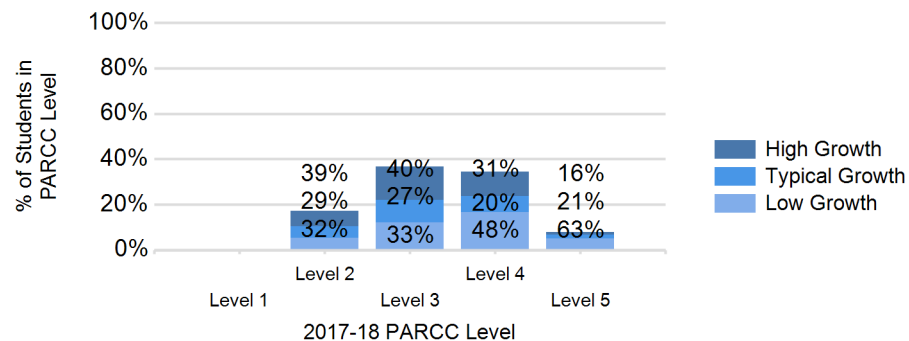
Student Growth by Performance Level

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

ELA



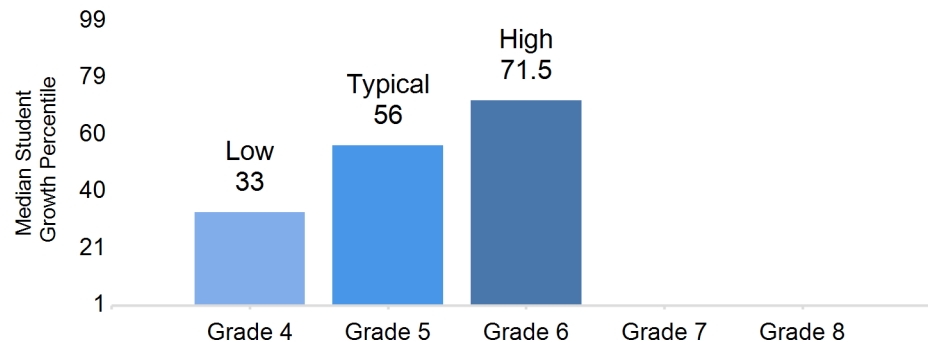
Math



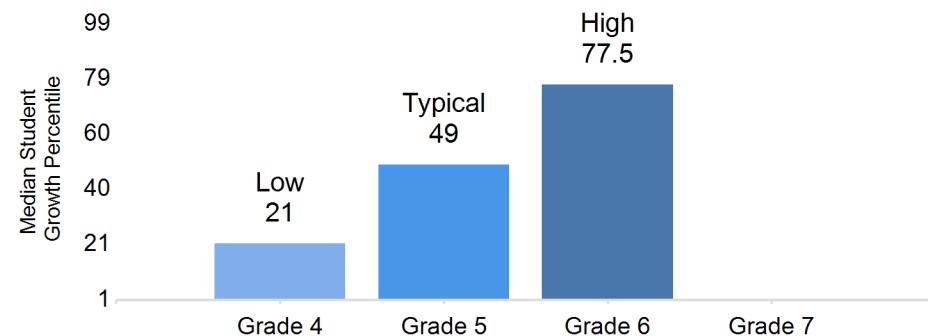
Student Growth by Grade

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

ELA



Math





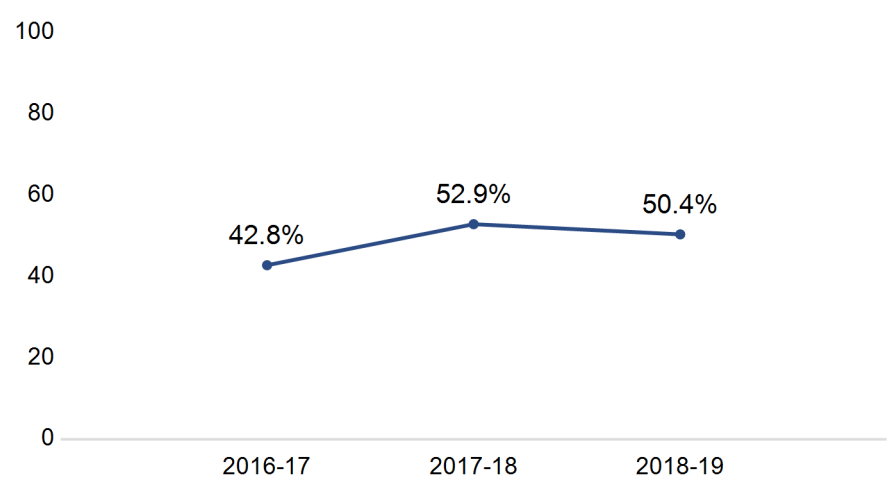
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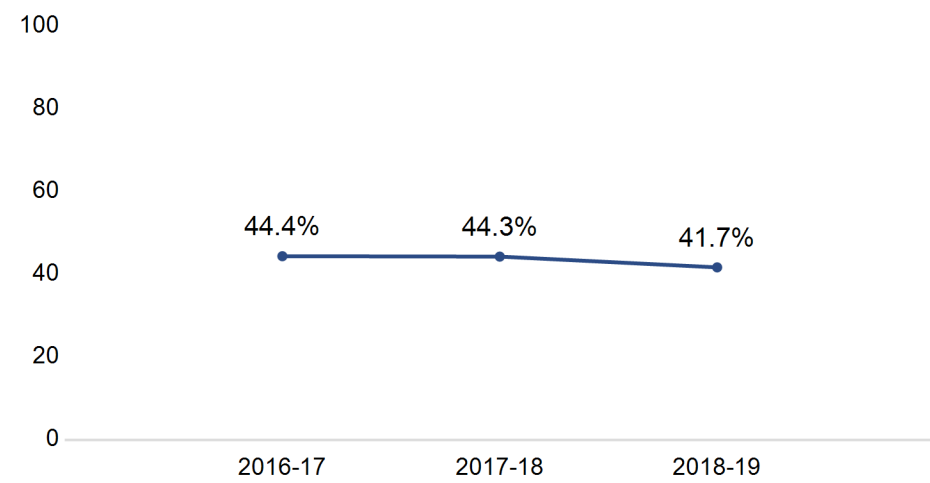
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	99.7%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	42.8%	52.9%	50.4%	44.4%	44.3%	41.7%
Annual Target	43.6%	45.5%	47.4%	46.6%	48.3%	50.1%
Met Annual Target?	Met Target†	Met Target	Met Target	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	339	100.0	50.4	43.4	57.9	50.4	47.4	Met Target
White	*	*	*	56.8	66.9	*	**	**
Hispanic	322	100.0	50.3	42.9	43.9	50.3	46.8	Met Target
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	160	100.0	55.0	48.9	64.8	55.0		
Male	179	100.0	46.4	38.4	51.3	46.4		
Economically Disadvantaged Students	298	100.0	49.7	43.0	40.0	49.7	46.3	Met Target
Non-Economically Disadvantaged Students	41	100.0	56.1	45.4	67.9	56.1		
Students with Disabilities	61	100.0	29.5	14.5	22.7	29.5	19.1	Met Target
Students without Disabilities	278	100.0	55.0	49.0	65.1	55.0		
English Learners	96	100.0	32.3	*	29.3	32.3	35.8	Met Target†
Non-English Learners	243	100.0	57.6	*	60.6	57.6		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



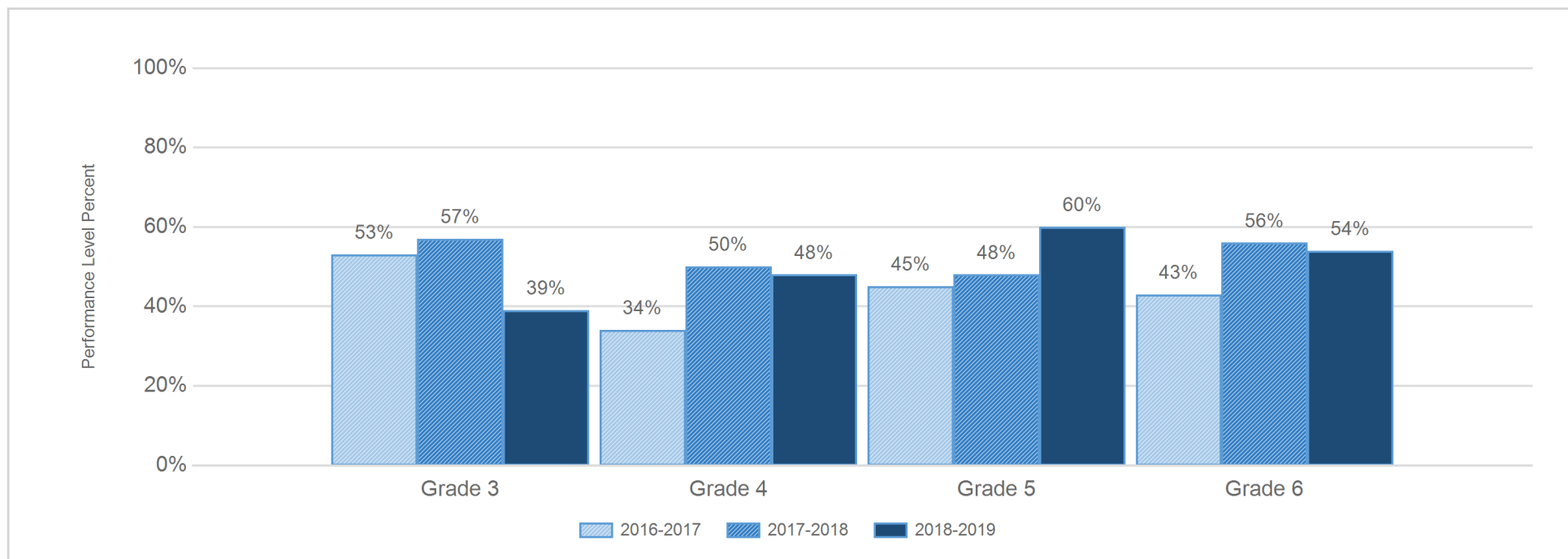
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	738	731	748	12%	21%	28%	39%	0%	39%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	82	737	*	734	12%	21%	29%	38%	0%	38%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	48	736	732	753	*	*	29%	33%	0%	33%	55%
Male	37	741	730	743	*	*	27%	46%	0%	46%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	12	721	704	719	*	*	*	*	*	33%	24%
Students without Disabilities	73	741	736	754	*	*	*	*	*	40%	56%
English Learners	10	719	697	713	*	*	*	*	*	*	17%
Non-English Learners	75	741	735	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	746	749	755	*	*	33%	*	*	48%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	73	745	749	743	*	*	34%	*	*	47%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	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	31	753	754	760	*	*	32%	*	*	58%	62%
Male	48	741	745	750	*	*	33%	*	*	42%	53%
Economically Disadvantaged Students	69	744	749	740	*	*	*	*	*	42%	40%
Non-Economically Disadvantaged Students	10	762	754	765	*	*	*	*	*	90%	69%
Students with Disabilities	13	716	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	66	752	*	761	*	*	*	*	*	55%	64%
English Learners	*	*	700	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	753	746	756	*	15%	20%	*	*	60%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	85	753	*	743	*	14%	20%	*	*	60%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	40	759	754	761	*	*	*	*	*	68%	64%
Male	49	748	739	750	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	77	751	745	740	*	*	*	*	*	57%	39%
Non-Economically Disadvantaged Students	12	767	753	766	*	*	*	*	*	75%	69%
Students with Disabilities	14	733	713	724	*	*	*	*	*	36%	23%
Students without Disabilities	75	756	752	762	*	*	*	*	*	64%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	85	748	746	754	12%	*	26%	*	*	54%	56%
White	N	N	764	762	N	N	N	N	N	N	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	N	N	*	738	N	N	N	N	N	N	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	N	N	*	760	N	N	N	N	N	N	64%
Female	44	754	751	762	*	*	25%	*	*	64%	64%
Male	41	742	742	748	*	*	27%	*	*	44%	48%
Economically Disadvantaged Students	74	752	746	740	*	*	*	*	*	59%	39%
Non-Economically Disadvantaged Students	11	719	744	763	*	*	*	*	*	18%	67%
Students with Disabilities	15	718	722	722	*	*	*	*	*	27%	19%
Students without Disabilities	70	754	751	761	*	*	*	*	*	60%	64%
English Learners	10	709	713	710	*	*	*	*	*	*	*
Non-English Learners	75	753	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	343	100.0	41.7	29.9	44.5	41.7	50.1	Not Met
White	*	*	*	38.8	54.1	*	**	**
Hispanic	326	100.0	40.2	29.4	28.8	40.2	50	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	161	100.0	42.2	29.5	44.9	42.2		
Male	182	100.0	41.2	30.3	44.2	41.2		
Economically Disadvantaged Students	299	100.0	42.5	29.8	26.3	42.5	50.4	Not Met
Non-Economically Disadvantaged Students	44	100.0	36.4	30.6	54.9	36.4		
Students with Disabilities	61	100.0	21.3	10.7	17.4	21.3	24.2	Met Target†
Students without Disabilities	282	100.0	46.1	33.5	50.0	46.1		
English Learners	100	100.0	36.0	*	25.0	36.0	47.7	Not Met
Non-English Learners	243	100.0	44.0	*	46.5	44.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



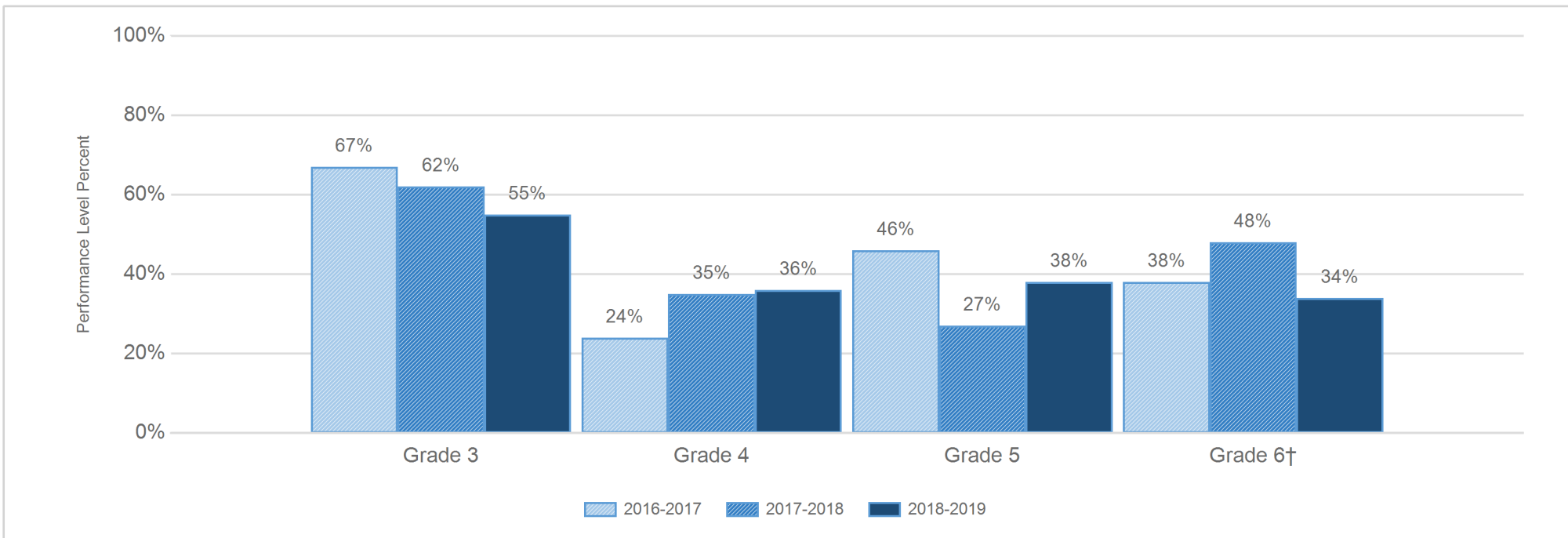
Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	753	742	752	*	17%	25%	*	*	55%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	86	753	*	739	*	17%	24%	*	*	55%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	51	751	739	751	*	*	*	*	*	51%	54%
Male	38	756	744	752	*	*	*	*	*	61%	56%
Economically Disadvantaged Students	77	753	742	737	*	*	*	*	*	56%	37%
Non-Economically Disadvantaged Students	12	752	741	761	*	*	*	*	*	50%	67%
Students with Disabilities	12	740	721	731	*	*	*	*	*	42%	31%
Students without Disabilities	77	755	745	756	*	*	*	*	*	57%	60%
English Learners	14	738	*	728	*	*	*	*	*	36%	26%
Non-English Learners	75	756	*	754	*	*	*	*	*	59%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	742	744	749	*	22%	37%	*	*	36%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	75	740	743	737	*	24%	40%	*	*	31%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	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	31	742	744	749	*	*	45%	*	*	32%	50%
Male	50	742	744	749	*	*	32%	*	*	38%	52%
Economically Disadvantaged Students	70	741	744	734	*	*	*	*	*	34%	32%
Non-Economically Disadvantaged Students	11	747	744	759	*	*	*	*	*	45%	63%
Students with Disabilities	13	723	*	726	*	*	*	*	*	*	25%
Students without Disabilities	68	746	*	754	*	*	*	*	*	*	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	743	734	747	*	24%	36%	*	*	38%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	86	743	*	735	*	26%	35%	*	*	37%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	41	747	735	747	*	*	39%	*	*	44%	47%
Male	49	739	733	747	*	*	33%	*	*	33%	47%
Economically Disadvantaged Students	78	743	735	732	*	*	*	*	*	37%	27%
Non-Economically Disadvantaged Students	12	746	732	757	*	*	*	*	*	42%	59%
Students with Disabilities	14	726	721	725	*	*	*	*	*	14%	19%
Students without Disabilities	76	746	736	752	*	*	*	*	*	42%	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	737	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%



Harry L Bain
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	739	734	741	*	24%	34%	*	*	34%	41%
White	N	N	746	749	N	N	N	N	N	N	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	N	N	*	722	N	N	N	N	N	N	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	N	N	*	747	N	N	N	N	N	N	48%
Female	44	742	735	742	*	23%	36%	*	*	34%	42%
Male	43	736	734	740	*	26%	33%	*	*	35%	40%
Economically Disadvantaged Students	75	741	735	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	12	726	732	750	*	*	*	*	*	*	53%
Students with Disabilities	15	714	713	716	*	*	*	*	*	13%	12%
Students without Disabilities	72	744	739	746	*	*	*	*	*	39%	46%
English Learners	12	718	*	709	*	*	*	*	*	*	*
Non-English Learners	75	742	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

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	67.1%	40.9%	Exceeds

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	76	*	*
3-4	48	*	*
5 or more	*	*	*



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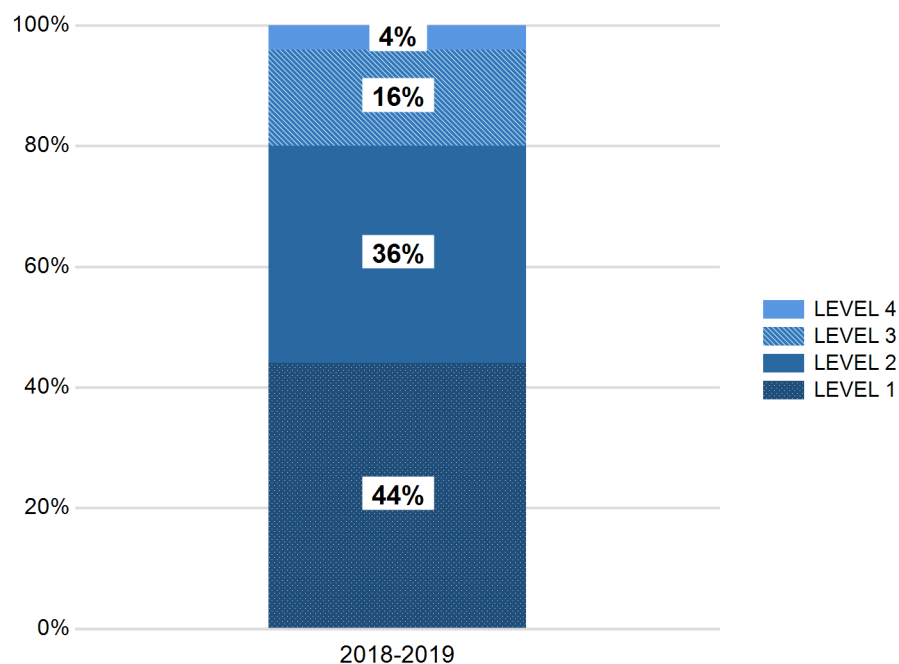
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	36	16	4
White	*	*	*	*
Hispanic	45	34	16	4
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	41	9	7
Male	45	31	22	2
Economically Disadvantaged Students	47	35	15	4
Non-Economically Disadvantaged Students	29	43	21	7
Students with Disabilities	73	27	0	0
Students without Disabilities	39	38	19	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



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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.

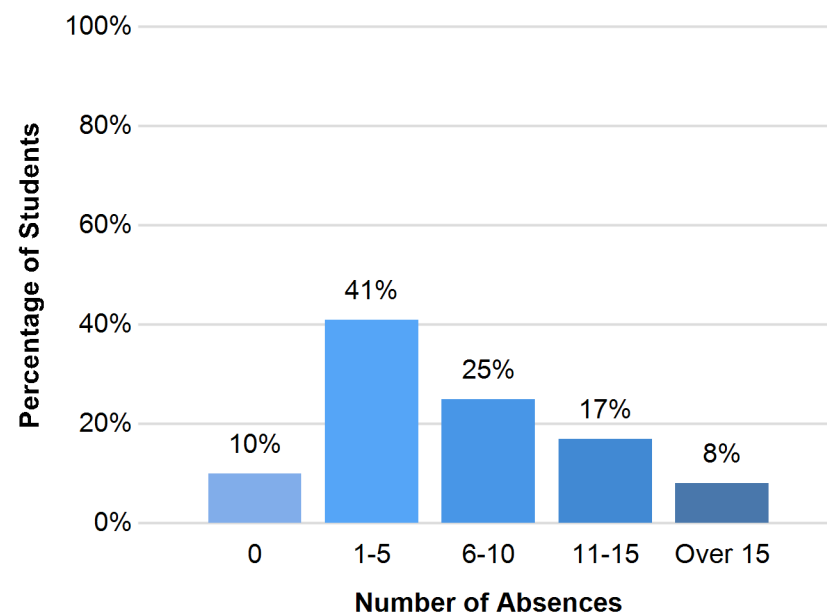
Chronic Absenteeism

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	45	7.1	8.8	Met
White	0	0	**	**
Hispanic	43	7.2	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	16.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	21	6.9		
Male	24	7.2		
Economically Disadvantaged Students	32	5.9	8.8	Met
Students with Disabilities	14	14.7	8.8	Not Met
English Learners	10	9.0	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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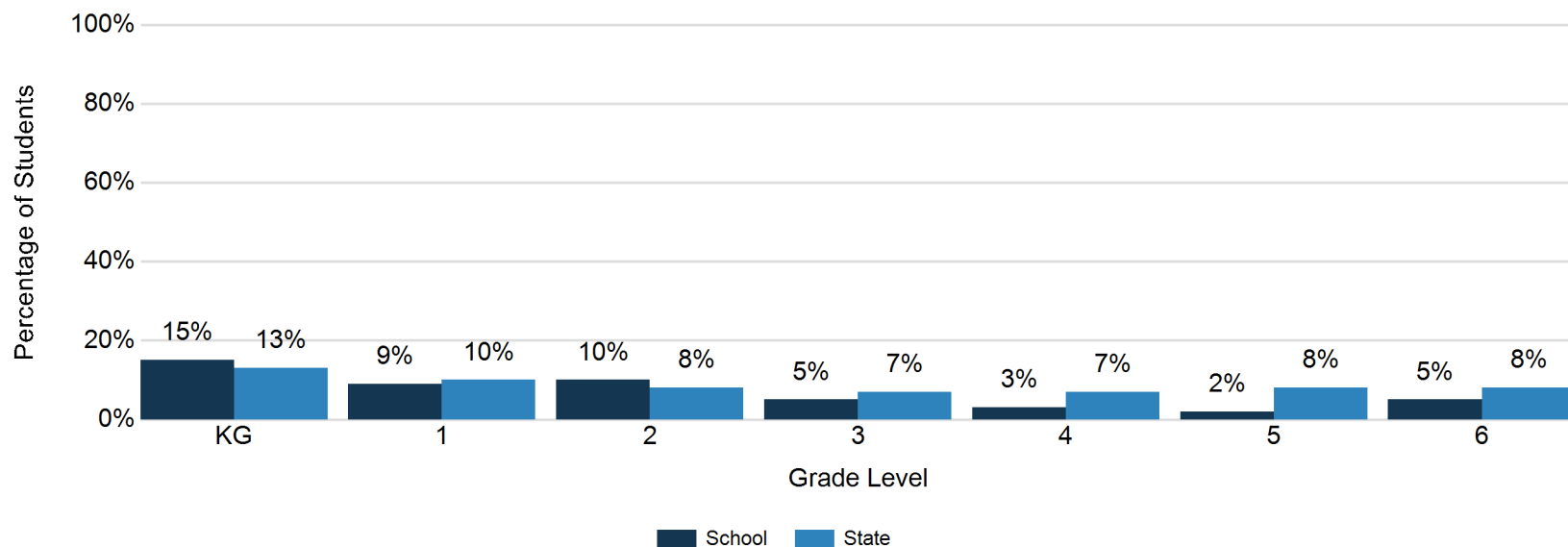
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N

**Harry L Bain**

(17-5670-100)

Grades Offered: KG-06

2018-2019

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** Accountability calculations require 20 or more students

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

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	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	50	118,214
Average years experience in public schools	13.7	12.1
Average years experience in district	13.7	10.8
Percentage of Teachers with 4 or more years experience in the district	92.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	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	15:1
Students to Administrators	328:1	203:1
Teachers to Administrators	25:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

Report Key:

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- N No Data is available to display
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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers 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	47.9%	82.0%	100.0%	48.4%	77.1%	54.9%
Male	52.1%	18.0%	0.0%	51.6%	22.9%	45.1%
White	2.4%	40.0%	50.0%	42.4%	83.6%	77.4%
Hispanic	95.0%	60.0%	50.0%	29.9%	7.3%	7.2%
Black or African American	0.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



Harry L Bain
(17-5670-100)
Grades Offered: KG-06
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Harry L Bain
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Harry L Bain
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Grades Offered: KG-06
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	42.8%	52.9%	50.4%
Math Proficiency	44.4%	44.3%	41.7%
ELA Growth	47	53	52
Math Growth	51	52	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.1%	67.1%
Chronic Absenteeism	7.7%	4.6%	7.1%

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



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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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School Narrative

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



Highlights:

- Instruction and curriculum are infused with technology at all grade levels.
- Instruction and curriculum are infused with technology at all grade levels.
- Harry L. Bain offers a cross-disciplinary curriculum with a concentration on STEAM based learning.



Mission, Vision, Theme:

Harry L. Bain vision is to provide a comprehensive curriculum with technology as the main focus. Students utilize technology throughout the day by use of Chromebooks, Promethean boards and I pads. Students are provided the opportunity to learn and explore throughout project-based learning initiatives.



Awards, Recognition, Accomplishments:

Harry L. Bain participated in the Future Ready School Certification Program. Through hard work and 100% participation from school personnel, Harry L. Bain school was awarded the bronze tier certification. The school district is applying for the silver tier certification.






Harry L Bain
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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to technology in the academic component, fourth-grade students were able to participate in an after school Coding course. Fifth-grade students participated in a CSI forensic science program and sixth-grade participated in a Robotics course. Each course enabled students to use their technology skills to solve problems and create solutions.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Volleyball (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Fifth and sixth grade students participated in a PEER leadership program. Drama club offered to fourth- sixth grade students. Chorus and instrumental band were offered to fourth - sixth grade students.</p>





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 <p>Before and After School Programs:</p>	<p>Extended day programs were offered for ELA and mathematics in grades third - sixth. Fourth grade science extended day. Open Access Computer Lab grades third- sixth. Morning help program grades kindergarten-sixth.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff participated in Professional learning Seminars (PLS) on a monthly basis. Kindergarten teachers participated in the Gold Teaching Strategies. First and second grade participated in project-based learning throughout the year providing students more hands-on activities and lessons. Harry L. Bain integrated the First through Third-grade implementation guidelines from the NJDOE. All grades participated in STEAM-based learning.</p>






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 <p>Student Supports and Services:</p>	<p>Bilingual classes are offered to Kindergarten through sixth grade. An ESL program is offered for students who need this support. Special Education Programs are offered to students in kindergarten through sixth grade. Intervention Referral Service (I&RS) was provided for students who were identified as having academic and/or emotional concerns.</p>
 <p>Student Health and Wellness:</p>	<p>A Breakfast in the Classroom Program was offered daily to students. In addition, A Fruit and Vegetable Program was offered to all grade levels. Our current Wellness Program for students in grades fourth -sixth ensures that our students truly understand concepts related to life-long wellness.</p>
 <p>Parent and Community Involvement:</p>	<p>The power school parent portal is available to parents to view their child's grades. Monthly Title I program meetings are held highlighting various educational topics. Teachers use various social media applications to communicate with parents.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Various surveys were utilized throughout the school year to obtain information and design constructive professional development. Survey results helped organize professional development.</p>
 <p>Facilities:</p>	<p>The building is 104 years old and underwent a total renovation beginning in 2015 and completed August 2017. The building has 49 classrooms, a library, two computer labs, a science room, gymnasium, music, instrumental and an art room. Air conditioning was added to about 95% of the building. The building meets all current fire and safety regulations.</p>
 <p>School Safety:</p>	<p>A visitor digital identification system was implemented to upgrade safety procedures. Staff identification cards are utilized as an entrance key (smart card) to enter the building. The building meets all current fire and safety regulations.</p>



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 2018-2019

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Technology and STEM:

Chromebooks, I pads and Promethean boards were implemented and have increased the technology usage for students and staff. Robotics, Coding and CSI classes were offered as extended day classes to provide students an opportunity to combine knowledge with hands -on experience.



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Memorial High School
(17-5670-050)
Grades Offered: 09-12
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	Hudson
District	West New York Board of Education
Principal Name	Mr. Oscar Guerrero
Address	5501 PARK AVE WEST NEW YORK, NJ 07093-3523
Phone Number	201-553-4110
Email Address	oguerrero@wnyschools.net
Website	http://www.wnyschools.net/district/mhs/
Facebook	https://www.facebook.com/WNYMHS
Twitter	https://twitter.com/MHS_WNY



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	542	535	578
10	487	486	504
11	432	450	446
12	469	424	448
Total	1,930	1,895	1,976

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%	50.4%	49.0%
Male	50.3%	49.6%	51.0%
Economically Disadvantaged Students	74.1%	77.6%	80.5%
Students with Disabilities	13.7%	13.6%	12.8%
English Learners	15.7%	18.0%	19.6%
Homeless Students	0.0%	0.2%	0.2%
Students in Foster Care	0.1%	0.0%	0.1%
Military-Connected Students	0.1%	0.1%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.9%	2.1%	1.4%
Hispanic	94.4%	96.0%	96.2%
Black or African American	1.0%	1.2%	1.4%
Asian	0.7%	0.7%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.1%	0.1%

Enrollment Trends by Full 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	1,930	1,895	1,976
Shared Time Students	0	0	0
Full Time Equivalent	1,930	1,895	1,976

Enrollment by Home Language

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

Home Language	% of Students
Spanish	73.2%
English	25.2%
Other Languages	1.7%



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

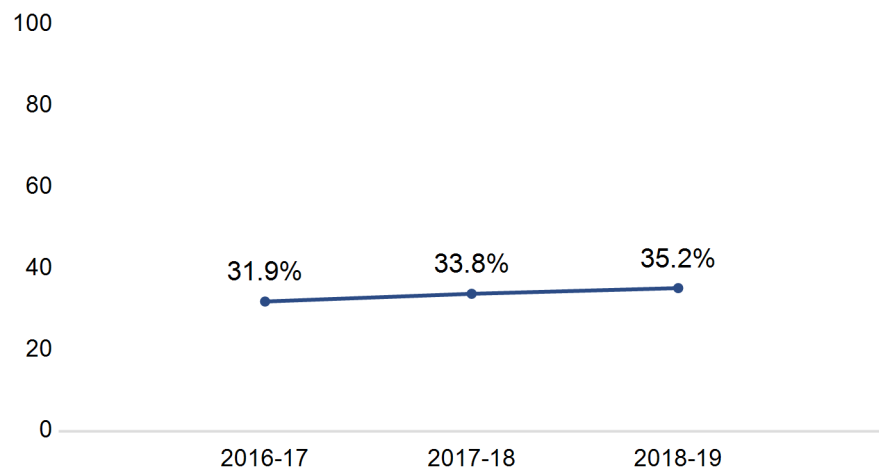
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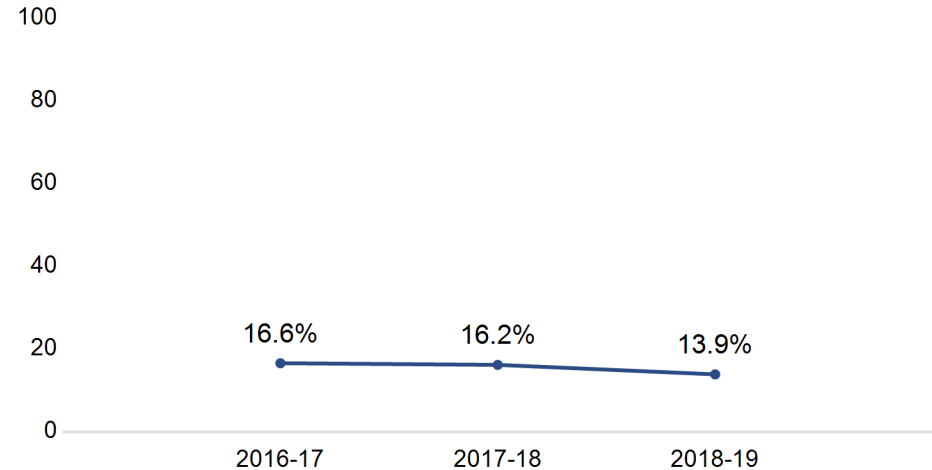
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	98.9%	99.7%	99.9%	98.9%
Proficiency Rate for Federal Accountability	31.9%	33.8%	35.2%	16.6%	16.2%	13.9%
Annual Target	40.6%	42.6%	44.7%	21.9%	24.9%	28.0%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Memorial High School
(17-5670-050)
Grades Offered: 09-12
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	1059	98.9	35.2	43.4	57.9	35.2	44.7	Not Met
White	13	100.0	23.1	56.8	66.9	23.1	**	**
Hispanic	1022	98.9	34.9	42.9	43.9	34.9	43.6	Not Met
Black or African American	14	93.7	35.7	43.5	38.5	35.0	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	80.0	*	82.9	80.0	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	503	98.8	40.0	48.9	64.8	40.0		
Male	556	98.9	30.9	38.4	51.3	30.9		
Economically Disadvantaged Students	843	98.7	36.3	43.0	40.0	36.3	43.9	Not Met
Non-Economically Disadvantaged Students	216	99.6	31.0	45.4	67.9	31.0		
Students with Disabilities	153	97.0	*	14.5	22.7	*	16.9	Not Met
Students without Disabilities	906	99.2	*	49.0	65.1	*		
English Learners	299	99.7	*	*	29.3	*	16.9	Not Met
Non-English Learners	760	98.6	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



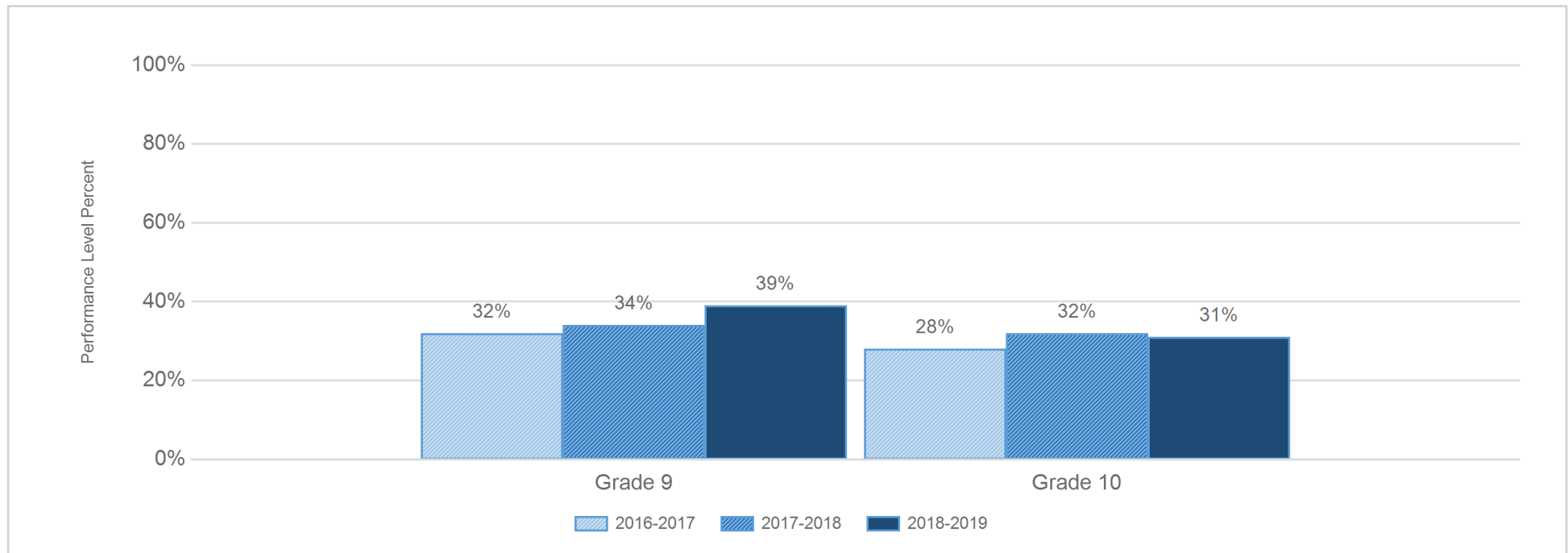
Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

Report Key:

- * Data is not displayed in order to protect student privacy
- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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English Language Arts Assessment - Performance Trends

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





Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	564	736	736	753	20%	13%	29%	32%	7%	39%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	541	736	736	737	20%	12%	29%	32%	6%	38%	40%
Black or African American	10	740	740	732	0%	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	265	741	741	760	14%	12%	31%	36%	6%	43%	63%
Male	299	732	732	746	24%	13%	27%	28%	7%	35%	49%
Economically Disadvantaged Students	450	739	739	734	17%	11%	32%	*	*	40%	36%
Non-Economically Disadvantaged Students	114	726	726	762	30%	18%	19%	*	*	33%	65%
Students with Disabilities	75	715	715	717	*	*	*	*	*	*	17%
Students without Disabilities	489	740	740	760	*	*	*	*	*	*	63%
English Learners	104	687	687	693	*	*	*	*	*	*	*
Non-English Learners	460	747	747	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	504	725	725	757	32%	14%	22%	24%	7%	31%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	488	725	725	738	32%	14%	22%	24%	7%	31%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	240	733	733	766	27%	13%	23%	29%	9%	38%	66%
Male	264	718	718	749	37%	16%	22%	20%	6%	25%	51%
Economically Disadvantaged Students	396	727	727	735	30%	14%	24%	*	*	32%	40%
Non-Economically Disadvantaged Students	108	719	719	767	41%	18%	14%	*	*	28%	67%
Students with Disabilities	80	696	696	711	*	*	*	*	*	*	19%
Students without Disabilities	424	731	731	765	*	*	*	*	*	*	65%
English Learners	93	672	672	687	*	*	*	*	*	*	*
Non-English Learners	411	738	738	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	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1034	98.9	13.9	29.9	44.5	13.9	28	Not Met
White	13	100.0	*	38.8	54.1	*	**	**
Hispanic	997	98.9	13.6	29.4	28.8	13.6	27.2	Not Met
Black or African American	14	93.7	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	*	76.5	70.0	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	496	98.8	13.9	29.5	44.9	13.9		
Male	538	98.9	13.9	30.3	44.2	13.9		
Economically Disadvantaged Students	834	98.7	14.4	29.8	26.3	14.4	27.4	Not Met
Non-Economically Disadvantaged Students	200	99.5	12.0	30.6	54.9	12.0		
Students with Disabilities	149	96.9	*	10.7	17.4	*	12.7	Not Met
Students without Disabilities	885	99.2	*	33.5	50.0	*		
English Learners	276	99.7	*	*	25.0	*	17.6	Not Met
Non-English Learners	758	98.6	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



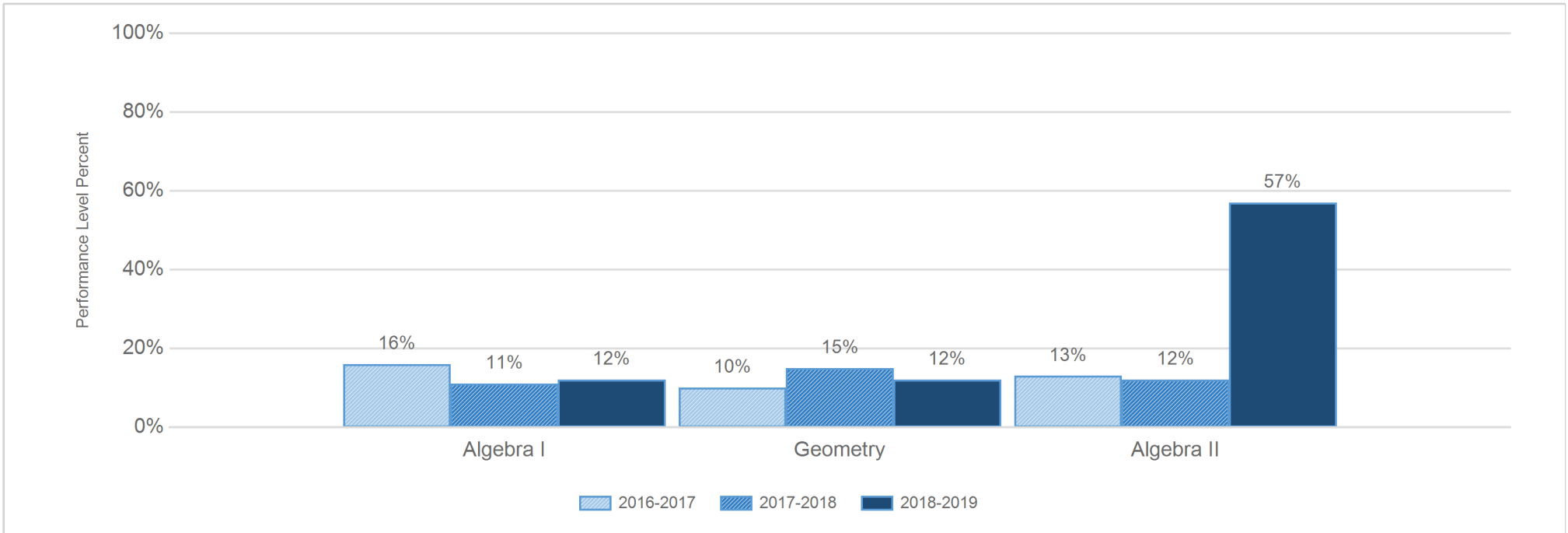
Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	573	720	726	744	20%	43%	25%	12%	0%	12%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	552	719	726	728	20%	43%	25%	12%	0%	12%	24%
Black or African American	10	722	*	725	0%	*	*	*	*	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	271	720	727	745	20%	45%	21%	14%	0%	14%	44%
Male	302	720	726	743	20%	41%	28%	11%	0%	11%	41%
Economically Disadvantaged Students	457	721	727	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	116	716	722	752	*	*	*	*	*	*	52%
Students with Disabilities	74	703	703	717	*	*	*	*	*	*	12%
Students without Disabilities	499	722	729	748	*	*	*	*	*	*	47%
English Learners	128	704	*	710	*	*	*	*	*	*	*
Non-English Learners	445	724	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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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	444	719	719	737	18%	42%	28%	*	*	12%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	427	719	719	724	18%	41%	29%	*	*	12%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	219	719	719	738	19%	39%	31%	*	*	11%	36%
Male	225	719	719	736	17%	44%	26%	*	*	12%	34%
Economically Disadvantaged Students	362	719	719	722	17%	42%	28%	*	*	12%	16%
Non-Economically Disadvantaged Students	82	717	717	743	22%	40%	28%	*	*	10%	43%
Students with Disabilities	75	705	705	712	*	*	*	*	*	*	*
Students without Disabilities	369	722	722	741	*	*	*	*	*	*	*
English Learners	59	703	703	708	*	*	*	*	*	*	*
Non-English Learners	385	721	721	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	*	*	*	739	*	*	*	*	*	*	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	757	757	755	*	*	30%	*	*	57%	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	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	N	N	N	761	N	N	N	N	N	N	65%
Female	15	748	748	752	*	*	*	*	*	47%	55%
Male	22	762	762	758	*	*	*	*	*	64%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	37	757	757	755	*	*	30%	*	*	57%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	23.0%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	181	*	*
3-4	153	*	*
5 or more	38	*	*



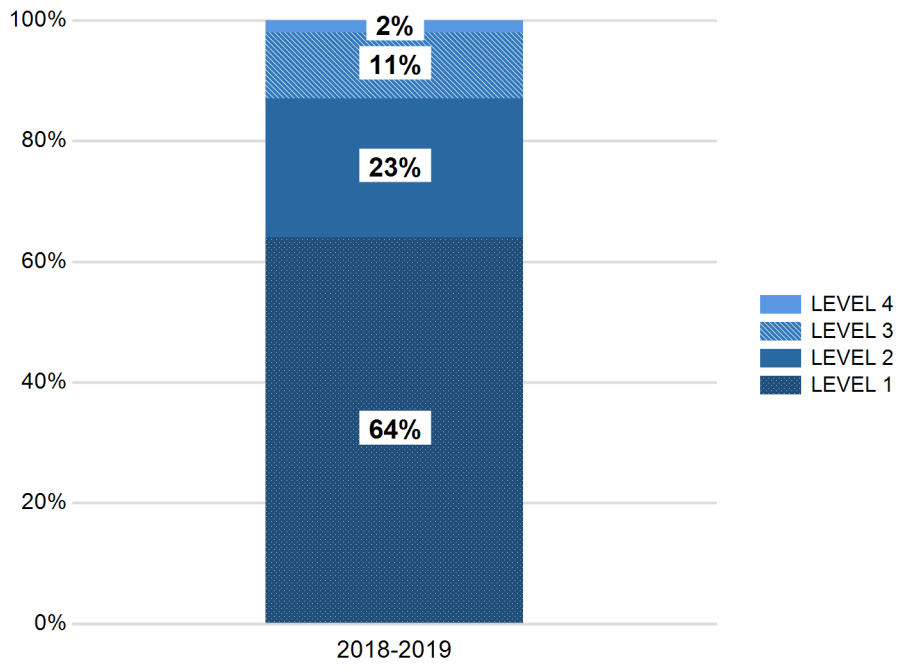
Memorial High School
 (17-5670-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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 N No Data is available to display
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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	64	23	11	2
White	*	*	*	*
Hispanic	65	23	11	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	27	9	2
Male	66	19	14	1
Economically Disadvantaged Students	64	23	12	1
Non-Economically Disadvantaged Students	64	24	9	3
Students with Disabilities	89	9	2	0
Students without Disabilities	61	25	12	2
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



Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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	99.5%	84.5%
12th graders taking SAT in 2018-19 or prior years	62.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	2.9%	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	410	476	Grade 10: 430 Grade 11: 460	32%	61%
PSAT 10/NMSQT - Math	418	477	Grade 10: 480 Grade 11: 510	17%	43%
SAT - Reading and Writing	472	539	480	44%	70%
SAT - Math	473	541	530	22%	53%
ACT - Reading	21	25	22	62%	66%
ACT - English	20	24	18	77%	81%
ACT - Math	23	24	22	54%	65%
ACT - Science	21	24	23	54%	57%



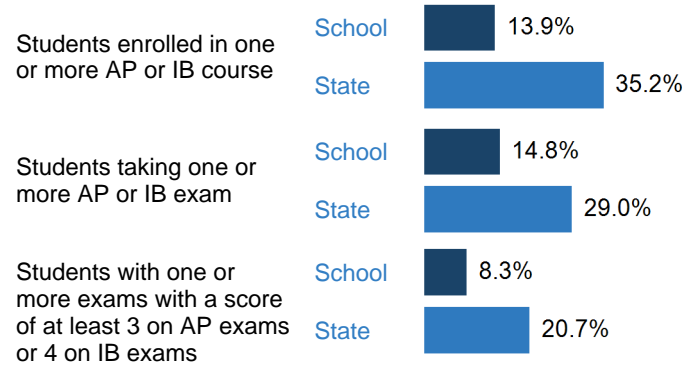
Memorial High School
 (17-5670-050)
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** 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.



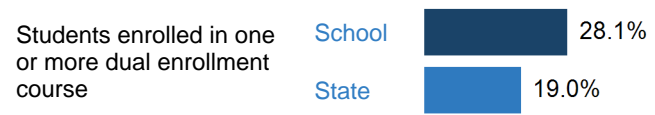
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	15	15
AP Calculus AB	12	12
AP Chemistry	0	19
AP English Language and Composition	17	17
AP English Literature and Composition	11	11
AP French Language and Culture	4	4
AP Italian Language and Culture	4	4
AP Spanish Language	27	26
AP Spanish Literature	38	37
AP Studio Art—Drawing Portfolio	7	3
AP Studio Art—Two-Dimensional	0	4
AP U.S. History	13	13
Total Exams taken		165
Exams with scores of at least 3 on AP exams or 4 on IB exams		90

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.





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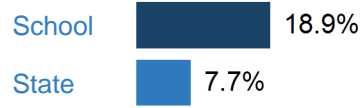
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

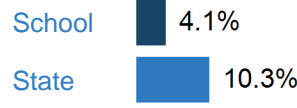
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

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



Structured Learning Experiences Participation

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

Structured Learning Experiences





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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	18.9%	4.1%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	18.9%	4.2%	10.3%	11.3%
Black or African American	*	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	18.5%	3.9%	7.3%	10.6%
Male	19.4%	4.4%	8.0%	10.1%
Economically Disadvantaged Students	18.5%	4.3%	10.4%	11.8%
Students with Disabilities	18.3%	5.6%	6.6%	9.2%
English Learners	21.2%	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Business Management & Administration	456	55	55
Total (All Clusters)	456	55	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	470	39	37	0	0	0	91
10	64	410	39	0	0	0	0
11	24	96	282	13	0	0	44
12	3	24	116	10	12	0	85
Total	561	569	474	23	12	0	220
Enrolled in AP/IB Course					12	0	0
Enrolled in Dual Enrollment Course	0	0	0	23	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	547	0	0	1	0	0
10	43	51	2	50	0	377
11	49	83	116	143	27	45
12	17	31	17	39	31	22
Total	656	165	135	233	58	444
Enrolled in AP/IB Course	15	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	550	1	0	0	0	0
10	21	488	0	0	8	0
11	3	431	9	0	38	4
12	14	109	21	0	24	19
Total	588	1029	30	0	70	23
Enrolled in AP/IB Course	0	13	0	0		0
Enrolled in Dual Enrollment Course	0	42	0	0	12	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	346	87	75	0	0	0	0
10	290	99	96	0	0	0	0
11	119	17	22	0	0	0	0
12	74	5	5	0	0	0	0
Total	829	208	198	0	0	0	0
Enrolled in AP/IB Course	65	4	4	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	32	13	14	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	0	18	0	0	0	0
10	7	17	0	0	0	0
11	24	11	0	0	0	0
12	32	8	0	0	0	0
Total	63	54	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Memorial High School**

(17-5670-050)

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2018-2019

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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
French	*
Spanish	17
Total	*



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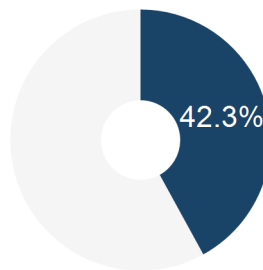
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Visual and Performing Arts – Course Participation

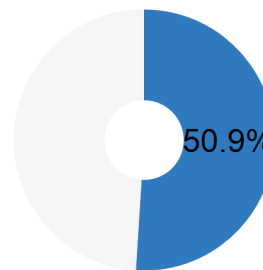
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

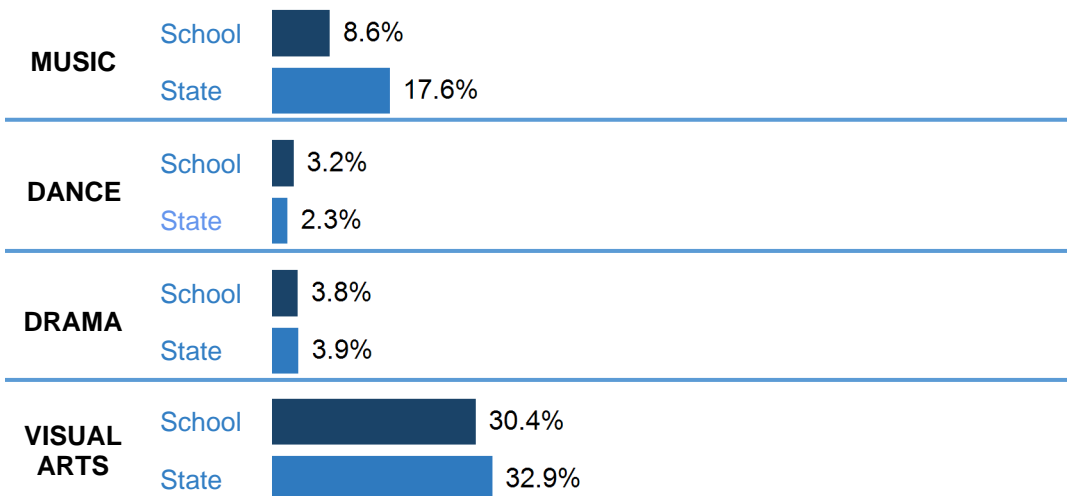


School



State

Students enrolled in one or more classes by discipline:





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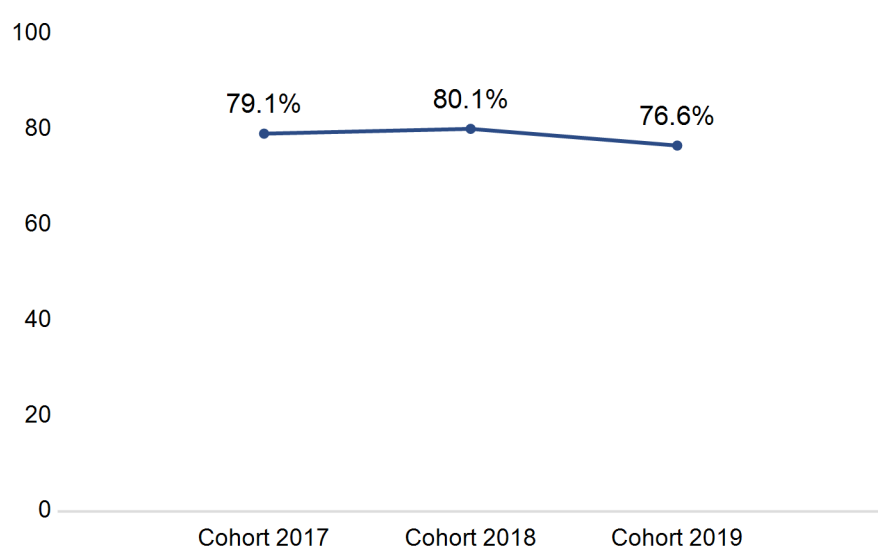
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

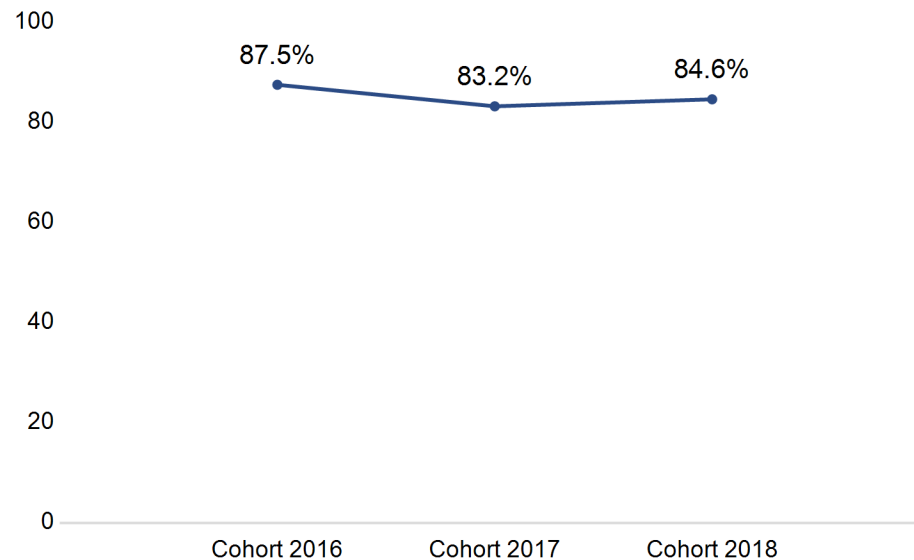
Graduation Rate Trends and Progress

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



5-Year Graduation Rate Trends



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	79.1%	80.1%	76.6%	87.5%	83.2%	84.6%
Annual Target	85.7%	86.2%		89.7%	90.0%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	76.6%	90.6%	84.6%	92.5%	80.1%	86.2%	Not Met	83.2%	90.0%	Not Met
White	82.1%	94.9%	89.5%	95.9%	89.5%	**	**	82.4%	**	**
Hispanic	75.6%	84.5%	84.6%	87.3%	79.8%	86.0%	Not Met	83.2%	90.2%	Not Met
Black or African American	100.0%	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	N	94.2%	N	N	N	*	**	**
Female	81.6%	92.8%	88.8%	94.4%	85.7%			89.4%		
Male	72.0%	88.5%	80.2%	90.8%	74.1%			78.4%		
Economically Disadvantaged Students	77.9%	84.0%	86.8%	87.3%	82.2%	88.5%	Not Met	84.8%	92.5%	Not Met
Students with Disabilities	69.5%	79.2%	85.0%	83.8%	77.5%	81.6%	Not Met	71.8%	86.4%	Not Met
English Learners	54.9%	75.4%	65.3%	80.1%	61.7%	72.0%	Not Met	67.7%	73.4%	Not Met
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	61.7%	43.4%
Substitute Competency Test	11.1%	35.9%
Portfolio Appeals Process	17.8%	1.4%
Alternate Requirements specified in IEP	9.4%	19.3%
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	0.4%	1.2%
2017-2018	0.1%	1.2%
2016-2017	0.4%	1.1%



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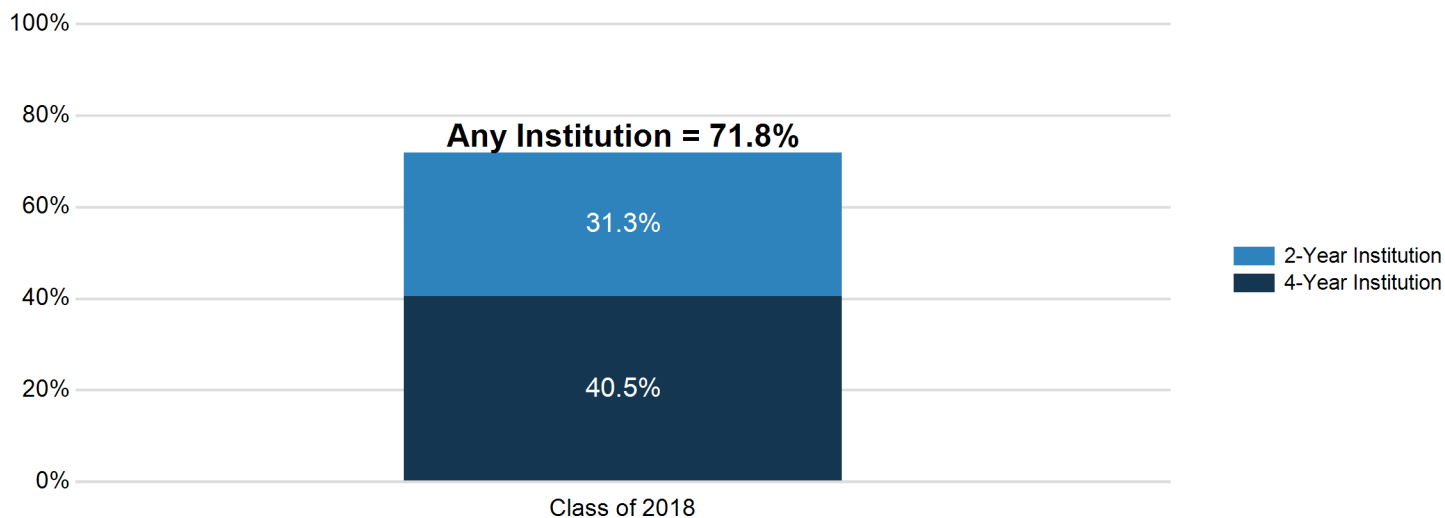
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	31.3%
% Enrolled in 4-Year Institution	40.5%
% Enrolled in Any Postsecondary Institution	71.8%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	60%	44.4%	55.6%
White	*	*	*
Hispanic	59.5%	45.4%	54.6%
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	64.3%	43.1%	56.9%
Students with Disabilities	52.5%	67.7%	32.3%
English Learners	37.8%	71.4%	28.6%

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	71.8%	43.6%	56.4%	78.7%	21.3%	89.8%	10.2%
White	86.7%	30.8%	69.2%	84.6%	15.4%	84.6%	15.4%
Hispanic	70.9%	44.9%	55.1%	77.9%	22.1%	90.2%	9.8%
Black or African American	*	*	*	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	75%	44.3%	55.7%	79.5%	20.5%	91.8%	8.2%
Students with Disabilities	63.3%	81.6%	18.4%	89.5%	10.5%	92.1%	7.9%
English Learners	60.4%	75.9%	24.1%	89.7%	10.3%	89.7%	10.3%



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

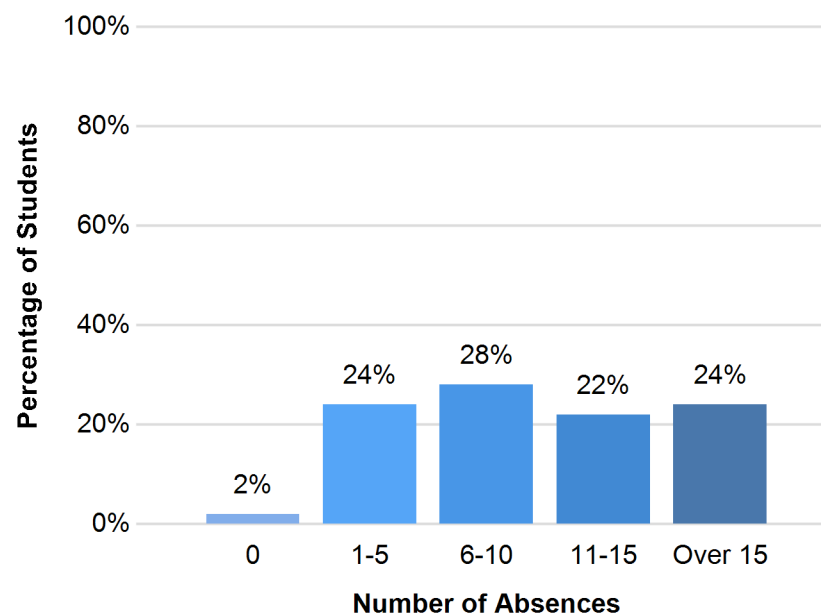
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	402	20.0	14.2	Not Met
White	9	30.0	14.2	Not Met
Hispanic	386	20.0	14.2	Not Met
Black or African American	5	17.2	14.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	202	20.7		
Male	200	19.4		
Economically Disadvantaged Students	288	17.9	14.2	Not Met
Students with Disabilities	90	30.2	14.2	Not Met
English Learners	60	15.9	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





Memorial High School

(17-5670-050)

Grades Offered: 09-12

2018-2019

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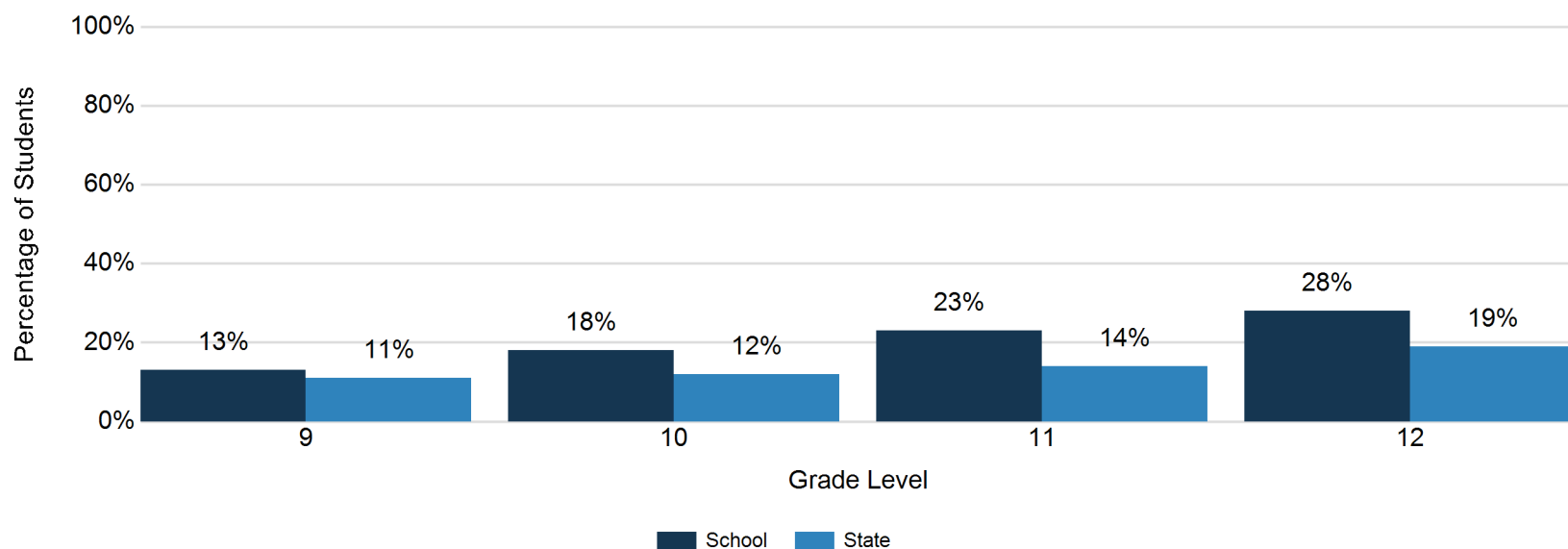
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Chronic Absenteeism by Grade

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





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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	17
Weapons	2
Vandalism	3
Substances	27
Harassment, Intimidation, Bullying (HIB)	4
Total Unique Incidents	53
Incidents Per 100 Students Enrolled	2.68

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	6
Weapons	2
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	1	1
Disability	2	1	3
Other	1	3	4
No Identified Nature	1		1

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	136	6.9%
Any Suspension	136	6.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
584

**Memorial High School**

(17-5670-050)

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2018-2019

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School Day

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

Category	School
Typical Start Time	N
Typical End Time	N
Length of School Day	N
Full Time - Instructional Time	6 Hrs 3 Mins
Shared Time - Instructional Time	6 Hrs. 3 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	152	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	85.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	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	15:1
Students to Administrators	395:1	203:1
Teachers to Administrators	30:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.0%	52.6%	20.0%	48.4%	77.1%	54.9%
Male	51.0%	47.4%	80.0%	51.6%	22.9%	45.1%
White	1.4%	50.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	96.2%	48.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	0.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Consistently Underperforming Student Group (TSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Consistently Underperforming Student Group (TSI)
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	Consistently Underperforming Student Group (TSI)
Student Group Status: Students with Disabilities	Consistently Underperforming Student Group (TSI)
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.9%	33.8%	35.2%
Math Proficiency	16.6%	16.2%	13.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	79.1%	80.1%	76.6%
5-Year Graduation Rate†	87.5%	83.2%	84.6%
Progress toward English Language Proficiency		37.7%	23.0%
Chronic Absenteeism	14.6%	18.3%	20.0%

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



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

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

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

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



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School Narrative

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



Highlights:

- Our STEAM Academy is up and running. The enrollment within this academy has more than doubled to over 100 students.
- Our Tiger Gaming Alliance was created, providing students the opportunity to compete in Esports.
- Our staff and students presented at Techspo 2019 where their "Concept to Prototype" initiative was presented and shared with professionals throughout the State.



Mission, Vision, Theme:

We teachers, administrators, parents, and community members are stakeholders who commit ourselves to helping students develop the necessary academic and social skills needed to achieve their goals, and provide a safe learning atmosphere that fosters positive interactions in a culturally diverse, global environment. Students, parents and educators will use communication and information technologies to ensure that students master 21st century skills, including communication, collaboration, and critical thinking through a lens which engages all students in creative and imaginative digital technology culture.



Awards, Recognition, Accomplishments:

MHS was recognized as a "high performing school district" by the NJDOE. STEAM Academy student presented at Techspo Conference in Atlantic City, MHS Student selected as NJSIAA Student Ambassador, NJASC Honor School at the Winter Convention, MHS Students participated in the NJIT Financial Literacy Camp.



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Courses, Curriculum, Instruction:

Memorial High School offers multiple academies: Freshman Academy, STEAM Academy, Performing Arts Academy, Tomorrow's Teachers, Business Academy, and Public Affairs Academy. Memorial High School offers 32 dual enrollment courses that students are able to get college credit for: 10 SUPA(Syracuse) Courses, 13 AP Courses, 9 other courses that have partnerships with Hudson Community College, NJCU, Bergen Community College, Kean College, or Fairleigh Dickinson University. All teaching staff have Common Planning Time everyday to collaborate and look for ways to enhance the curriculum and instruction. Four days a week tutoring is offered after-school for Math, Science, History and Language Arts.



Sports and Athletics:

Sports Offered: Baseball (Coed), Basketball (Boys & Girls), Bowling (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls)

Senior Track Athlete earned athletic scholarship to UCONN, Boys' Basketball players attended Rutgers-Newark and William Paterson, Girls Track Athlete attended Saint Peter's University on a Track Scholarship.



Clubs and Activities:

Student Council, National Honor Society, Band, TIGS Program, Performance Arts, Cheerleading, Chess Club, Drama Club, Italian Club, Video Club, Extra Help, Academic Honors, Paws Applause, Band/Marching Band, Spanish Club, Book Club, Math Club, MOMS, Peer Club, Art/Photography Club, The Memo, Select Choir, Yearbook, Mentoring, Chorus, Orchestra, Choraliers, Talent Show, Nova, Color Guard, FBLA, AIM, Tiger Gaming Alliance






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 <p>Before and After School Programs:</p>	<p>Memorial High School offers tutoring for students after school for Math, Science, Language Arts and History. Certified teachers are available 4 days per week for an hour for students to drop in. We also offer an extended day library that offers the students the opportunity to use the library before and after school along with an open computer lab.</p>
 <p>Staff and Professional Learning:</p>	<p>There are two full days dedicated to professional development for the staff. Once a month the district has Professional Learning Seminars. They are 2 hours in length and vary from school based, district based and department based. The technology committee offers a help desk every week and a PD class during the day once a month. Teachers also have a common planning time everyday where they share best practices.</p>
 <p>Postsecondary Information:</p>	<p>All 10th and 11th graders take the PSAT. There is an annual college fair is held every October. Staff and students use Naviance. SAT Prep courses are offered to 11th graders.</p>



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



Student Supports and Services:

Six guidance counselors assist all students academically and emotionally. There are three school social workers for emotional support, a four person child study team and two school nurses. Memorial High School also has two school disciplinarians and a SAC to help students when in need.



Student Health and Wellness:

Memorial High School follows the Alliance for Healthier School guidelines. All snacks must be approved by the Alliance guidelines. All students have Physical Education class everyday and all seniors are CPR certified. "Food and you" elective classes promotes healthy living as does the annual health fair that brings in outside resources.



Parent and Community Involvement:

Organization of Parents and Faculty have meetings once a month. They have workshops and fundraisers to assist the school. Memorial High School has events such as plays, concerts, OPF meetings, sporting events, workshops, guest speakers. Parents have access to the parent portal to see their students grades. Students are able to see upcoming events on the school website and Google Classroom. There is a newsletter sent out electronically.






Memorial High School
(17-5670-050)
Grades Offered: 09-12
2018-2019

Report Key:

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School Narrative

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

 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Our District Statistician puts together the survey and shares it with school administrators to distribute.</p>
 <p>Facilities:</p>	<p>Memorial High School consists of 3 Buildings with updated Science Labs. All rooms have access points for wireless capability that includes outdoor connections and the auditorium was recently renovated. The main gymnasium recently had new bleachers installed.</p>
 <p>School Safety:</p>	<p>Memorial High School has a great partnership with the West New York Police Department. There are 3 off duty police officers that work in the building. The district offers multiple workshops on school safety. All doors are locked and secured at all times and there were over 150 cameras recently installed. There are 2 disciplinarians that help monitor school safety. All students are required to wear uniforms and ID.</p>



Memorial High School

(17-5670-050)

Grades Offered: 09-12

2018-2019

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School Narrative

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Technology and STEM:

Teachers are given PD and encouraged to do cross curricular activities that use 21st century based skills. We were recognized as a Future Ready School. There is a STEAM Lab and we offer a STEAM Academy during the day and after-school.



Memorial High School

(17-5670-050)

Grades Offered: 09-12

2018-2019

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School Narrative

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Other Information

Memorial High School is located between the Lincoln Tunnel and the George Washington Bridge. Memorial overlooks New York City in the town of West New York, NJ. The city is an urban setting, with a high percentage of lower income families. Many of our 2,000 students receive free or reduced lunch. Over the past years teaching techniques have changed in order to keep up with the latest education trends. Technology has changed the way educators deliver the curriculum. All of the teachers receive at least 2 hours PD every month to stay abreast of current best practices and the newest trends in education. The curriculum is challenging and always being scrutinized to ensure that our graduates are prepared for college and life. Supervisors, administrators, central office and teachers have revised the curriculum to insure it aligns with all State and Federal guidelines. Memorial is not only thriving academically, but also meets the students' social and physical needs. There are numerous groups, organizations, clubs and athletics that are in place to ensure that all students have an activity to participate in.



Public School Number Five
(17-5670-090)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Public School Number Five
(17-5670-090)
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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	Hudson
District	West New York Board of Education
Principal Name	Mr. Nelson Lopez
Address	5401 HUDSON AVE WEST NEW YORK, NJ 07093-2617
Phone Number	201-553-4080
Email Address	nlopez@wnyschools.net
Website	http://www.wnyschools.net/district/ps5/
Facebook	https://www.facebook.com/PS5
Twitter	https://twitter.com/WNYPS5



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	109	105	103
1	120	91	104
2	121	111	93
3	118	123	97
4	107	100	104
5	106	96	101
6	97	100	97
Total	778	726	699

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.4%	52.3%	51.9%
Male	48.6%	47.7%	48.1%
Economically Disadvantaged Students	91.5%	94.9%	91.6%
Students with Disabilities	11.6%	12.0%	10.4%
English Learners	24.9%	25.8%	25.8%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.1%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.6%	1.1%	1.0%
Hispanic	96.4%	98.2%	98.3%
Black or African American	0.6%	0.4%	0.4%
Asian	0.3%	0.3%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.1%	0.0%	0.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	109	105	103

Enrollment by Home Language

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

Home Language	% of Students
Spanish	82.8%
English	16.7%
Other Languages	0.4%



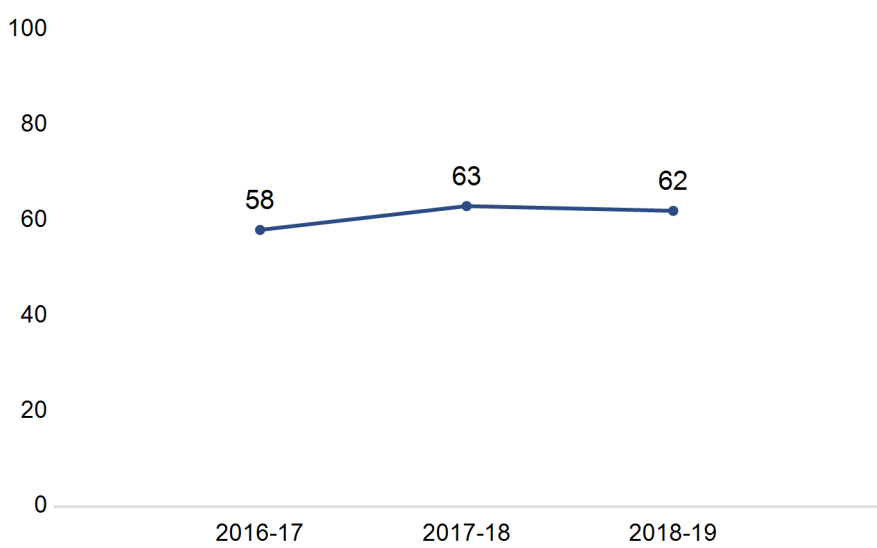
Public School Number Five
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 2018-2019

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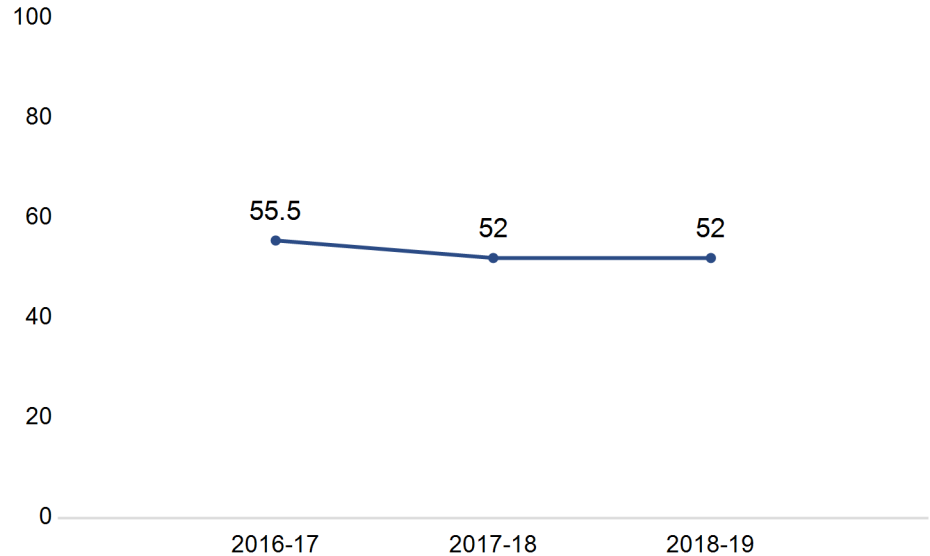
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	63	62	55.5	52	52
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	49	50	Exceeds Standard	52	48	50	Met Standard
White	*	41	50	**	*	55	52	**
Hispanic	62	49	49	Exceeds Standard	52	48	47	Met Standard
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	N	55	59	**	N	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	68.5	54	53	N	57	49	50	N
Male	53	46	47	N	46.5	48	51	N
Economically Disadvantaged Students	63	50	48	Exceeds Standard	51.5	49	46	Met Standard
Students with Disabilities	33.5	39.5	43	Not Met	39.5	44.5	45	Not Met
English Learners	63	58	52	Exceeds Standard	53	50	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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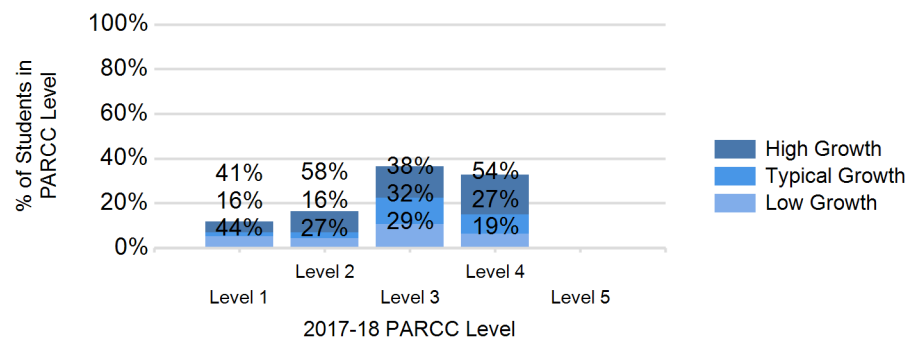
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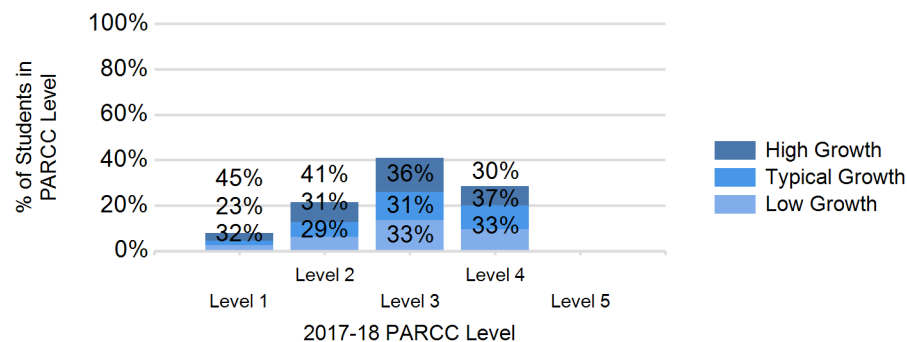
Student Growth by Performance Level

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

ELA



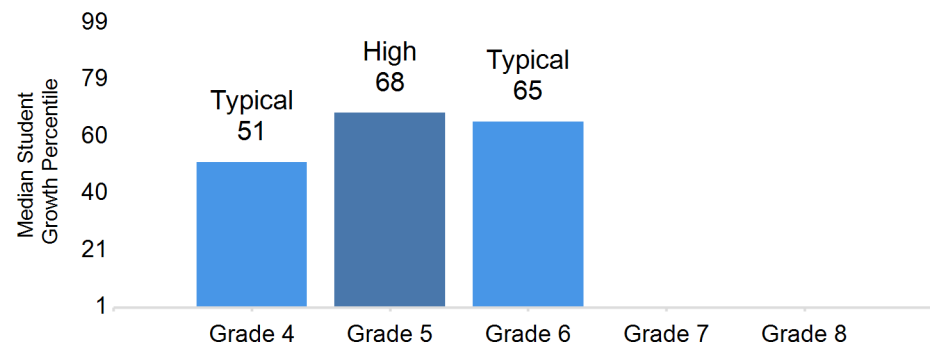
Math



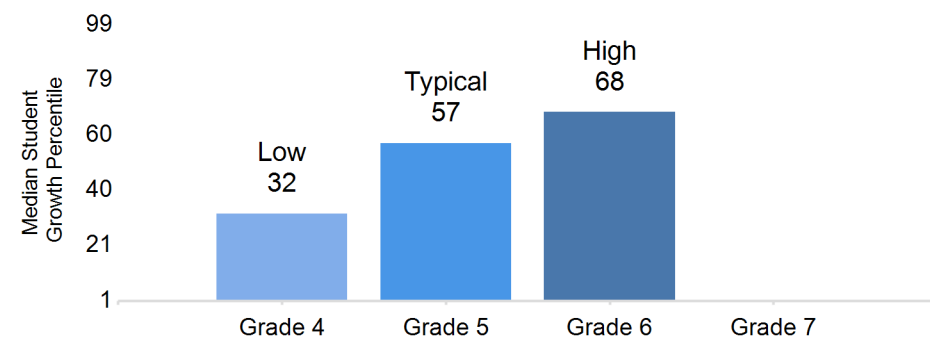
Student Growth by Grade

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

ELA



Math





Public School Number Five
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2018-2019

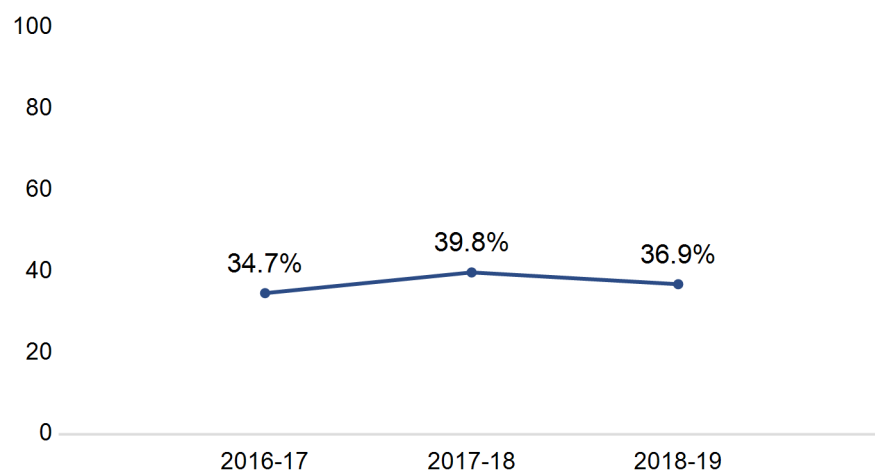
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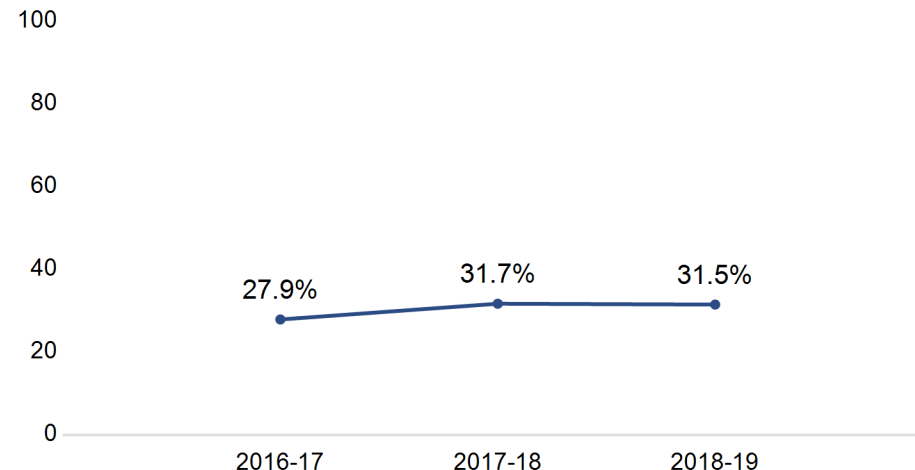
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	34.7%	39.8%	36.9%	27.9%	31.7%	31.5%
Annual Target	36.9%	39.1%	41.4%	31.3%	33.8%	36.4%
Met Annual Target?	Met Target†	Met Target	Not Met	Met Target†	Met Target†	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	382	100.0	36.9	43.4	57.9	36.9	41.4	Not Met
White	*	*	*	56.8	66.9	*	**	**
Hispanic	377	100.0	36.3	42.9	43.9	36.3	41	Not Met
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	199	100.0	45.2	48.9	64.8	45.2		
Male	183	100.0	27.9	38.4	51.3	27.9		
Economically Disadvantaged Students	349	100.0	37.0	43.0	40.0	37.0	40.7	Met Target†
Non-Economically Disadvantaged Students	33	100.0	36.4	45.4	67.9	36.4		
Students with Disabilities	66	100.0	10.6	14.5	22.7	10.6	16.9	Met Target†
Students without Disabilities	316	100.0	42.4	49.0	65.1	42.4		
English Learners	104	100.0	21.2	*	29.3	21.2	21.4	Met Target†
Non-English Learners	278	100.0	42.8	*	60.6	42.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



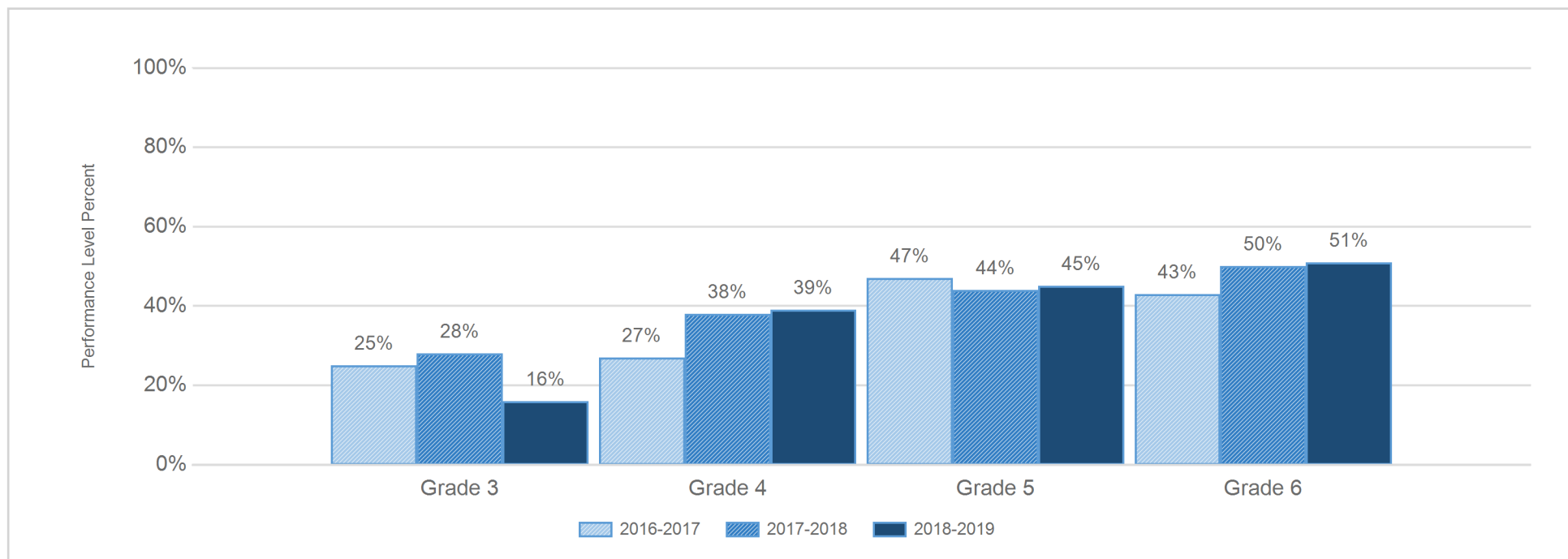
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	718	731	748	31%	24%	29%	*	*	16%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	56	724	732	753	25%	23%	32%	*	*	20%	55%
Male	42	710	730	743	38%	26%	24%	*	*	12%	46%
Economically Disadvantaged Students	88	717	*	731	*	*	32%	*	*	15%	33%
Non-Economically Disadvantaged Students	10	728	*	759	*	*	0%	*	*	30%	61%
Students with Disabilities	16	706	704	719	*	*	*	*	*	*	24%
Students without Disabilities	82	720	736	754	*	*	*	*	*	*	56%
English Learners	18	677	697	713	*	*	*	*	*	*	17%
Non-English Learners	80	727	735	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	739	749	755	13%	14%	33%	*	*	39%	57%
White	N	N	757	763	N	N	N	N	N	N	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	52	744	754	760	*	*	37%	*	*	46%	62%
Male	52	734	745	750	*	*	29%	*	*	33%	53%
Economically Disadvantaged Students	94	740	749	740	*	*	*	*	*	41%	40%
Non-Economically Disadvantaged Students	10	729	754	765	*	*	*	*	*	20%	69%
Students with Disabilities	13	707	*	725	*	*	*	*	*	*	25%
Students without Disabilities	91	744	*	761	*	*	*	*	*	*	64%
English Learners	13	689	700	720	*	*	*	*	*	*	17%
Non-English Learners	91	746	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Public School Number Five
(17-5670-090)
Grades Offered: KG-06
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	93	746	746	756	11%	14%	30%	*	*	45%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	49	759	754	761	*	*	24%	*	*	63%	64%
Male	44	730	739	750	*	*	36%	*	*	25%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	753	766	*	*	*	*	*	*	69%
Students with Disabilities	14	710	713	724	*	*	*	*	*	14%	23%
Students without Disabilities	79	752	752	762	*	*	*	*	*	51%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	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%



Public School Number Five
(17-5670-090)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	748	746	754	*	13%	28%	*	*	51%	56%
White	N	N	764	762	N	N	N	N	N	N	65%
Hispanic	86	748	*	743	*	13%	29%	*	*	50%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	42	755	751	762	*	*	29%	*	*	62%	64%
Male	46	742	742	748	*	*	28%	*	*	41%	48%
Economically Disadvantaged Students	*	*	746	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	744	763	*	*	*	*	*	*	67%
Students with Disabilities	17	721	722	722	*	*	*	*	*	*	19%
Students without Disabilities	71	755	751	761	*	*	*	*	*	*	64%
English Learners	*	*	713	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Public School Number Five
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	387	100.0	31.5	29.9	44.5	31.5	36.4	Not Met
White	*	*	*	38.8	54.1	*	**	**
Hispanic	382	100.0	31.4	29.4	28.8	31.4	36.1	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	N	N	N	*	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	202	100.0	32.7	29.5	44.9	32.7		
Male	185	100.0	30.3	30.3	44.2	30.3		
Economically Disadvantaged Students	351	100.0	31.9	29.8	26.3	31.9	36.1	Not Met
Non-Economically Disadvantaged Students	36	100.0	27.8	30.6	54.9	27.8		
Students with Disabilities	66	100.0	10.6	10.7	17.4	10.6	23.5	Not Met
Students without Disabilities	321	100.0	35.8	33.5	50.0	35.8		
English Learners	109	100.0	20.2	*	25.0	20.2	24.2	Met Target†
Non-English Learners	278	100.0	36.0	*	46.5	36.0		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



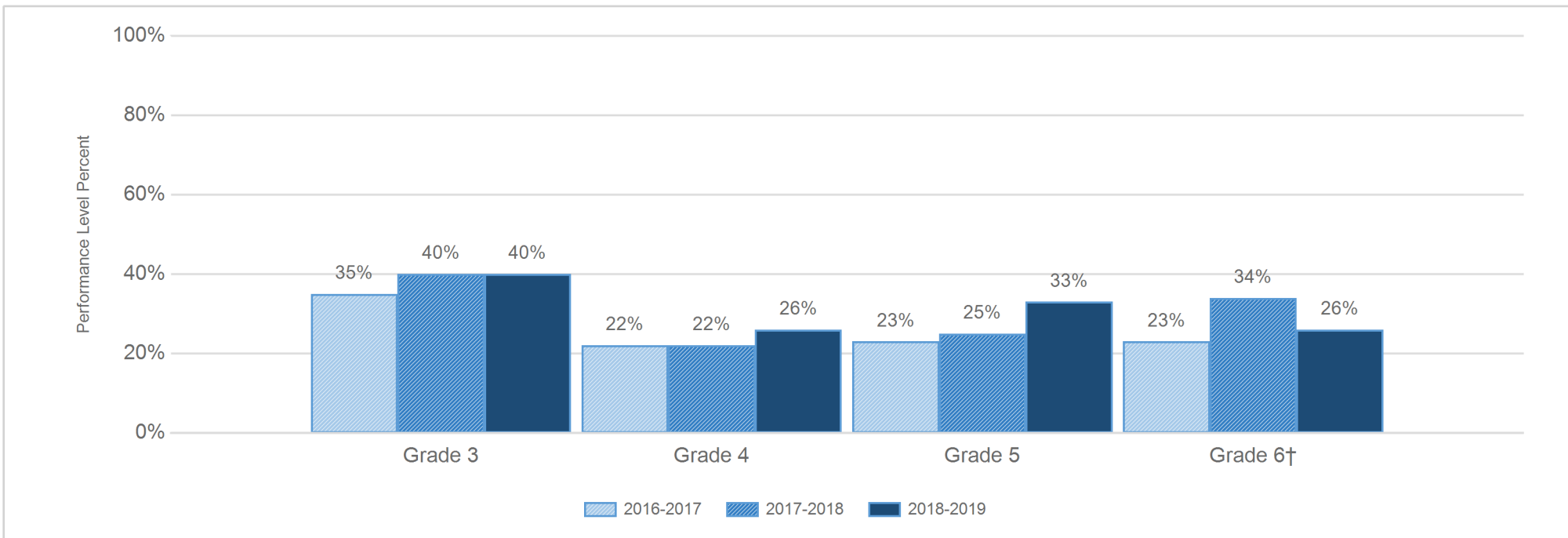
Public School Number Five
(17-5670-090)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	735	742	752	16%	19%	25%	*	*	40%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	57	736	739	751	*	*	*	*	*	37%	54%
Male	45	733	744	752	*	*	*	*	*	44%	56%
Economically Disadvantaged Students	91	735	742	737	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	11	731	741	761	*	*	*	*	*	27%	67%
Students with Disabilities	16	721	721	731	*	*	*	*	*	25%	31%
Students without Disabilities	86	737	745	756	*	*	*	*	*	43%	60%
English Learners	22	699	*	728	*	*	*	*	*	*	26%
Non-English Learners	80	745	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	734	744	749	*	28%	38%	*	*	26%	51%
White	N	N	756	757	N	N	N	N	N	N	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	52	732	744	749	*	31%	35%	*	*	25%	50%
Male	52	736	744	749	*	25%	40%	*	*	27%	52%
Economically Disadvantaged Students	94	734	744	734	*	*	*	*	*	27%	32%
Non-Economically Disadvantaged Students	10	735	744	759	*	*	*	*	*	20%	63%
Students with Disabilities	13	713	*	726	*	*	*	*	*	*	25%
Students without Disabilities	91	737	*	754	*	*	*	*	*	*	56%
English Learners	13	712	720	722	*	*	*	*	*	*	18%
Non-English Learners	91	737	747	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	97	735	734	747	*	*	32%	33%	0%	33%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	52	742	735	747	*	*	37%	*	*	40%	47%
Male	45	727	733	747	*	*	27%	*	*	24%	47%
Economically Disadvantaged Students	*	*	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	732	757	*	*	*	*	*	*	59%
Students with Disabilities	14	716	721	725	*	*	*	*	*	*	19%
Students without Disabilities	83	738	736	752	*	*	*	*	*	*	52%
English Learners	11	718	712	718	*	*	*	*	*	18%	12%
Non-English Learners	86	737	737	749	*	*	*	*	*	35%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	731	734	741	*	29%	36%	*	*	26%	41%
White	N	N	746	749	N	N	N	N	N	N	51%
Hispanic	87	731	*	729	*	29%	36%	*	*	26%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	42	732	735	742	*	31%	33%	*	*	29%	42%
Male	47	730	734	740	*	28%	38%	*	*	23%	40%
Economically Disadvantaged Students	*	*	735	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	732	750	*	*	*	*	*	*	53%
Students with Disabilities	17	702	713	716	*	*	*	*	*	*	12%
Students without Disabilities	72	738	739	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.9%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	89	*	*
3-4	81	*	*
5 or more	10	*	*



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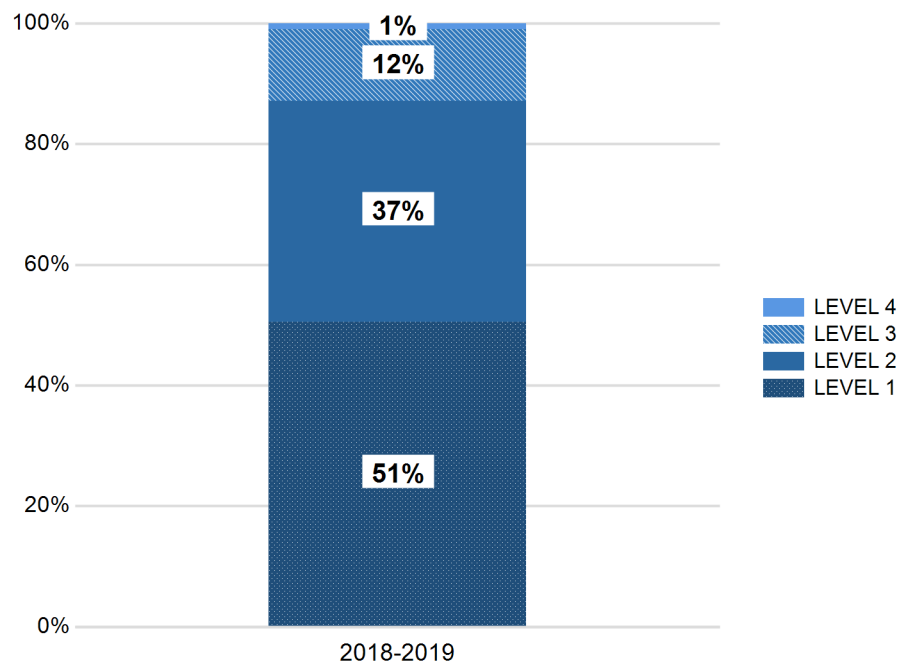
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	37	12	1
White	*	*	*	*
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	42	38	17	2
Male	60	35	5	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

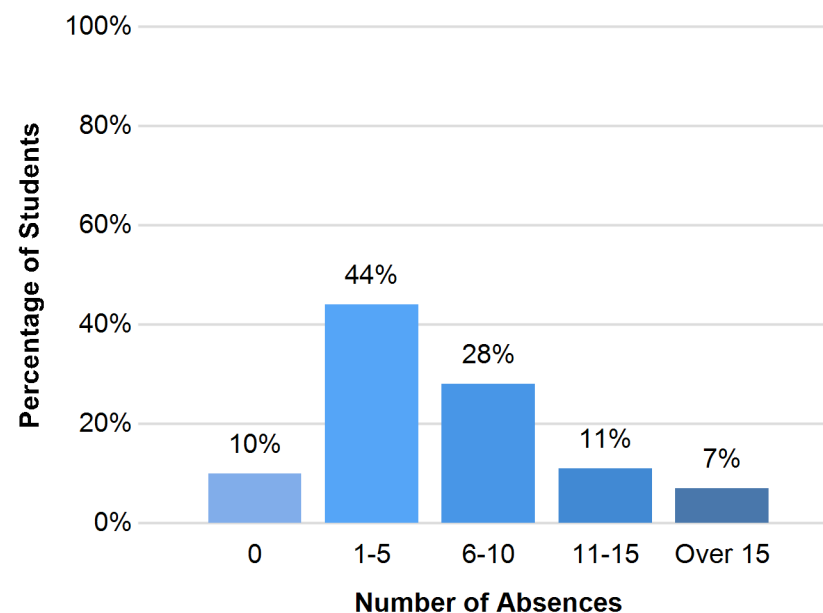
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	6.3	8.8	Met
White	*	*	**	**
Hispanic	41	6.3	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	20	6.0		
Male	22	6.6		
Economically Disadvantaged Students	35	5.7	8.8	Met
Students with Disabilities	11	10.3	8.8	Not Met
English Learners	11	10.3	8.8	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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2018-2019

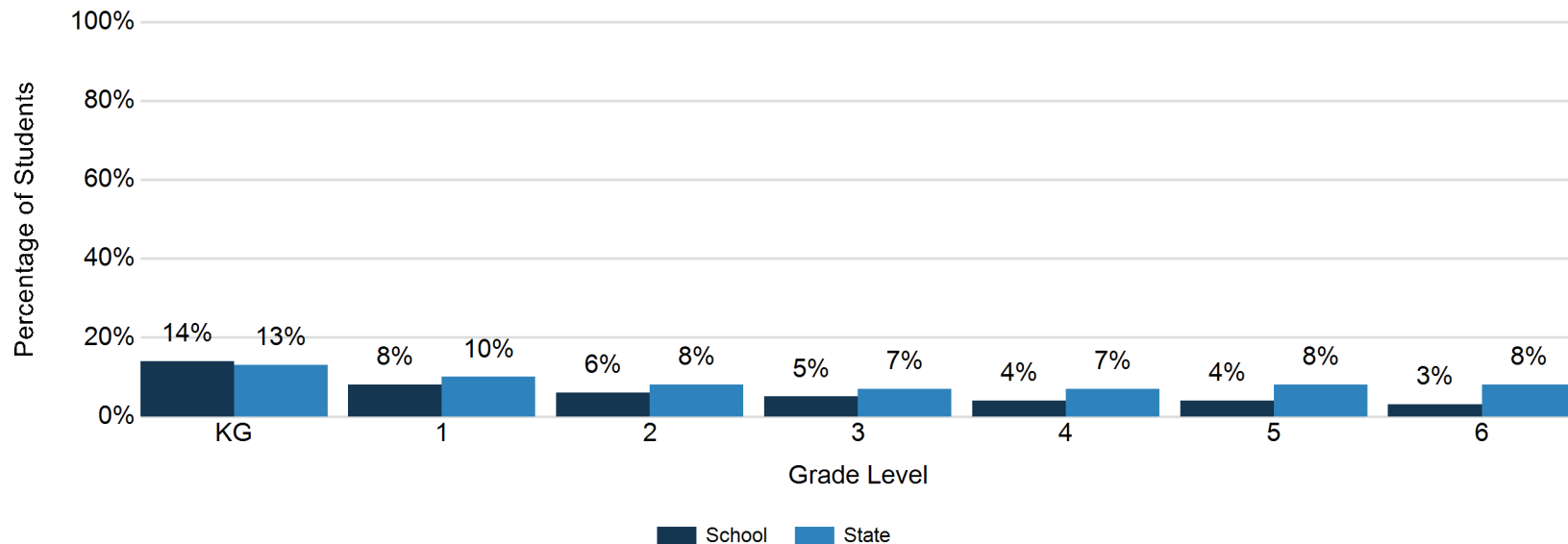
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.14

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
10



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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	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	14.7	12.1
Average years experience in district	14.5	10.8
Percentage of Teachers with 4 or more years experience in the district	91.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	350:1	203:1
Teachers to Administrators	23:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.9%	80.4%	0.0%	48.4%	77.1%	54.9%
Male	48.1%	19.6%	100.0%	51.6%	22.9%	45.1%
White	1.0%	37.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	98.3%	60.9%	100.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.1%	2.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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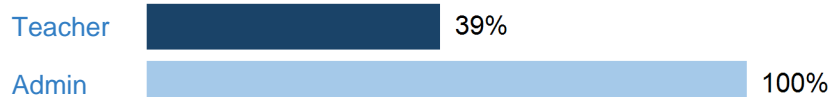
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	34.7%	39.8%	36.9%
Math Proficiency	27.9%	31.7%	31.5%
ELA Growth	58	63	62
Math Growth	56	52	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.7%	43.9%
Chronic Absenteeism	3.5%	4.5%	6.3%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Our school houses general, bilingual, special ed., and a lower and upper passes program for those students who recently arrived in the United States.
- We have achieved a Bronze status in Future Ready Schools Program.
- Technology is a great part of our school with all students in grades 3-6 utilizing a 1:1 Chromebook access and K-2nd with a Chromebook center.



Mission, Vision, Theme:

The staff, parents, and community are provided with the necessary resources and to support to produce the positive educational environment needed for learning. The faculty will identify weaknesses in student performance and target these areas in order to positively impact academic achievement. The staff will also collaborate with parents, guardians, and the community to equip the students with the skills needed to be lifelong learners.



Awards, Recognition, Accomplishments:

We are proud to be part of the Jump Rope for Heart and Hoops for Heart, in which our students join an exciting fundraising event where they learn heart healthy skills, have fun jumping rope or shooting hoops, while raising money for the American Heart Association. We have participated in the Fuel Up to Play 60, in which students are encourage to be active and healthy participants through football physical skills.






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 <p>Courses, Curriculum, Instruction:</p>	<p>Our Kindergarten is piloting Creative Curriculum and all of our students are also piloting the Envision 2.0 Mathematics curriculum. We are now able to gather meaningful data to address students strengths and weaknesses, as well as, to drive meaningful professional development for our staff.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Photography Club is open to all fifth and six graders who want to learn more about photography. The photography club promotes creativity while students learn technical skills utilizing a hands on approach. Technology Ambassador Club is open to all fourth and fifth graders who want to expand their knowledge of digital technology and improve their media skills. The club has been designed to enhance a variety of skills including building leadership and responsibility. As an ambassador for the school, students will be learning more about coding and robotics. They will also be assisting younger students on Chromebooks as well as other forms of educational technologies/programs. Media Marvel Club is open to all 5th and 6th graders who want to expand their literacy and media skills. The club has been designed to have students begin to take ownership of our Media and Steam Lounge.</p>





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 <p>Before and After School Programs:</p>	<p>We offer Language Arts, Mathematics, Special Ed., and Bilingual classes which are all taught by a highly certified staff member. In addition to traditional academics, we offer a Robotics program, a C.S.I program, Computer open access, Maker Space, H.O.P.E., and a Peer Leadership program. These areas are essential in creating a balance environment for our students.</p>
 <p>Staff and Professional Learning:</p>	<p>We offer our staff Common Planning Common Time period three times a week to discuss different professional development opportunities. Staff are also provided with 10 monthly professional development opportunity by the District. We also provide a common prep for our staff to have the opportunity to discuss, prepare and share best practices with their peers</p>



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Student Supports and Services:

Public School No. 5 houses two kindergarten bilingual classes, first through six grade bilingual classes and a lower and upper passes program for students who have recently arrived in the country. We also offer ESL for those students who need that support. We offer a bilingual after school program for all grades, excluding kindergarten. We also house a bilingual facilitator who screens newcomers with the W.I.D.A. test for language proficiency.



Student Health and Wellness:

Our school proudly offers physical education classes, a wellness fitness program, and provides nutritious breakfast and lunch daily to promote health and wellness. Our students also participate in a 30 minute daily recess/movement activity.



Parent and Community Involvement:

We provide our parents access to the district website and student's progress through a Parent Portal. Parents can come to the school's main office to pick up the access code. We also provide parent monthly meetings through Title 1 funds.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our School Improvement Panel committee designed a survey to acquire knowledge from parents, students and teachers about the school climate. We then used the information to improve upon all areas. We conduct this survey at least twice per year.</p>
 <p>Facilities:</p>	<p>Our school is one hundred years old. This being said, we are fortunate to have a state of the arts Media Center, a fully equipped Science Laboratory, "Promethean Boards" in all the classrooms, Currently, we have two computer labs and our 1:1 Chromebook initiative in grades 2nd-6th. This year we opened a new STEAM Lounge Lab.</p>
 <p>School Safety:</p>	<p>The school day had eight 40 minute periods. All students wore a standard issue Green uniform shirt and either khaki or black pants. Public School No.5 used Blackboard Connect to contact parents about school closures or early dismissals. Public School No.5 held monthly fire and security drills. We also have a regular police officer at the front door.</p>



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



Technology and STEM:

We are fortunate to have a state of the arts Media Center, a fully equipped Science Laboratory, "Promethean Boards" in all the classrooms, Currently, we have two computer labs and our 1:1 Chromebook initiative in grades 2nd-6th. We use Google G suite as our platform. We incorporate many digital apps, such as; forms, docs, Padlet and many others.



Public School Number Five
 (17-5670-090)
 Grades Offered: KG-06
 2018-2019

Report Key:

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School Narrative

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Other Information

We are committed to preparing students to become lifelong learners by challenging them intellectually, helping them grow socially, encouraging them to lead healthy lives and becoming responsible members of society. We are proud of our students, teachers, support staff members, and surrounding community.



Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Scott Cannao
Address	6129 MADISON ST WEST NEW YORK, NJ 07093-1512
Phone Number	201-553-4025
Email Address	scannao@wnyschools.net
Website	http://www.wnyschools.net/district/ps1/
Facebook	http://www.facebook.com/WNYP1
Twitter	https://twitter.com/WNYP1



Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	114	109	117
1	127	114	118
2	137	114	121
3	127	129	126
4	135	123	128
5	117	116	119
6	131	102	122
Total	888	807	851

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	47.4%	48.3%	48.1%
Male	52.6%	51.7%	51.9%
Economically Disadvantaged Students	82.3%	88.7%	87.9%
Students with Disabilities	12.5%	14.7%	15.5%
English Learners	20.9%	18.1%	16.0%
Homeless Students	0.0%	0.4%	0.1%
Students in Foster Care	0.1%	0.5%	0.0%
Military-Connected Students	0.5%	0.4%	0.1%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	6.1%	2.2%	2.2%
Hispanic	92.1%	96.2%	96.4%
Black or African American	0.8%	0.7%	0.4%
Asian	1.0%	0.7%	0.9%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	114	109	117

Enrollment by Home Language

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

Home Language	% of Students
Spanish	76.3%
English	22.8%
Other Languages	0.9%

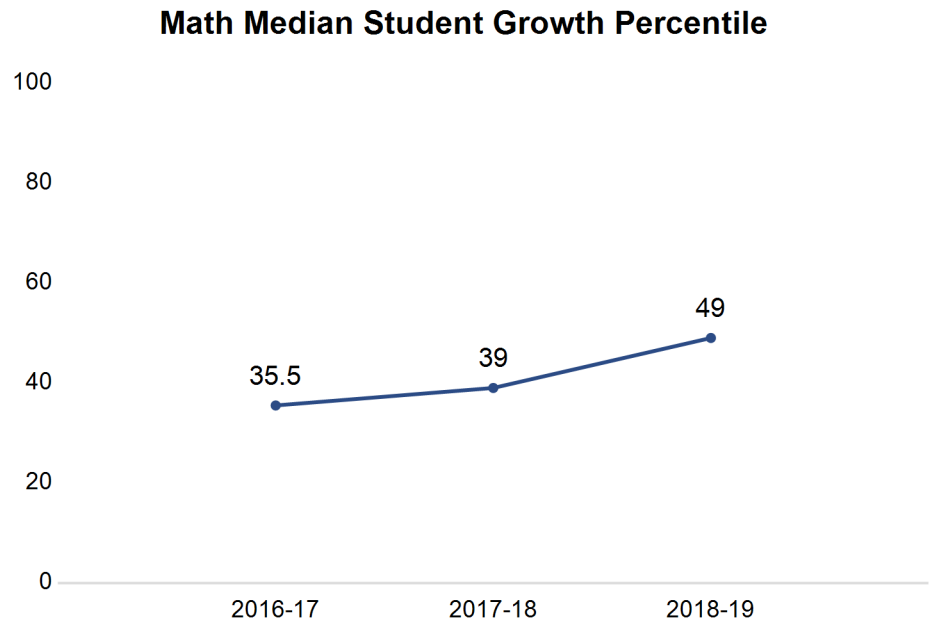
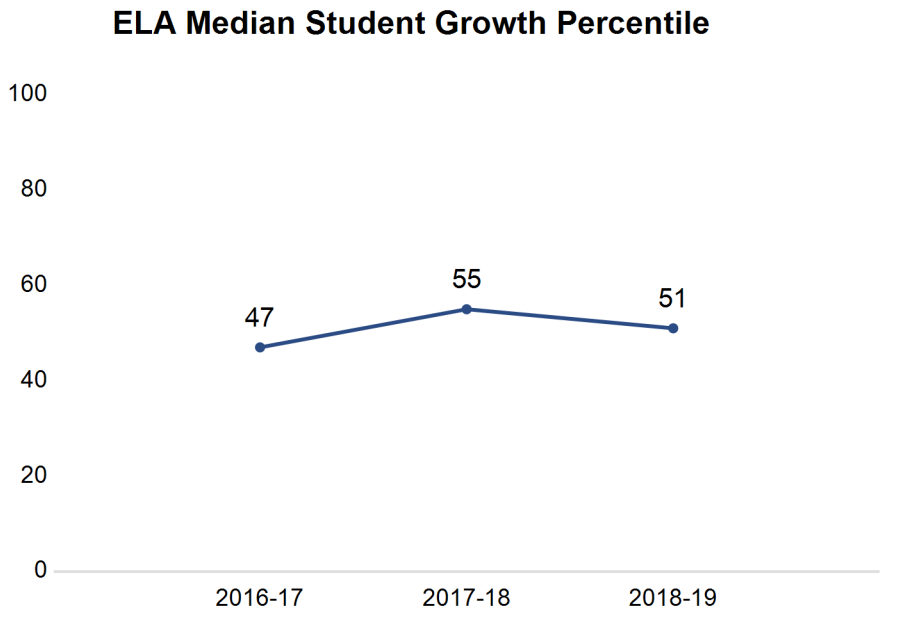


Public School Number One
 (17-5670-060)
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 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	55	51	35.5	39	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Public School Number One
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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	51	49	50	Met Standard	49	48	50	Met Standard
White	*	41	50	**	*	55	52	**
Hispanic	51	49	49	Met Standard	49	48	47	Met Standard
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	53	54	53	N	52	49	50	N
Male	41.5	46	47	N	47.5	48	51	N
Economically Disadvantaged Students	50.5	50	48	Met Standard	47	49	46	Met Standard
Students with Disabilities	27	39.5	43	Not Met	43	44.5	45	Met Standard
English Learners	54	58	52	Met Standard	46	50	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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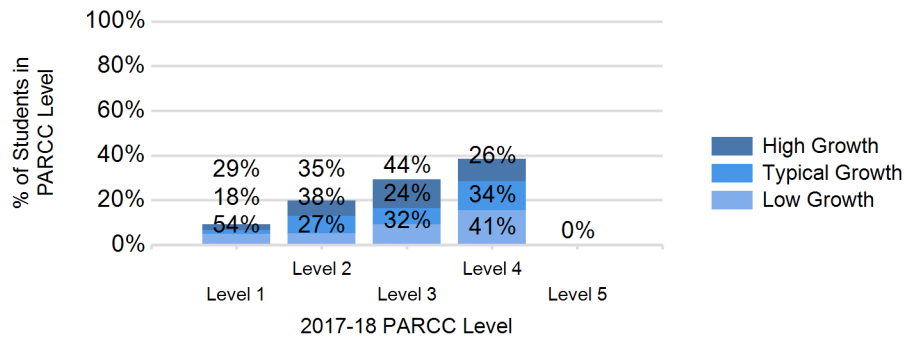
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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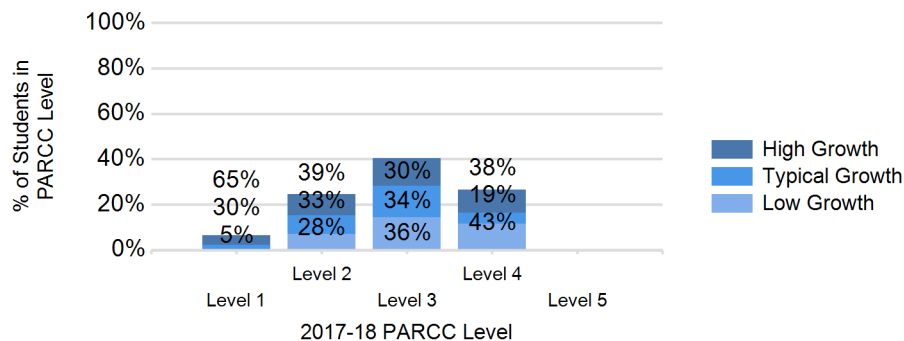
Student Growth by Performance Level

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

ELA



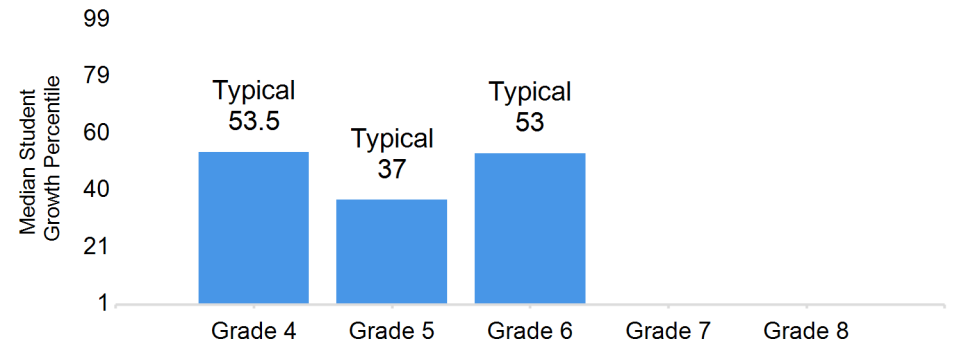
Math



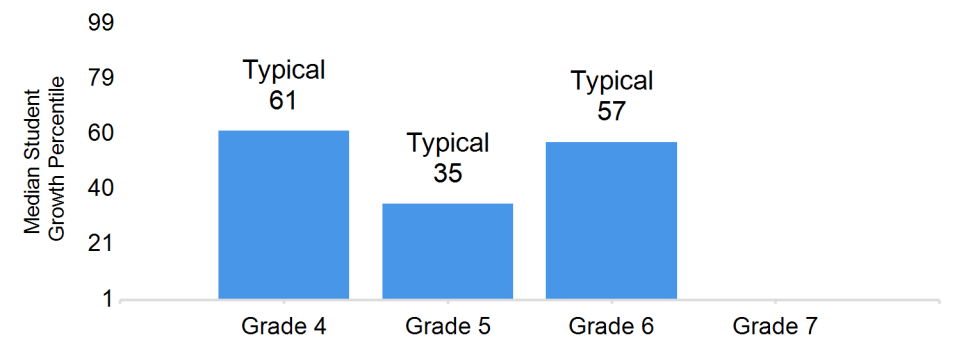
Student Growth by Grade

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

ELA



Math





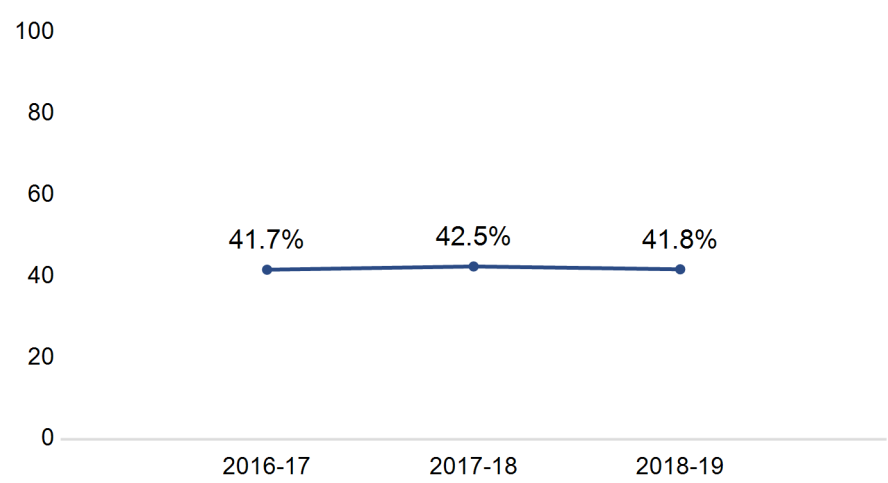
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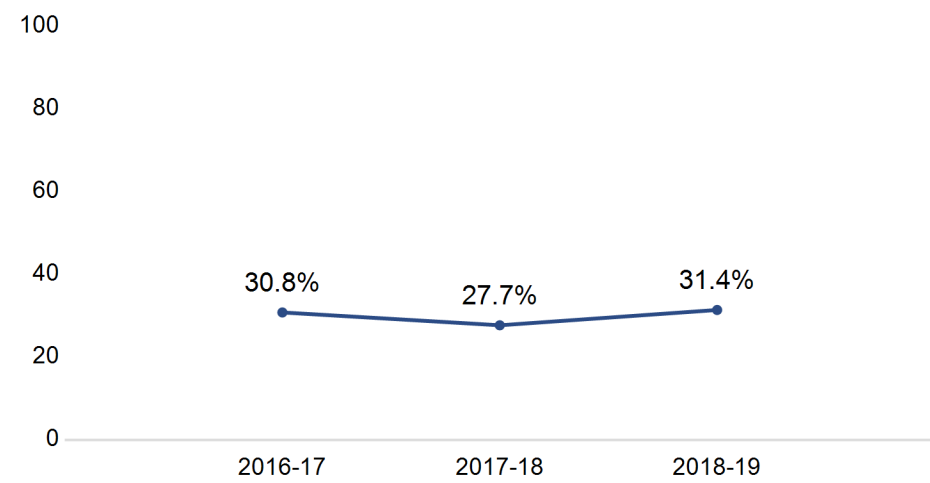
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.8%	100.0%	100.0%	99.8%	99.8%	100.0%
Proficiency Rate for Federal Accountability	41.7%	42.5%	41.8%	30.8%	27.7%	31.4%
Annual Target	43.9%	45.8%	47.7%	43.7%	45.6%	47.5%
Met Annual Target?	Met Target†	Met Target†	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	435	100.0	41.8	43.4	57.9	41.8	47.7	Not Met
White	10	100.0	60.0	56.8	66.9	60.0	**	**
Hispanic	418	100.0	41.9	42.9	43.9	41.9	46.7	Not Met
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	210	100.0	48.6	48.9	64.8	48.6		
Male	225	100.0	35.6	38.4	51.3	35.6		
Economically Disadvantaged Students	387	100.0	40.6	43.0	40.0	40.6	47.2	Not Met
Non-Economically Disadvantaged Students	48	100.0	52.1	45.4	67.9	52.1		
Students with Disabilities	85	100.0	11.8	14.5	22.7	11.8	28.1	Not Met
Students without Disabilities	350	100.0	49.1	49.0	65.1	49.1		
English Learners	95	100.0	22.1	*	29.3	22.1	29.6	Not Met
Non-English Learners	340	100.0	47.4	*	60.6	47.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



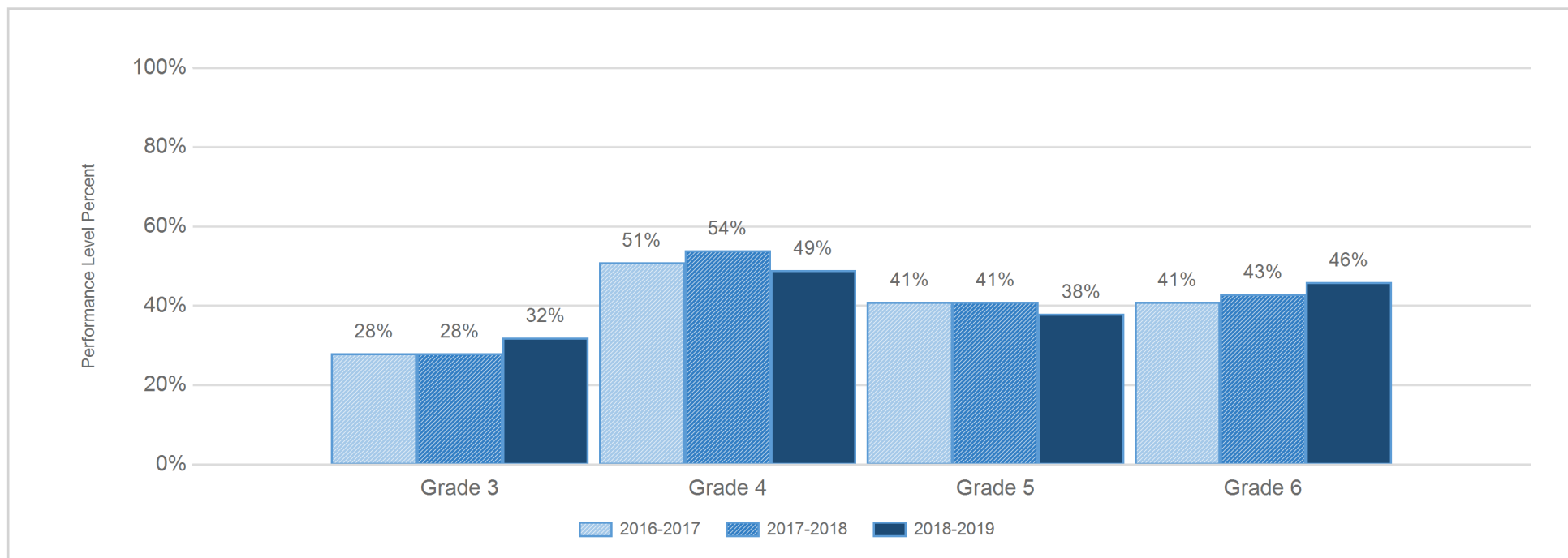
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	730	731	748	28%	16%	25%	*	*	32%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	109	730	*	734	28%	17%	25%	*	*	31%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	53	740	732	753	*	*	28%	*	*	38%	55%
Male	63	723	730	743	*	*	22%	*	*	27%	46%
Economically Disadvantaged Students	101	730	*	731	*	*	*	*	*	31%	33%
Non-Economically Disadvantaged Students	15	732	*	759	*	*	*	*	*	40%	61%
Students with Disabilities	28	690	704	719	*	*	*	*	*	*	24%
Students without Disabilities	88	743	736	754	*	*	*	*	*	*	56%
English Learners	17	706	697	713	*	*	*	*	*	12%	17%
Non-English Learners	99	735	735	751	*	*	*	*	*	35%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	*	*	*	727	*	*	*	*	*	*	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	113	746	749	755	11%	13%	27%	40%	9%	49%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	108	746	749	743	11%	12%	28%	40%	9%	49%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	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	N	N	*	762	N	N	N	N	N	N	64%
Female	54	754	754	760	*	*	28%	*	*	56%	62%
Male	59	739	745	750	*	*	27%	*	*	42%	53%
Economically Disadvantaged Students	100	746	749	740	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	13	742	754	765	*	*	*	*	*	46%	69%
Students with Disabilities	17	711	*	725	*	*	*	*	*	*	25%
Students without Disabilities	96	752	*	761	*	*	*	*	*	*	64%
English Learners	15	701	700	720	*	*	*	*	*	*	17%
Non-English Learners	98	753	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	739	746	756	13%	14%	35%	*	*	38%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	100	739	*	743	13%	15%	34%	*	*	38%	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	53	748	754	761	*	*	34%	*	*	49%	64%
Male	51	729	739	750	*	*	35%	*	*	25%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	753	766	*	*	*	*	*	*	69%
Students with Disabilities	15	699	713	724	*	*	*	*	*	13%	23%
Students without Disabilities	89	746	752	762	*	*	*	*	*	42%	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	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%



Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	745	746	754	*	10%	38%	*	*	46%	56%
White	*	*	764	762	*	*	*	*	*	*	65%
Hispanic	103	745	*	743	*	11%	38%	*	*	46%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	*	760	N	N	N	N	N	N	64%
Female	51	747	751	762	*	*	31%	*	*	51%	64%
Male	56	743	742	748	*	*	45%	*	*	41%	48%
Economically Disadvantaged Students	89	744	746	740	*	*	*	*	*	43%	39%
Non-Economically Disadvantaged Students	18	752	744	763	*	*	*	*	*	61%	67%
Students with Disabilities	18	719	722	722	*	*	*	*	*	11%	19%
Students without Disabilities	89	750	751	761	*	*	*	*	*	53%	64%
English Learners	10	710	713	710	*	*	*	*	*	*	*
Non-English Learners	97	749	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	442	100.0	31.4	29.9	44.5	31.4	47.5	Not Met
White	10	100.0	30.0	38.8	54.1	30.0	**	**
Hispanic	425	100.0	31.3	29.4	28.8	31.3	46.9	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	213	100.0	31.0	29.5	44.9	31.0		
Male	229	100.0	31.9	30.3	44.2	31.9		
Economically Disadvantaged Students	390	100.0	31.0	29.8	26.3	31.0	47.4	Not Met
Non-Economically Disadvantaged Students	52	100.0	34.6	30.6	54.9	34.6		
Students with Disabilities	85	100.0	14.1	10.7	17.4	14.1	28.1	Not Met
Students without Disabilities	357	100.0	35.6	33.5	50.0	35.6		
English Learners	102	100.0	25.5	*	25.0	25.5	35.5	Not Met
Non-English Learners	340	100.0	33.2	*	46.5	33.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



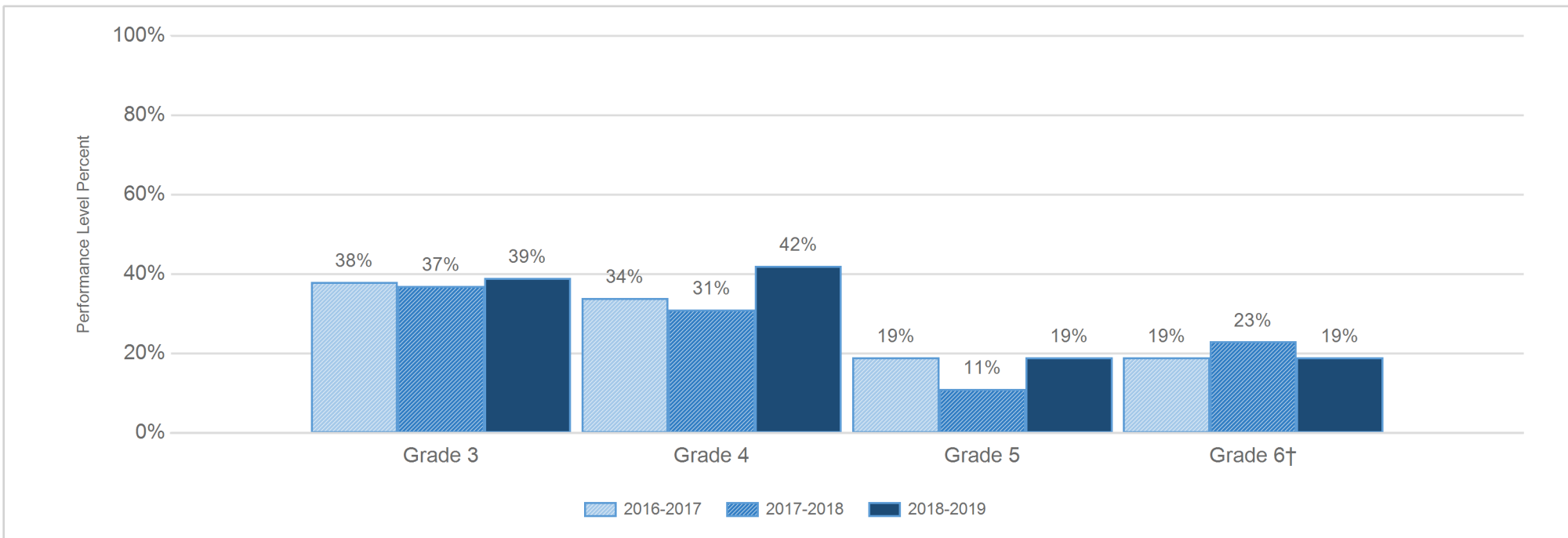
Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	742	742	752	*	21%	34%	*	*	39%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	112	742	*	739	*	21%	35%	*	*	38%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	54	740	739	751	*	*	39%	*	*	35%	54%
Male	65	744	744	752	*	*	29%	*	*	43%	56%
Economically Disadvantaged Students	102	743	742	737	*	*	*	*	*	40%	37%
Non-Economically Disadvantaged Students	17	735	741	761	*	*	*	*	*	35%	67%
Students with Disabilities	28	721	721	731	*	46%	*	*	*	21%	31%
Students without Disabilities	91	749	745	756	*	13%	*	*	*	45%	60%
English Learners	20	740	*	728	*	*	*	*	*	35%	26%
Non-English Learners	99	743	*	754	*	*	*	*	*	40%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	728	*	*	*	*	*	*	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	745	744	749	*	21%	32%	*	*	42%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	111	745	743	737	*	22%	32%	*	*	41%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	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	N	N	*	754	N	N	N	N	N	N	58%
Female	55	749	744	749	*	22%	33%	*	*	45%	50%
Male	61	741	744	749	*	20%	31%	*	*	39%	52%
Economically Disadvantaged Students	102	745	744	734	*	*	*	*	*	41%	32%
Non-Economically Disadvantaged Students	14	746	744	759	*	*	*	*	*	50%	63%
Students with Disabilities	17	720	*	726	*	*	*	*	*	*	25%
Students without Disabilities	99	749	*	754	*	*	*	*	*	*	56%
English Learners	18	722	720	722	*	*	*	*	*	17%	18%
Non-English Learners	98	749	747	751	*	*	*	*	*	47%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	111	731	734	747	*	33%	41%	*	*	19%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	107	731	*	735	*	34%	40%	*	*	20%	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	58	732	735	747	*	36%	38%	*	*	21%	47%
Male	53	730	733	747	*	30%	45%	*	*	17%	47%
Economically Disadvantaged Students	97	734	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	14	712	732	757	*	*	*	*	*	*	59%
Students with Disabilities	15	722	721	725	*	*	*	*	*	*	19%
Students without Disabilities	96	732	736	752	*	*	*	*	*	*	52%
English Learners	12	699	712	718	*	*	*	*	*	*	12%
Non-English Learners	99	735	737	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	730	734	741	*	36%	38%	*	*	19%	41%
White	*	*	746	749	*	*	*	*	*	*	51%
Hispanic	105	730	*	729	*	35%	37%	*	*	20%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	*	747	N	N	N	N	N	N	48%
Female	52	730	735	742	*	38%	35%	*	*	19%	42%
Male	57	731	734	740	*	33%	40%	*	*	19%	40%
Economically Disadvantaged Students	90	730	735	726	*	*	*	*	*	19%	21%
Non-Economically Disadvantaged Students	19	731	732	750	*	*	*	*	*	21%	53%
Students with Disabilities	18	710	713	716	*	*	*	*	*	*	12%
Students without Disabilities	91	734	739	746	*	*	*	*	*	*	46%
English Learners	12	706	*	709	*	*	*	*	*	*	*
Non-English Learners	97	733	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	43.5%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	78	*	*
3-4	43	*	*
5 or more	*	*	*



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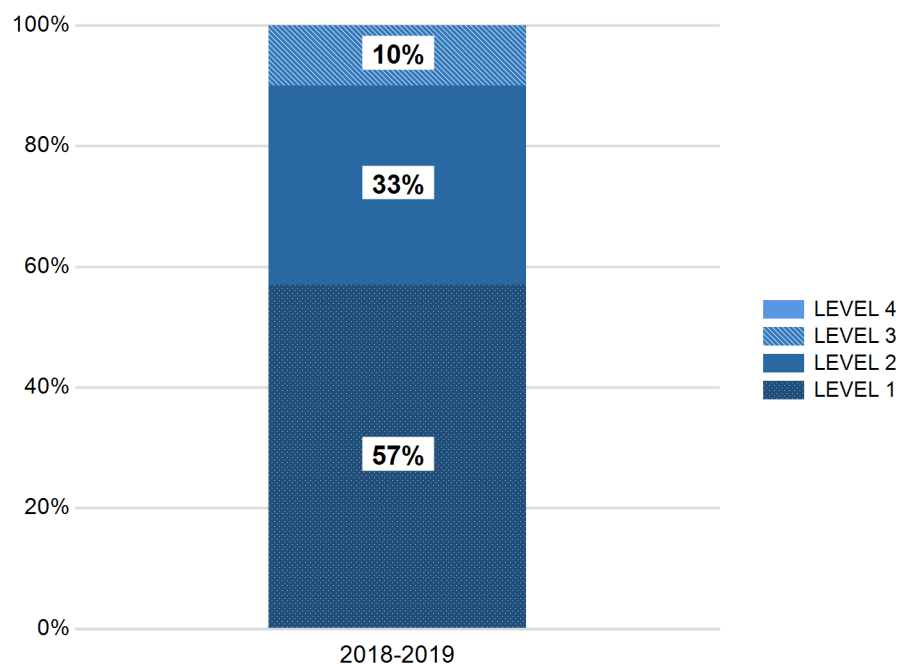
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	57	33	10	0
White	*	*	*	*
Hispanic	57	34	9	0
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	57	33	10	0
Male	57	34	9	0
Economically Disadvantaged Students	55	35	10	0
Non-Economically Disadvantaged Students	71	21	7	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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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.

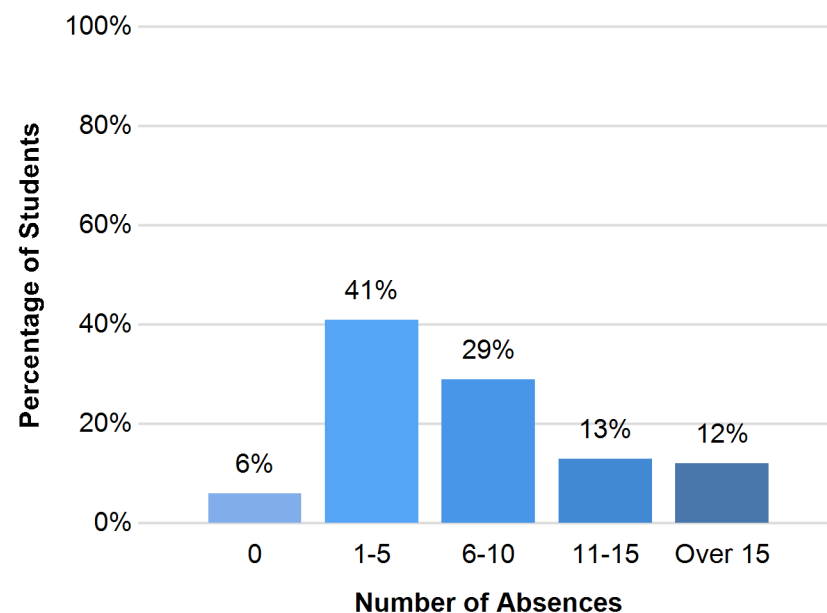
Chronic Absenteeism

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	62	7.6	8.8	Met
White	3	21.4	**	**
Hispanic	59	7.5	8.8	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	30	7.7		
Male	32	7.5		
Economically Disadvantaged Students	56	7.7	8.8	Met
Students with Disabilities	18	13.7	8.8	Not Met
English Learners	11	10.4	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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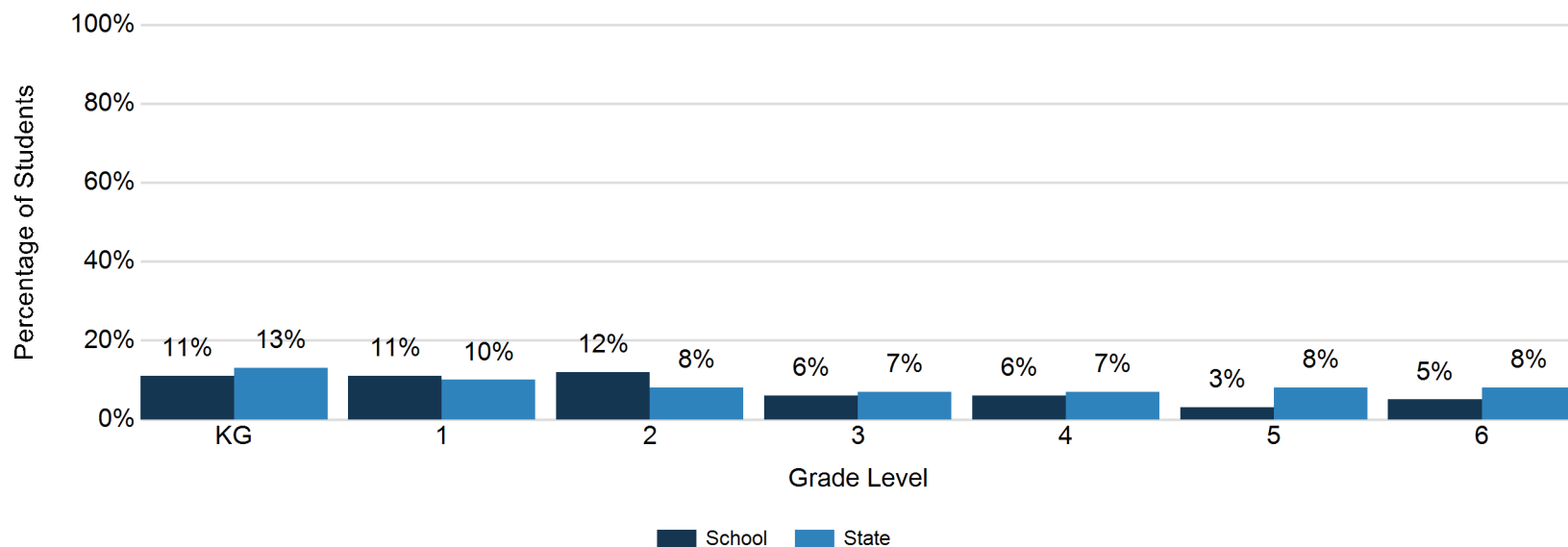
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

N



Public School Number One
(17-5670-060)
Grades Offered: KG-06
2018-2019

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	84.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	426:1	203:1
Teachers to Administrators	29:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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Teachers: All classroom teachers

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	87.7%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	12.3%	100.0%	51.6%	22.9%	45.1%
White	2.2%	42.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	96.4%	54.4%	50.0%	29.9%	7.3%	7.2%
Black or African American	0.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.9%	1.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	41.7%	42.5%	41.8%
Math Proficiency	30.8%	27.7%	31.4%
ELA Growth	47	55	51
Math Growth	36	39	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		59.4%	43.5%
Chronic Absenteeism	5.5%	6.9%	7.6%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- We offer Extended Day Programs for Math and English Language Arts in Grades 3-6.
- We offer S.T.E.A.M. Foundations, Club Code Grade 4, Gifted and Talented Grades K-6 Maker Space and CSI Forensic Science and Robotics.
- The daily presence of technology via Promethean Boards and Chromebooks including a 1 to 1 initiative for grades 3-6 and centers for grades 1-2.



Mission, Vision, Theme:

The district's mission to "maximize all students' potential in an ever-changing world" is actively pursued on a daily basis. Our staff is committed to providing a caring, supportive, and academically challenging education for our learners. Our faculty works tirelessly to provide a relevant and enjoyable educational program for the whole child.



Awards, Recognition, Accomplishments:

We are a Future Ready Bronze recipient as well as a High Achieving School district.






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 <p>Courses, Curriculum, Instruction:</p>	<p>An 80-minute literacy allotment used in grades K-6. An 80-minute math allotment used in grades K-6. Kindergarten staff continues to use "TSGold," an online web-based individual student Work Sampling Program. This was used to assess the development and progress of all students in Kindergarten. STEAM has been incorporated into K-6 curriculum. A G&T program in grades K-6 addressed the needs of gifted students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Students in Grades 4, 5, and 6 are given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball are offered for both boys and girls.</p>
 <p>Clubs and Activities:</p>	<p>Aside from the academic experiences that we provide at PS 1, we are also aware that experiences in extra-curricular areas are significant in creating a balanced environment for our students. Peer Leadership, which encourages peer acceptance and promotes diversity and H.O.P.E. are programs which provide support to children who have suffered a loss or experienced a tragedy. A Literacy through Fitness Club encouraged good health and ELA support.</p>





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 <p>Before and After School Programs:</p>	<p>Extended Day Programs for Math and English Language Arts in Grades 3-6 are available for, students requiring additional academic support. Maker Space for both Grades 3-6, a CSI club as well as a Robotics club are all offered at PS 1.</p>
 <p>Staff and Professional Learning:</p>	<p>Twice weekly PLC meetings were conducted between grade level and subject level teachers to discuss: Sharing of Assessments, Sharing Technology Apps, Student Progress, Student Accommodations, and Lesson Planning. Monthly Staff development workshops offered an array of educational topics. Two annual Professional Development Days were provided throughout the district for all teachers. "Safe School" trainings with post assessments were provided on-line to cover a number of topics.</p>






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 <p>Student Supports and Services:</p>	<p>Intervention and Referral Services (I&RS) assisted teachers in individualizing classroom instruction to meet the needs of students. Resource Teachers provided in class support and replacement services to special needs students in grades K-6. Bilingual classes and LEP services provided support for English Language Learners. LEAP instruction provided replacement ELA and Math instruction for IEP students in Grades 3-4. Speech Specialists provided support services to students K-6. Additionally, a SSS program, which identifies struggling students and includes parents in formulation interventions to assist these students, is being implemented in the school, a SCIS district program is also being implemented for struggling students. We are emphasizing parental contact and awareness through our newly formed PTO.</p>
 <p>Student Health and Wellness:</p>	<p>An Anti-bullying Task Force/Climate Committee supported school safety issues. School Wellness was recognized as a priority problem for our student population. A Wellness Committee continued activities to address this issue. We participated in the Fresh Fruits and Vegetables Program, where students sample various fruits and vegetables a few days per week. A healthy breakfast and lunch is available to all students daily. All students are provided with P.E. weekly.</p>
 <p>Parent and Community Involvement:</p>	<p>Parents had access to the Parent Portal through Power School as a means to monitor their child's grades throughout the year. Monthly Title I workshops were offered to parents covering a spectrum of topics. The school also held a "Back to School" night, a Kindergarten Orientation, as well as an Open House for parents. PS 1 has also reestablished a PTO which is a source of support for parents as well as a means to bring the community together.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate surveys for all stakeholders are used to assist in improving the overall climate of the building.</p>
 <p>Facilities:</p>	<p>The main building of PS1 is approximately 97 years old and the Annex is approximately 41 years old. Our buildings have the following features: gymnasium, cafeteria, 1 science lab, 3 computer labs, 2 music rooms, art room, and a media center. Steam Lab. New fire alarm system was recently installed.</p>
 <p>School Safety:</p>	<p>The school day had eight 40 minute periods. All students wore a standard issue red uniform shirt and either khaki or black pants. PS1 used Blackboard Connect to contact parents about school closures or early dismissals. PS1 held monthly fire and security drills.</p>



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Technology and STEM:

Steam is being infused across all curricula at PS1 from K-6th grade. Various projects are assigned per grade level and related to all subjects. A STEAM Lab with new interactive board and 3-D printer is available in the annex for our teachers to use with their 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 at the top left of the screen to move between pages of the report

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Alexander Calderone
Address	5200 BROADWAY WEST NEW YORK, NJ 07093-2638
Phone Number	201-553-4040
Email Address	acalderone@wnyschools.net
Website	http://www.wnyschools.net/district/ps2/
Facebook	https://www.facebook.com/WNYPS2
Twitter	https://twitter.com/WNYPS2



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	111	100	87
1	110	108	99
2	89	94	93
3	93	93	104
4	128	98	108
5	106	107	98
6	92	97	110
Total	730	697	699

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.3%	44.9%	45.9%
Male	53.7%	55.1%	54.1%
Economically Disadvantaged Students	80.8%	84.2%	78.0%
Students with Disabilities	16.6%	17.4%	16.6%
English Learners	1.8%	3.3%	3.9%
Homeless Students	0.0%	0.3%	0.4%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.4%	4.7%	4.9%
Hispanic	85.3%	92.3%	90.8%
Black or African American	2.3%	1.0%	1.6%
Asian	1.8%	1.7%	2.6%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	111	100	87

Enrollment by Home Language

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

Home Language	% of Students
Spanish	60.7%
English	36.8%
Arabic	1.0%
Other Languages	1.6%



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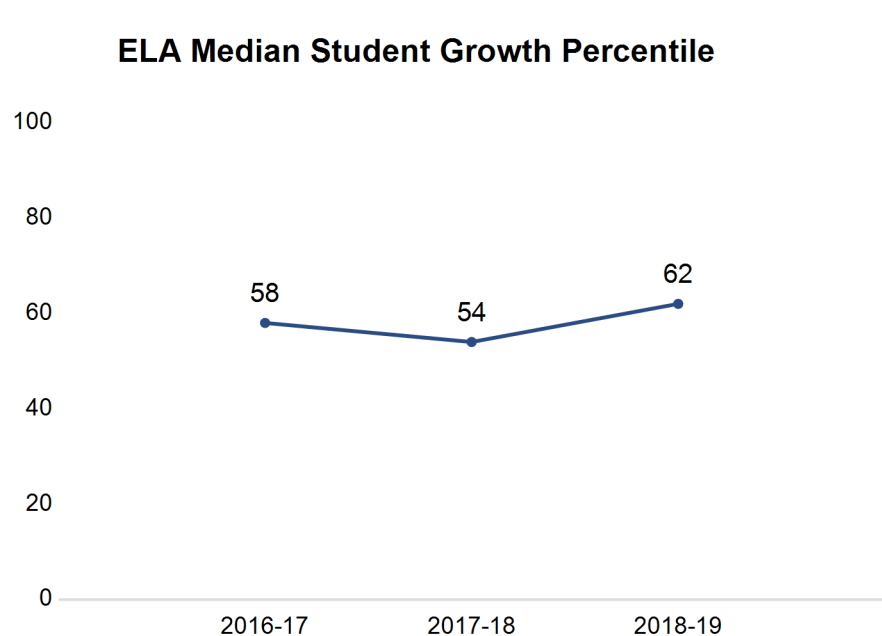
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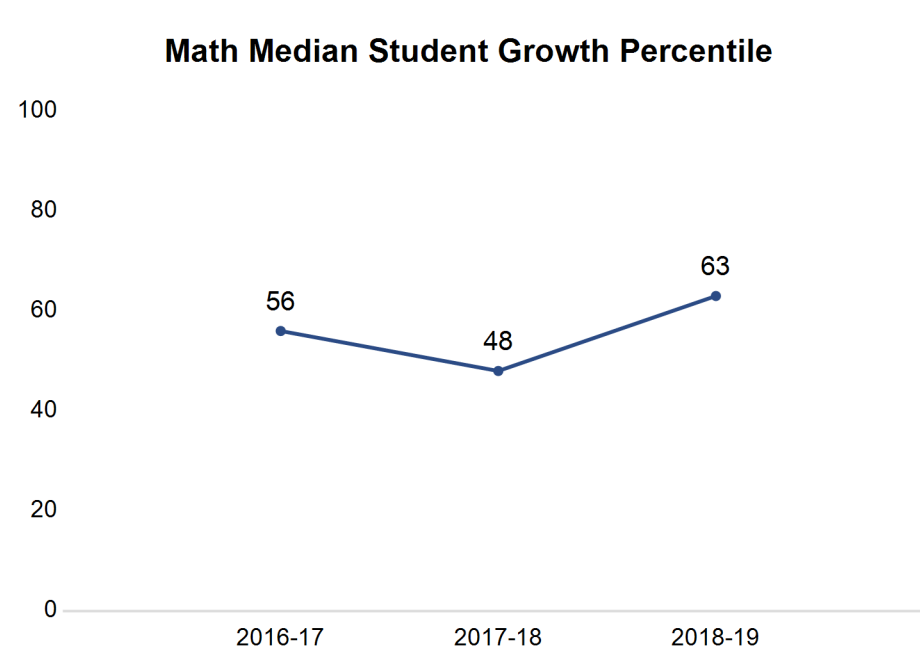
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	58	54	62	56	48	63
Met Standard (40-59.5)?	Met Standard	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	62	49	50	Exceeds Standard	63	48	50	Exceeds Standard
White	*	41	50	**	66	55	52	**
Hispanic	62	49	49	Exceeds Standard	63	48	47	Exceeds Standard
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	63	54	53	N	62	49	50	N
Male	59.5	46	47	N	64.5	48	51	N
Economically Disadvantaged Students	63.5	50	48	Exceeds Standard	62	49	46	Exceeds Standard
Students with Disabilities	31.5	39.5	43	Not Met	62	44.5	45	Exceeds Standard
English Learners	74	58	52	Exceeds Standard	72	50	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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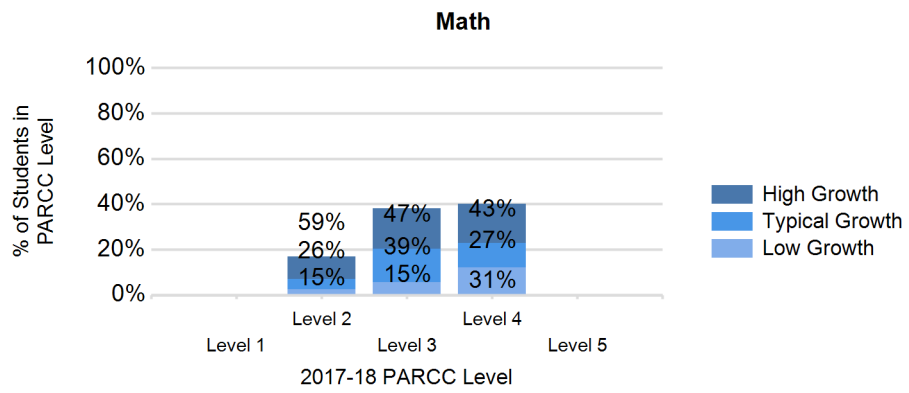
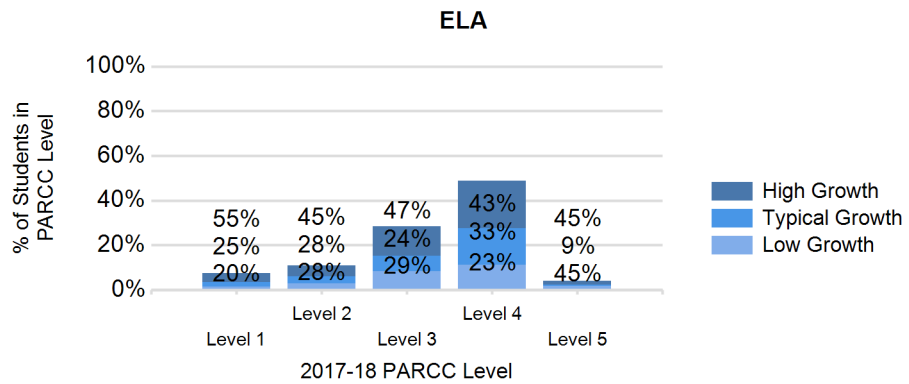
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

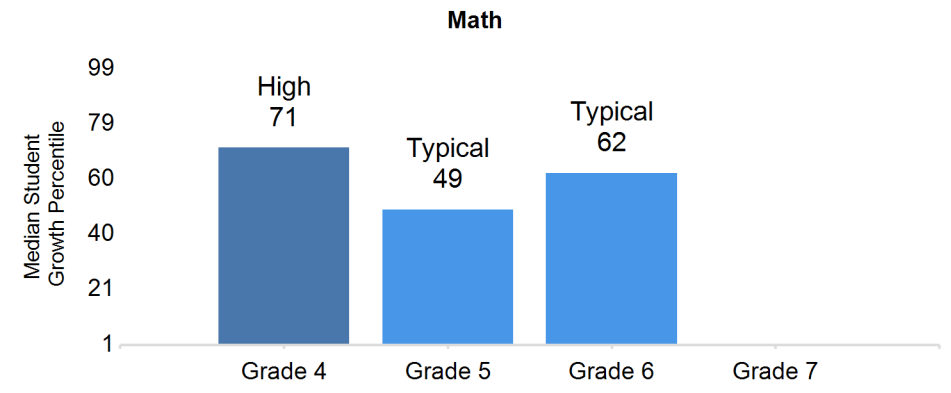
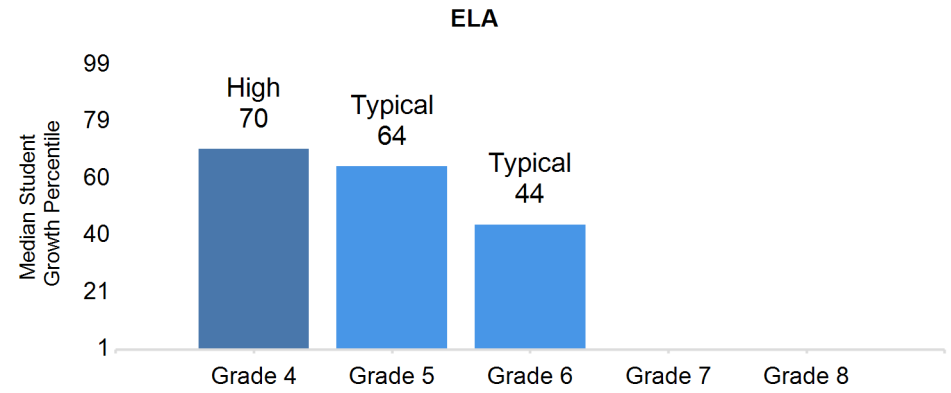
Student Growth by Performance Level

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



Student Growth by Grade

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





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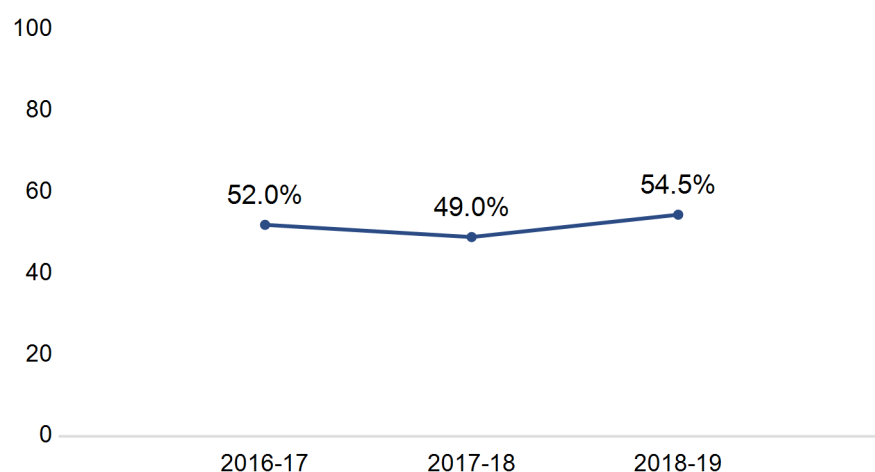
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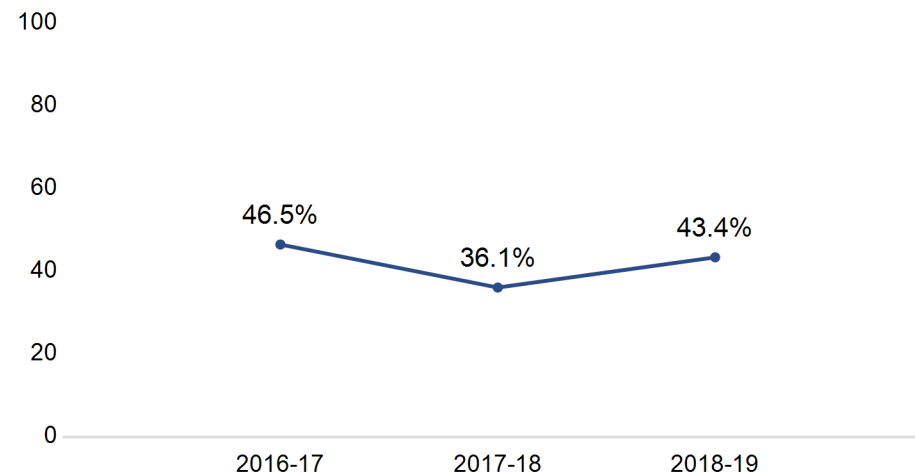
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	52.0%	49.0%	54.5%	46.5%	36.1%	43.4%
Annual Target	51.6%	53.1%	54.6%	51.1%	52.6%	54.2%
Met Annual Target?	Met Target	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	402	100.0	54.5	43.4	57.9	54.5	54.6	Met Target†
White	16	100.0	87.5	56.8	66.9	87.5	**	**
Hispanic	380	100.0	52.9	42.9	43.9	52.9	53.1	Met Target†
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	179	100.0	57.0	48.9	64.8	57.0		
Male	223	100.0	52.5	38.4	51.3	52.5		
Economically Disadvantaged Students	332	100.0	52.7	43.0	40.0	52.7	52.9	Met Target†
Non-Economically Disadvantaged Students	70	100.0	62.9	45.4	67.9	62.9		
Students with Disabilities	62	100.0	16.1	14.5	22.7	16.1	25.3	Not Met
Students without Disabilities	340	100.0	61.5	49.0	65.1	61.5		
English Learners	70	100.0	34.3	*	29.3	34.3	30	Met Target
Non-English Learners	332	100.0	58.7	*	60.6	58.7		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

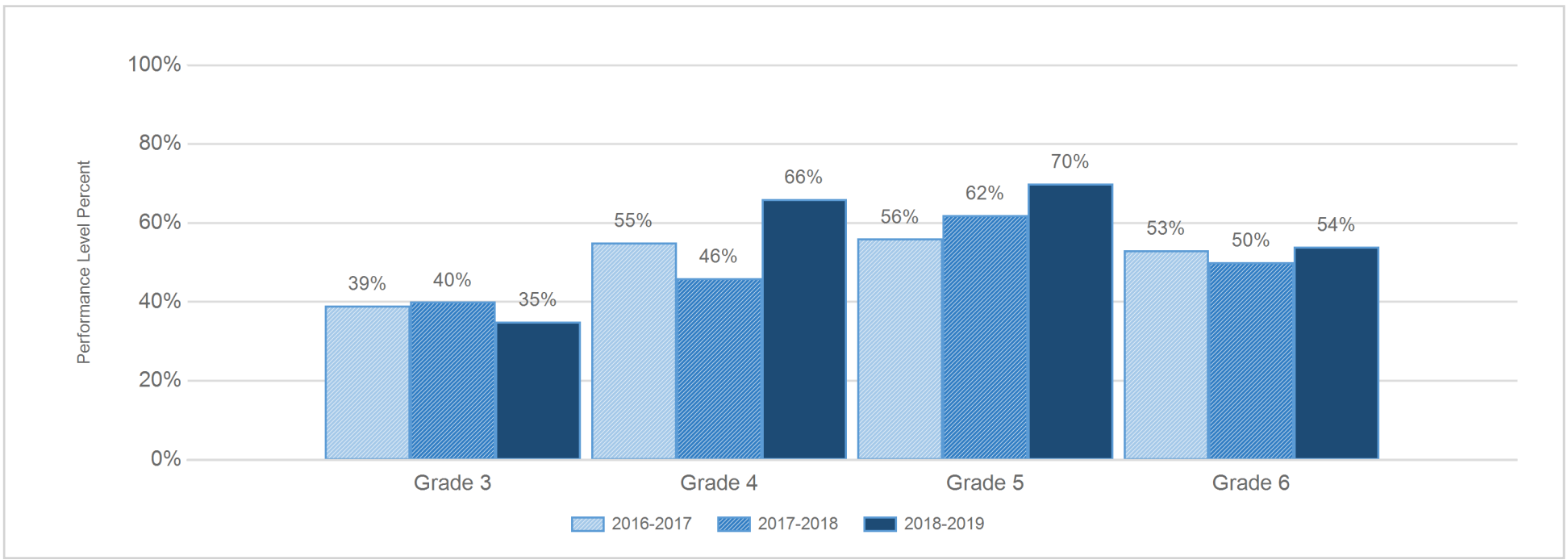


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	116	734	731	748	18%	17%	29%	*	*	35%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	109	731	*	734	19%	18%	29%	*	*	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	53	731	732	753	*	*	40%	*	*	28%	55%
Male	63	736	730	743	*	*	21%	*	*	41%	46%
Economically Disadvantaged Students	91	730	*	731	*	22%	*	*	*	31%	33%
Non-Economically Disadvantaged Students	25	745	*	759	*	0%	*	*	*	52%	61%
Students with Disabilities	14	693	704	719	*	*	*	*	*	*	24%
Students without Disabilities	102	739	736	754	*	*	*	*	*	*	56%
English Learners	*	*	697	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	735	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	758	749	755	*	*	18%	49%	17%	66%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	*	*	749	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	50	761	754	760	*	*	*	*	*	66%	62%
Male	53	755	745	750	*	*	*	*	*	66%	53%
Economically Disadvantaged Students	87	756	749	740	*	*	*	*	*	66%	40%
Non-Economically Disadvantaged Students	16	768	754	765	*	*	*	*	*	69%	69%
Students with Disabilities	13	717	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	90	764	*	761	*	*	*	*	*	73%	64%
English Learners	*	*	700	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	758	746	756	*	11%	13%	*	*	70%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	81	756	*	743	*	12%	14%	*	*	68%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	35	770	754	761	*	*	*	*	*	86%	64%
Male	52	750	739	750	*	*	*	*	*	60%	52%
Economically Disadvantaged Students	73	758	745	740	*	*	15%	*	*	68%	39%
Non-Economically Disadvantaged Students	14	756	753	766	*	*	0%	*	*	79%	69%
Students with Disabilities	11	711	713	724	*	*	*	*	*	*	23%
Students without Disabilities	76	765	752	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	752	746	754	*	13%	30%	*	*	54%	56%
White	*	*	764	762	*	*	*	*	*	*	65%
Hispanic	90	752	*	743	*	11%	32%	*	*	53%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	N	N	*	760	N	N	N	N	N	N	64%
Female	41	757	751	762	*	*	29%	*	*	59%	64%
Male	55	749	742	748	*	*	31%	*	*	51%	48%
Economically Disadvantaged Students	80	751	746	740	*	*	*	*	*	54%	39%
Non-Economically Disadvantaged Students	16	760	744	763	*	*	*	*	*	56%	67%
Students with Disabilities	16	732	722	722	*	*	*	*	*	25%	19%
Students without Disabilities	80	756	751	761	*	*	*	*	*	60%	64%
English Learners	*	*	713	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	412	100.0	43.4	29.9	44.5	43.4	54.2	Not Met
White	18	100.0	61.1	38.8	54.1	61.1	**	**
Hispanic	388	100.0	42.8	29.4	28.8	42.8	52.9	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	184	100.0	41.8	29.5	44.9	41.8		
Male	228	100.0	44.7	30.3	44.2	44.7		
Economically Disadvantaged Students	337	100.0	43.0	29.8	26.3	43.0	54.2	Not Met
Non-Economically Disadvantaged Students	75	100.0	45.3	30.6	54.9	45.3		
Students with Disabilities	62	100.0	16.1	10.7	17.4	16.1	42	Not Met
Students without Disabilities	350	100.0	48.3	33.5	50.0	48.3		
English Learners	80	100.0	22.5	*	25.0	22.5	42.9	Not Met
Non-English Learners	332	100.0	48.5	*	46.5	48.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



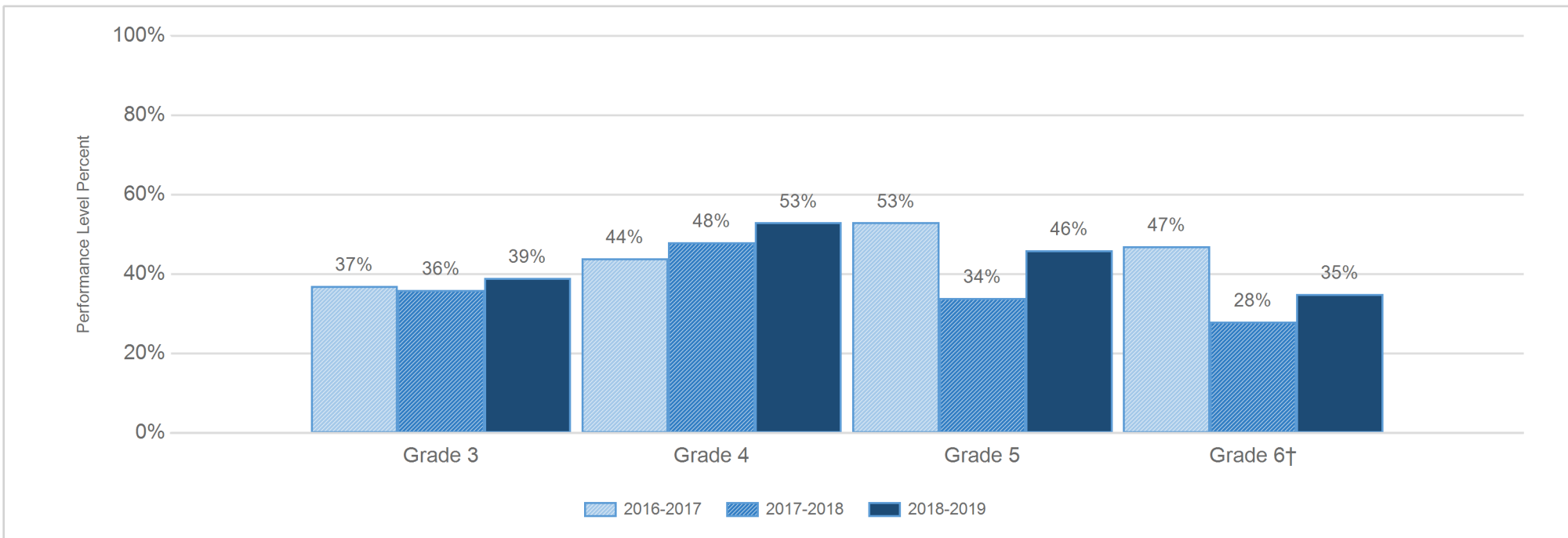
Public School Number Two
(17-5670-065)
Grades Offered: KG-06
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	119	743	742	752	*	18%	36%	*	*	39%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	112	741	*	739	*	18%	37%	*	*	38%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	56	736	739	751	*	20%	39%	*	*	30%	54%
Male	63	749	744	752	*	16%	33%	*	*	48%	56%
Economically Disadvantaged Students	92	744	742	737	*	*	*	*	*	39%	37%
Non-Economically Disadvantaged Students	27	740	741	761	*	*	*	*	*	41%	67%
Students with Disabilities	14	712	721	731	*	*	*	*	*	*	31%
Students without Disabilities	105	747	745	756	*	*	*	*	*	*	60%
English Learners	12	718	*	728	*	*	*	*	*	17%	26%
Non-English Learners	107	746	*	754	*	*	*	*	*	42%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	105	752	744	749	*	10%	31%	*	*	53%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	*	*	743	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	52	751	744	749	*	*	35%	*	*	50%	50%
Male	53	754	744	749	*	*	28%	*	*	57%	52%
Economically Disadvantaged Students	87	752	744	734	*	*	*	*	*	53%	32%
Non-Economically Disadvantaged Students	18	754	744	759	*	*	*	*	*	56%	63%
Students with Disabilities	13	719	*	726	*	*	*	*	*	15%	25%
Students without Disabilities	92	757	*	754	*	*	*	*	*	59%	56%
English Learners	10	718	720	722	*	*	*	*	*	*	18%
Non-English Learners	95	756	747	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	744	734	747	*	15%	36%	*	*	46%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	85	744	*	735	*	16%	35%	*	*	45%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	38	746	735	747	*	*	29%	*	*	55%	47%
Male	54	744	733	747	*	*	41%	*	*	39%	47%
Economically Disadvantaged Students	77	745	735	732	*	*	*	*	*	48%	27%
Non-Economically Disadvantaged Students	15	743	732	757	*	*	*	*	*	33%	59%
Students with Disabilities	11	726	721	725	*	*	*	*	*	18%	19%
Students without Disabilities	81	747	736	752	*	*	*	*	*	49%	52%
English Learners	12	722	712	718	*	*	*	*	*	*	12%
Non-English Learners	80	748	737	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	100	741	734	741	*	22%	40%	*	*	35%	41%
White	*	*	746	749	*	*	*	*	*	*	51%
Hispanic	93	741	*	729	*	20%	41%	*	*	35%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	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	N	N	*	747	N	N	N	N	N	N	48%
Female	42	740	735	742	*	*	38%	*	*	31%	42%
Male	58	742	734	740	*	*	41%	*	*	38%	40%
Economically Disadvantaged Students	82	741	735	726	*	*	*	*	*	33%	21%
Non-Economically Disadvantaged Students	18	743	732	750	*	*	*	*	*	44%	53%
Students with Disabilities	16	728	713	716	*	*	*	*	*	13%	12%
Students without Disabilities	84	743	739	746	*	*	*	*	*	39%	46%
English Learners	10	721	*	709	*	*	*	*	*	*	*
Non-English Learners	90	743	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.6%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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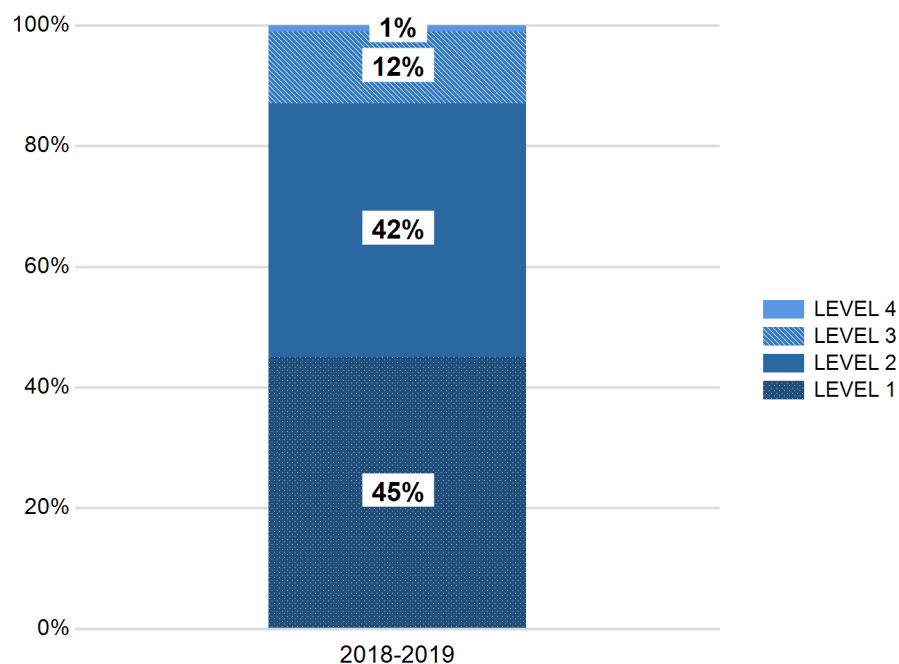
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	42	12	1
White	*	*	*	*
Hispanic	46	40	12	1
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	49	46	3	3
Male	43	39	19	0
Economically Disadvantaged Students	45	42	12	1
Non-Economically Disadvantaged Students	47	40	13	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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

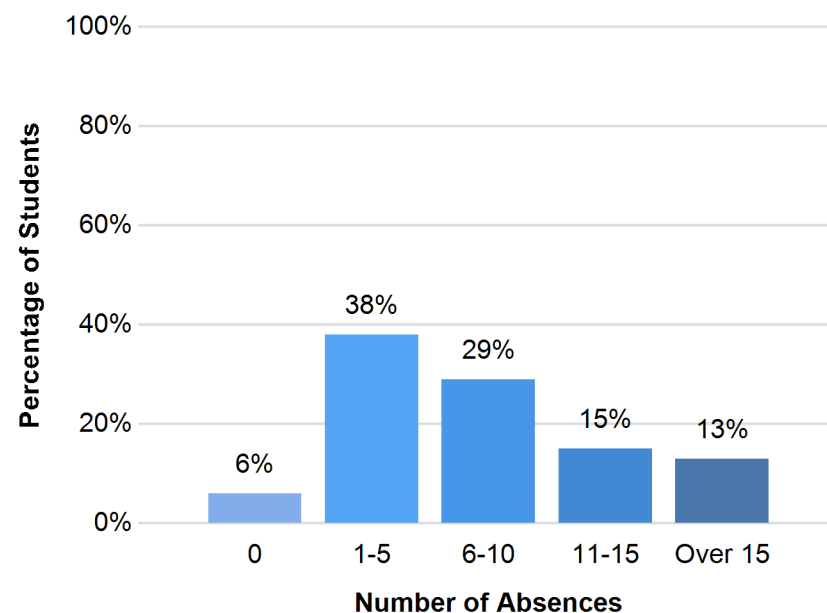
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	82	10.9	8.8	Not Met
White	8	22.2	8.8	Not Met
Hispanic	71	10.3	8.8	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	16.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	33	9.6		
Male	49	12.1		
Economically Disadvantaged Students	53	9.2	8.8	Not Met
Students with Disabilities	17	14.3	8.8	Not Met
English Learners	11	13.6	8.8	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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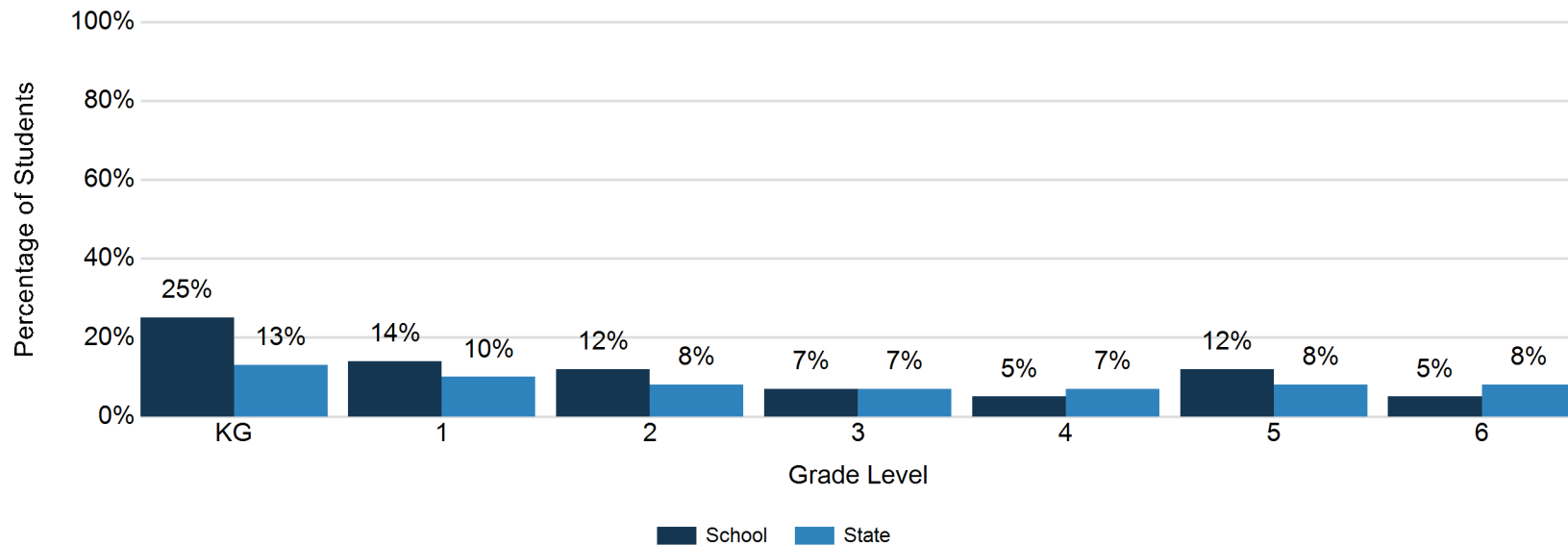
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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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	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	14.3	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	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	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	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	16:1	15:1
Students to Administrators	350:1	203:1
Teachers to Administrators	22:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



Public School Number Two
(17-5670-065)
Grades Offered: KG-06
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.9%	86.4%	0.0%	48.4%	77.1%	54.9%
Male	54.1%	13.6%	100.0%	51.6%	22.9%	45.1%
White	4.9%	50.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	90.8%	47.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.6%	2.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Public School Number Two
(17-5670-065)
Grades Offered: KG-06
2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

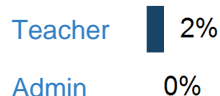
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.5%



Public School Number Two
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Per-Pupil Expenditures by Source

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

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

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

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

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



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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	52.0%	49.0%	54.5%
Math Proficiency	46.5%	36.1%	43.4%
ELA Growth	58	54	62
Math Growth	56	48	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		30.8%	63.6%
Chronic Absenteeism	9.0%	10.6%	10.9%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- S.T.E.A.M. Foundations, Extended Day Programs for Math and English Language Arts in Grades 3-6
- Coding Grade 4, C.S.I. Grade 5, Robotics Grade 6, Makerspace, Extended Computer Lab are offered.
- Gifted and Talented Grades K-6, Boys and Girls Volleyball, Boys and Girls Basketball



Mission, Vision, Theme:

Students, parents, and educators will use communication and information technologies to ensure mastery of 21st century skills, including communication, collaboration, and critical thinking, through a lens which engages all students in a creative and imaginative digital culture.



Awards, Recognition, Accomplishments:

N.J.D.O.E recognized High Performing School District, Future Ready Schools Bronze award recipient.






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 <p>Courses, Curriculum, Instruction:</p>	<p>An 80-minute literacy allotment is used in grades K-6, as well as in math. Kindergarten staff continues to use "TSGold," an online web-based individual student work sampling program. This was used to assess the development and progress of all students in Kindergarten. STEAM has been incorporated into K-6 curriculum. Project Based Learning (PBL) allows students to engage in real-world challenges. A G&T program in grades K-6 addressed the needs of gifted students.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Students in Grades 4, 5, and 6 were given the opportunity to participate in our Intramural Sports Program. Volleyball and Basketball were offered for both boys and girls.</p>
 <p>Clubs and Activities:</p>	<p>Aside from the academic experiences that we provide at PS#2, we are also aware that experiences in extracurricular areas are significant in creating a balanced environment for our students. Peer Leadership, which encourages peer acceptance and promotes diversity and H.O.P.E. were programs which provided support to children who have suffered a loss or experienced a tragedy. A Literacy through Fitness Club encouraged good health and English Language Arts support. Enrichment classes such as: Coding Grade 4, C.S.I. Grade 5, Robotics Grade 6, Makerspace, and Extended Computer Lab enhanced the lessons taught throughout the day.</p>





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 <p>Before and After School Programs:</p>	<p>Extended Day Programs for Math and English Language Arts in Grades 3-6 were available for students requiring additional academic support. Students from K-6 had the ability to come in for extra academic assistance or enrichment on Tuesday and Thursday mornings, as invited by the teacher throughout the school year.</p>
 <p>Staff and Professional Learning:</p>	<p>Morning CPT meetings were conducted three times per week in the Ed Camp model between grade level and subject level teachers to discuss a variety of topics as determined by the teachers themselves. Monthly Professional Learning Seminars (PLS) were held and offered an array of educational topics. Two annual Professional Development Days were provided throughout the district for all teachers. "Safe Schools" video trainings with post assessments were provided on-line to cover a number of topics.</p>



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Student Supports and Services:

Student Centered Interventions for Success (SCIS) identified struggling students and worked with parents on a plan for success. Intervention and Referral Services (I&RS) assisted teachers in individualizing classroom instruction to meet the needs of students. Resource teachers provided in class support and replacement services to special needs students in grades K-6. LEP services provided support for English Language Learners. Speech Specialists provided support services to students K-6.



Student Health and Wellness:

An Anti-bullying Task Force/Climate Committee supported school safety issues. School Wellness was recognized as a priority problem for our student population. A Wellness Committee continued activities to address this issue. A healthy breakfast and lunch was available to all students daily. All students were provided with P.E. weekly.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate survey is issued to all stakeholders: students, parents, faculty, and administration. Data Analysis Task force processes results and presents to staff.</p>
 <p>Facilities:</p>	<p>PS #2 opened in 1972 and reopened in 2009. Our building has the following features: gymnasium, auditorium, cafeteria, 2 science labs, 2 computer labs, 2 music rooms, art room, and a media center.</p>
 <p>School Safety:</p>	<p>PS#2 had a WNYPD officer at the school daily monitoring the building. In addition, administration and custodial staff made numerous rounds throughout the day securing the building. Anti-bullying Task Force investigated potential bullying issues. The school Emergency Response Team held drills and responds to all crises including AED and CPR. Fire and school security drills were held monthly.</p>





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 <p>Technology and STEM:</p>	<p>PS#2 has two computer labs and Promethean Boards in every classroom. In addition, numerous Chromebook carts allowed for continual opportunities for digital learning. STEAM Foundations were integrated daily into the curriculum. Students had Computer Education during the school day and an Open Access Computer class after school hours. In addition, Coding, C.S.I., and Robotics enrichment classes were in place after school to enhance technology opportunities.</p>
 <p>Early Childhood Education:</p>	<p>PS#2 has 5 Early Childhood classes spanning Pre K 3 and Pre K 4. Class size is capped at 15 students. Catapult provided on site before and after care.</p>



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Other Information

The school day has eight 40 minute periods. All students wore a standard issue blue uniform shirt and either khaki or black pants. PS#2 uses Blackboard Connect to contact parents about school closures or early dismissals. PS#2 held monthly fire and security drills.



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Mr. Robert Reiman
Address	600 55TH ST WEST NEW YORK, NJ 07093-4626
Phone Number	201-553-4060
Email Address	rreiman@wnyschools.net
Website	http://www.wnyschools.net/district/ps3/
Facebook	https://www.facebook.com/PS3
Twitter	https://twitter.com/WNYPS3



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	0	0	0
KG	93	84	87
1	111	111	106
2	83	80	97
3	71	62	87
4	86	71	66
5	72	94	79
6	74	71	89
Total	590	573	611

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	46.1%	44.5%
Male	54.4%	53.9%	55.5%
Economically Disadvantaged Students	84.1%	89.9%	85.9%
Students with Disabilities	17.8%	16.9%	16.7%
English Learners	4.9%	7.5%	8.7%
Homeless Students	0.3%	0.0%	0.0%
Students in Foster Care	0.2%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	12.2%	2.6%	2.3%
Hispanic	86.3%	94.1%	93.8%
Black or African American	0.7%	2.4%	2.8%
Asian	0.8%	0.7%	1.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.2%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	93	84	87

Enrollment by Home Language

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

Home Language	% of Students
Spanish	65.5%
English	33.9%
Other Languages	0.7%



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

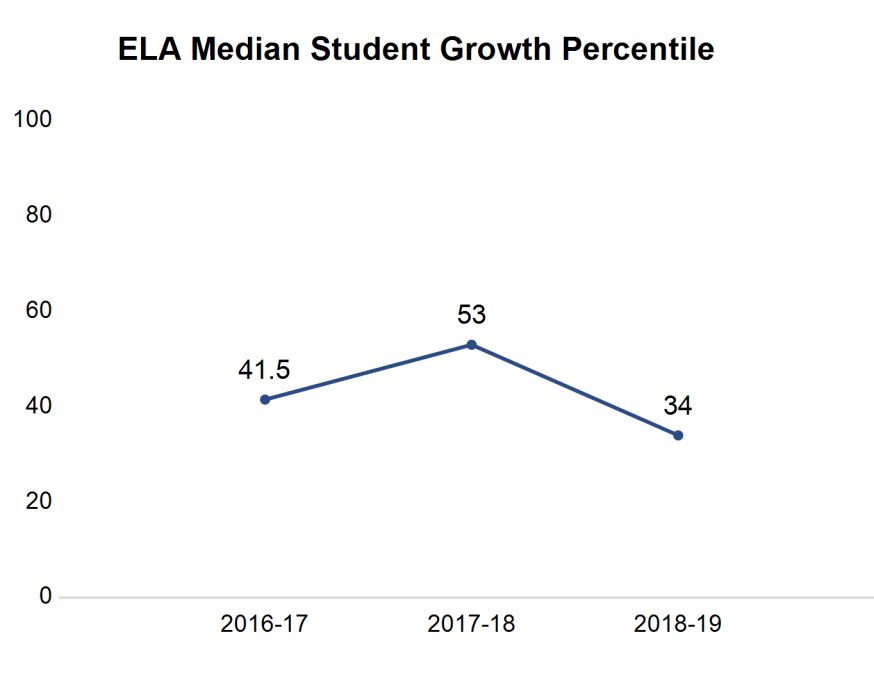
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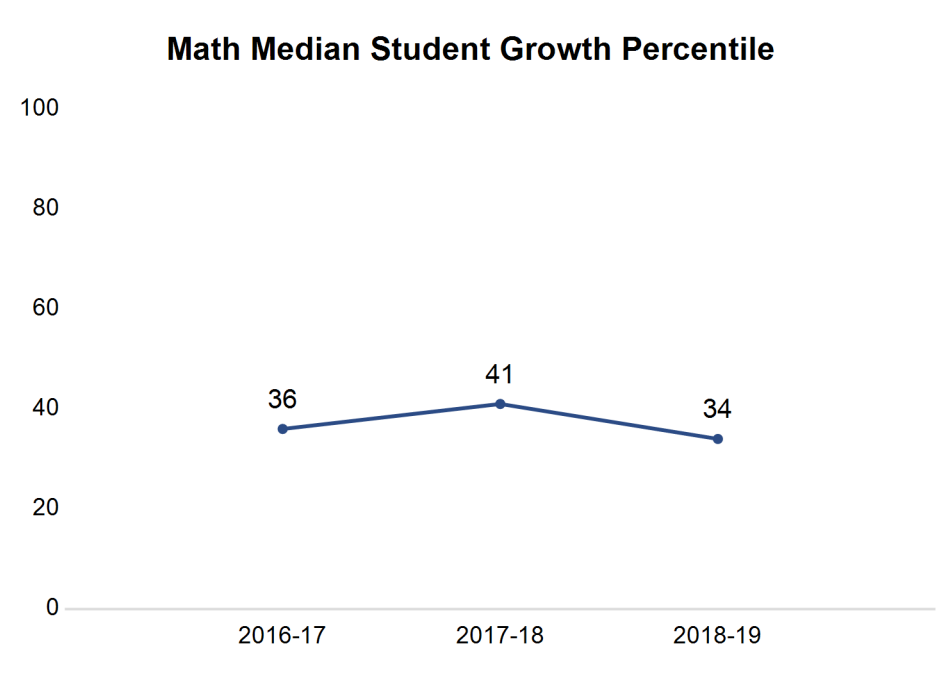
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41.5	53	34	36	41	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	34	49	50	Not Met	34	48	50	Not Met
White	*	41	50	**	*	55	52	**
Hispanic	33	49	49	Not Met	34	48	47	Not Met
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	38	54	53	N	38	49	50	N
Male	31	46	47	N	33	48	51	N
Economically Disadvantaged Students	32	50	48	Not Met	34.5	49	46	Not Met
Students with Disabilities	33	39.5	43	Not Met	41	44.5	45	Met Standard
English Learners	43	58	52	Met Standard	37	50	50	Not Met
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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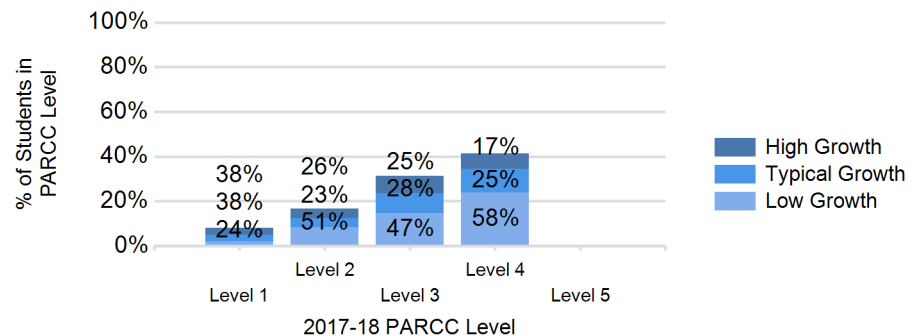
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

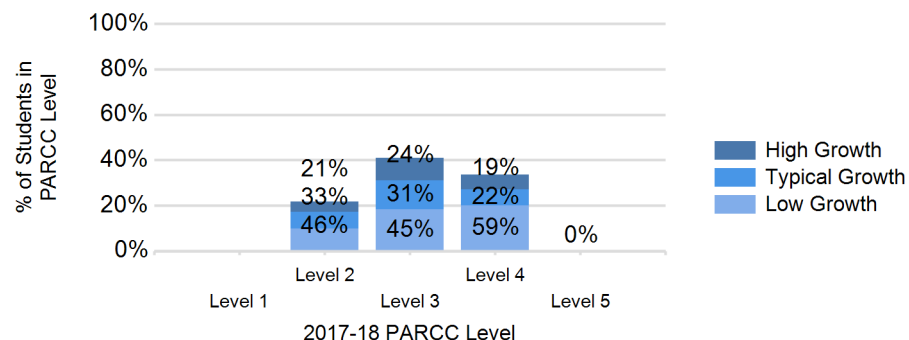
Student Growth by Performance Level

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

ELA



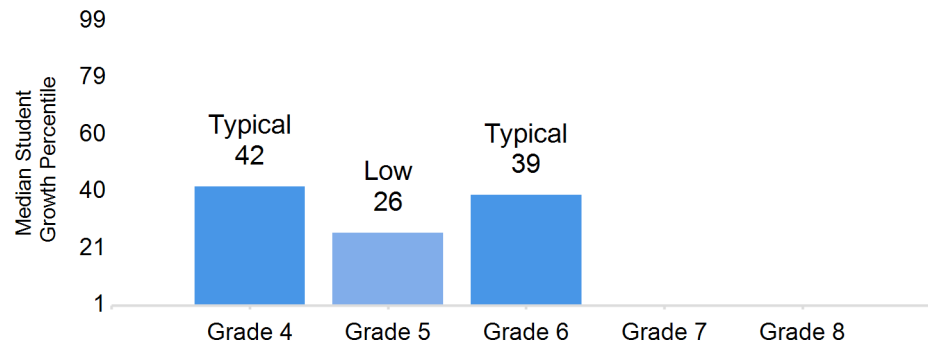
Math



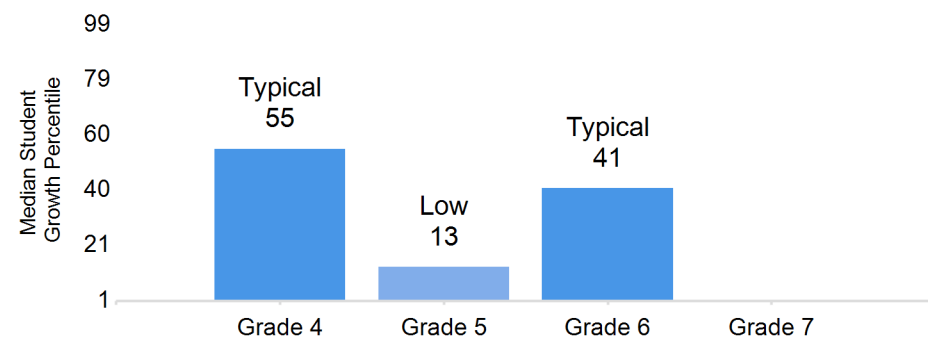
Student Growth by Grade

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

ELA



Math





Robert Menendez Elementary School
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2018-2019

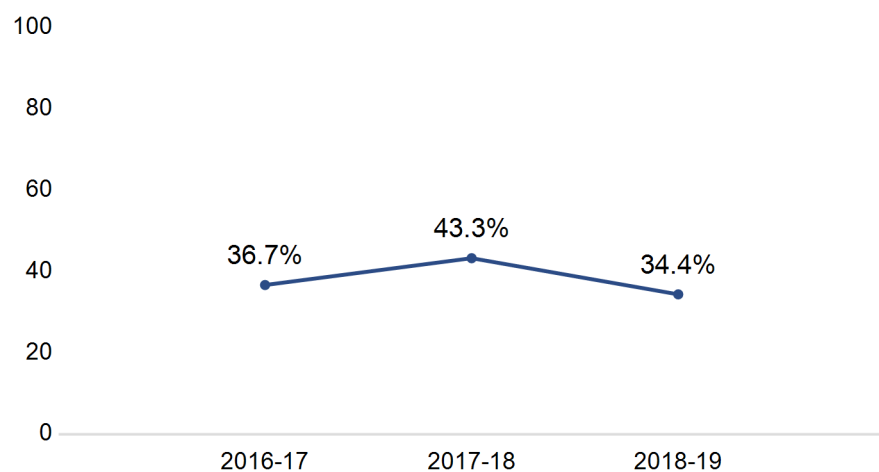
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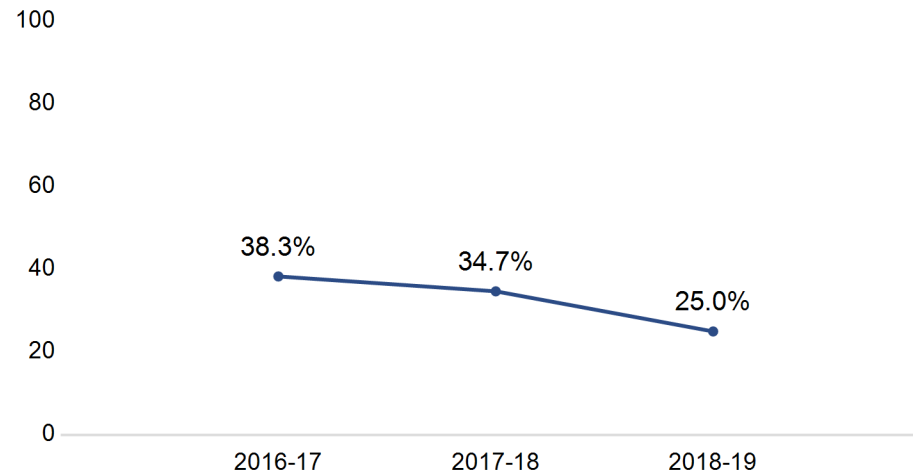
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Proficiency Rate for Federal Accountability	36.7%	43.3%	34.4%	38.3%	34.7%	25.0%
Annual Target	46.8%	48.5%	50.2%	48.1%	49.8%	51.4%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	337	100.0	34.4	43.4	57.9	34.4	50.2	Not Met
White	*	*	*	56.8	66.9	*	**	**
Hispanic	321	100.0	33.3	42.9	43.9	33.3	50.2	Not Met
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	157	100.0	38.9	48.9	64.8	38.9		
Male	180	100.0	30.6	38.4	51.3	30.6		
Economically Disadvantaged Students	293	100.0	32.1	43.0	40.0	32.1	50.2	Not Met
Non-Economically Disadvantaged Students	44	100.0	50.0	45.4	67.9	50.0		
Students with Disabilities	52	100.0	*	14.5	22.7	*	19.1	Not Met
Students without Disabilities	285	100.0	*	49.0	65.1	*		
English Learners	58	100.0	20.7	*	29.3	20.7	26.6	Met Target†
Non-English Learners	279	100.0	37.3	*	60.6	37.3		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



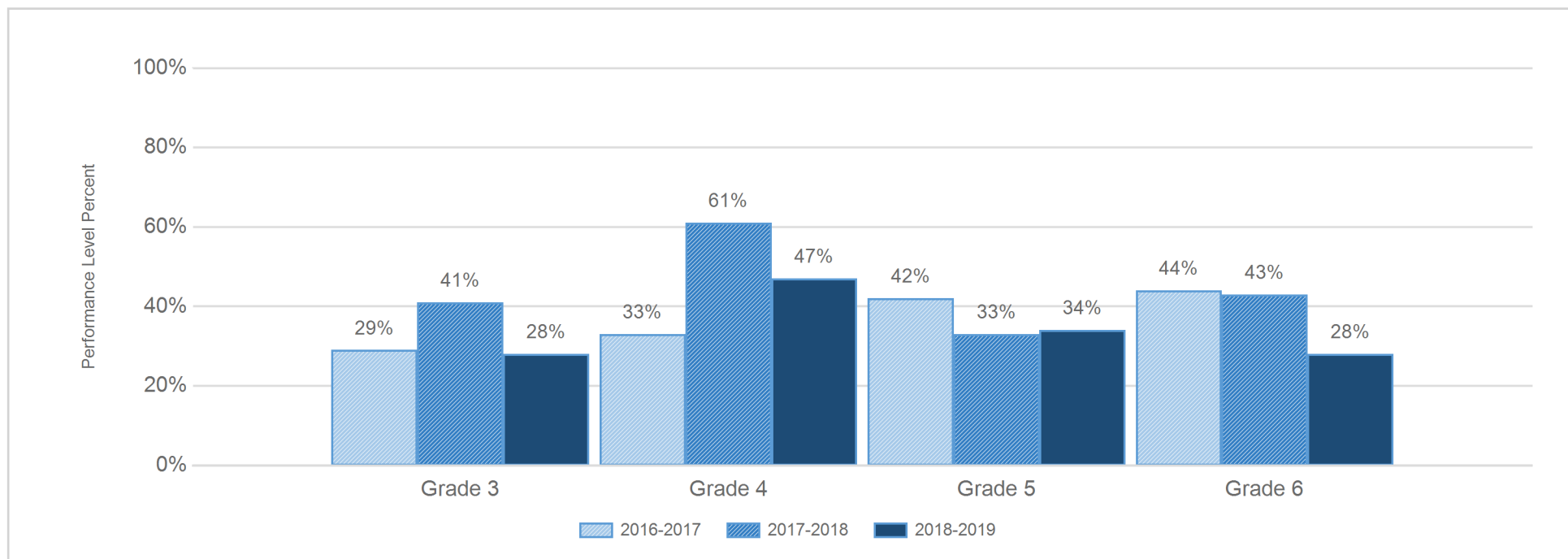
Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	734	731	748	*	*	36%	28%	0%	28%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	74	733	*	734	*	*	36%	27%	0%	27%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	34	730	732	753	*	*	*	*	*	26%	55%
Male	44	737	730	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	64	731	*	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	14	748	*	759	*	*	*	*	*	43%	61%
Students with Disabilities	10	725	704	719	*	*	*	*	*	10%	24%
Students without Disabilities	68	735	736	754	*	*	*	*	*	31%	56%
English Learners	*	*	697	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	735	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	*	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	74	750	749	755	*	15%	34%	*	*	47%	57%
White	*	*	757	763	*	*	*	*	*	*	67%
Hispanic	71	749	749	743	*	15%	34%	*	*	46%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	42	752	754	760	*	*	31%	*	*	52%	62%
Male	32	747	745	750	*	*	38%	*	*	41%	53%
Economically Disadvantaged Students	63	748	749	740	*	17%	*	*	*	46%	40%
Non-Economically Disadvantaged Students	11	761	754	765	*	0%	*	*	*	55%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	700	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	754	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	87	736	746	756	*	24%	32%	*	*	34%	58%
White	*	*	757	764	*	*	*	*	*	*	68%
Hispanic	82	735	*	743	*	*	30%	34%	0%	34%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	38	740	754	761	*	*	*	*	*	42%	64%
Male	49	733	739	750	*	*	*	*	*	29%	52%
Economically Disadvantaged Students	*	*	745	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	753	766	*	*	*	*	*	*	69%
Students with Disabilities	13	707	713	724	*	*	*	*	*	*	23%
Students without Disabilities	74	741	752	762	*	*	*	*	*	*	65%
English Learners	*	*	712	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	749	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	106	736	746	754	*	27%	38%	*	*	28%	56%
White	*	*	764	762	*	*	*	*	*	*	65%
Hispanic	101	735	*	743	*	28%	39%	*	*	27%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	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	N	N	*	760	N	N	N	N	N	N	64%
Female	44	741	751	762	*	*	43%	*	*	34%	64%
Male	62	732	742	748	*	*	34%	*	*	24%	48%
Economically Disadvantaged Students	93	735	746	740	*	*	*	*	*	27%	39%
Non-Economically Disadvantaged Students	13	743	744	763	*	*	*	*	*	38%	67%
Students with Disabilities	23	719	722	722	*	*	*	*	*	*	19%
Students without Disabilities	83	741	751	761	*	*	*	*	*	*	64%
English Learners	*	*	713	710	*	*	*	*	*	*	*
Non-English Learners	*	*	749	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	340	100.0	25.0	29.9	44.5	25.0	51.4	Not Met
White	*	*	*	38.8	54.1	*	**	**
Hispanic	324	100.0	24.1	29.4	28.8	24.1	50.4	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	158	100.0	22.2	29.5	44.9	22.2		
Male	182	100.0	27.5	30.3	44.2	27.5		
Economically Disadvantaged Students	295	100.0	22.4	29.8	26.3	22.4	51.4	Not Met
Non-Economically Disadvantaged Students	45	100.0	42.2	30.6	54.9	42.2		
Students with Disabilities	52	100.0	13.5	10.7	17.4	13.5	31.5	Not Met
Students without Disabilities	288	100.0	27.1	33.5	50.0	27.1		
English Learners	61	100.0	19.7	*	25.0	19.7	38.4	Not Met
Non-English Learners	279	100.0	26.2	*	46.5	26.2		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



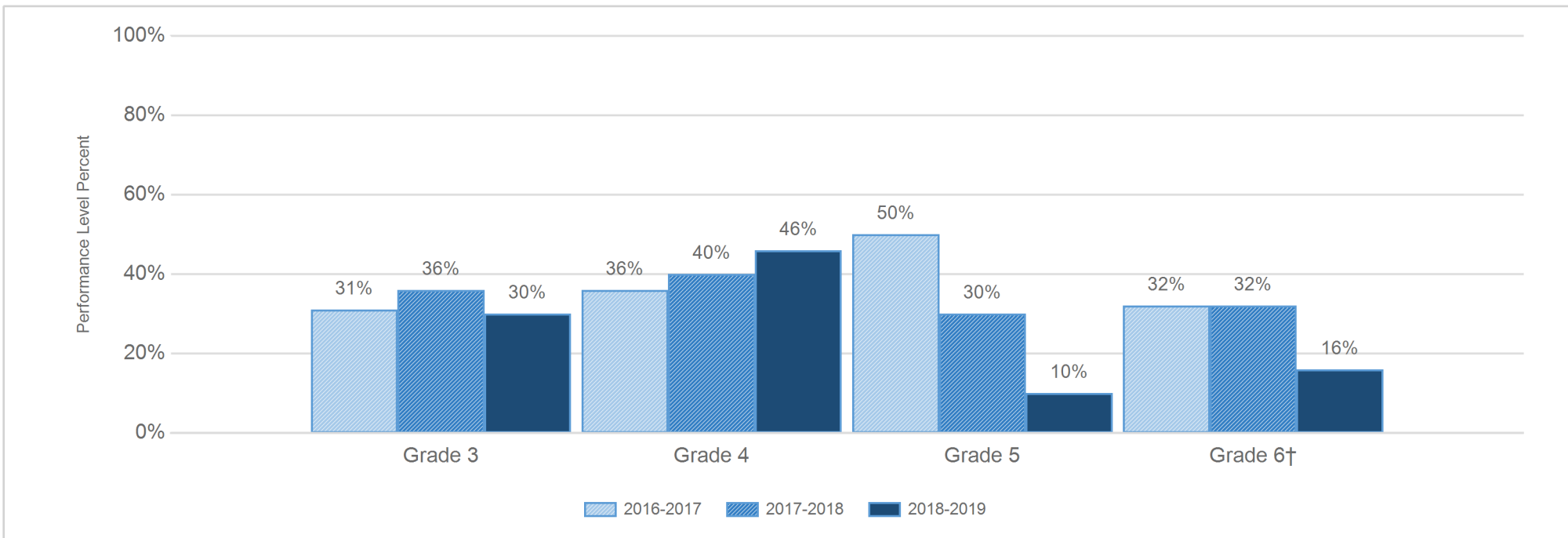
Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

Report Key:

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Mathematics Assessment – Performance Trends

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



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



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	80	738	742	752	*	16%	44%	*	*	30%	55%
White	*	*	768	760	*	*	*	*	*	*	66%
Hispanic	76	737	*	739	*	17%	42%	*	*	30%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	36	734	739	751	*	*	47%	*	*	22%	54%
Male	44	740	744	752	*	*	41%	*	*	36%	56%
Economically Disadvantaged Students	66	736	742	737	*	*	*	*	*	27%	37%
Non-Economically Disadvantaged Students	14	744	741	761	*	*	*	*	*	43%	67%
Students with Disabilities	10	720	721	731	*	*	0%	*	*	50%	31%
Students without Disabilities	70	740	745	756	*	*	50%	*	*	27%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	*	728	N	N	N	N	N	N	28%



Robert Menendez Elementary School
(17-5670-070)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	79	742	744	749	*	*	35%	46%	0%	46%	51%
White	*	*	756	757	*	*	*	*	*	*	62%
Hispanic	76	741	743	737	*	*	36%	45%	0%	45%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	44	741	744	749	*	*	*	43%	0%	43%	50%
Male	35	743	744	749	*	*	*	49%	0%	49%	52%
Economically Disadvantaged Students	66	742	744	734	*	*	*	*	*	42%	32%
Non-Economically Disadvantaged Students	13	739	744	759	*	*	*	*	*	62%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	720	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	747	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Robert Menendez Elementary School
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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	89	722	734	747	13%	43%	34%	*	*	10%	47%
White	*	*	745	755	*	*	*	*	*	*	58%
Hispanic	84	722	*	735	13%	43%	35%	*	*	10%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	40	721	735	747	*	*	*	*	*	*	47%
Male	49	723	733	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	735	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	732	757	*	*	*	*	*	*	59%
Students with Disabilities	13	721	721	725	*	*	*	*	*	*	19%
Students without Disabilities	76	722	736	752	*	*	*	*	*	*	52%
English Learners	*	*	712	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	737	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%



Robert Menendez Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	726	734	741	11%	39%	34%	16%	0%	16%	41%
White	*	*	746	749	*	*	*	*	*	*	51%
Hispanic	104	725	*	729	12%	40%	35%	13%	0%	13%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	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	N	N	*	747	N	N	N	N	N	N	48%
Female	44	726	735	742	*	*	*	*	*	*	42%
Male	65	726	734	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	94	727	735	726	*	*	*	*	*	15%	21%
Non-Economically Disadvantaged Students	15	724	732	750	*	*	*	*	*	20%	53%
Students with Disabilities	23	708	713	716	*	*	*	*	*	*	12%
Students without Disabilities	86	731	739	746	*	*	*	*	*	*	46%
English Learners	10	712	*	709	*	*	*	*	*	*	*
Non-English Learners	99	728	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	46.2%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	27	*	*
3-4	20	*	*
5 or more	*	*	*



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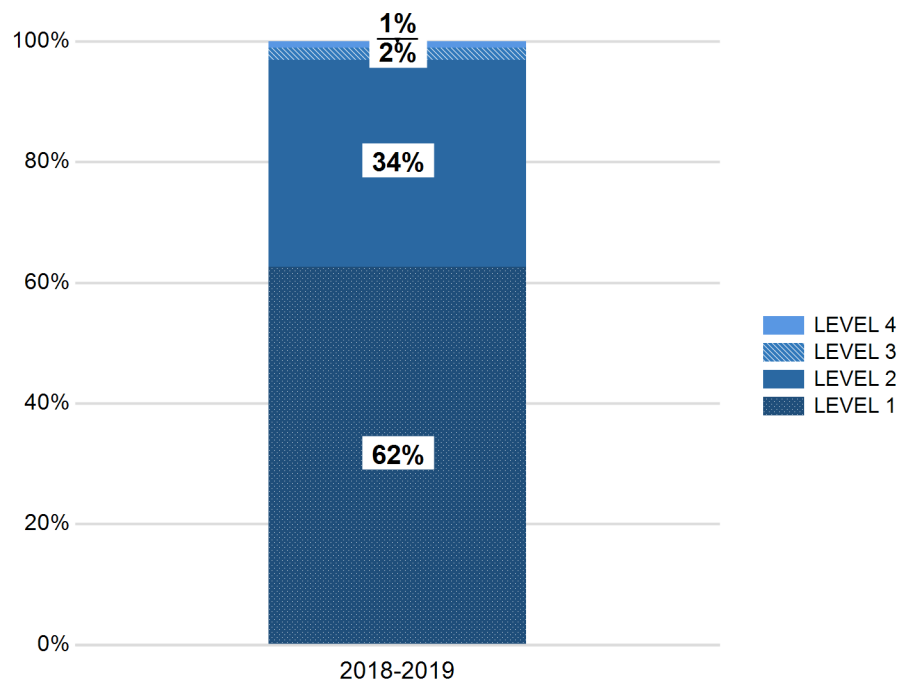
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	62	34	2	1
White	*	*	*	*
Hispanic	64	34	2	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	65	30	3	3
Male	60	38	2	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Robert Menendez Elementary School

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2018-2019

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

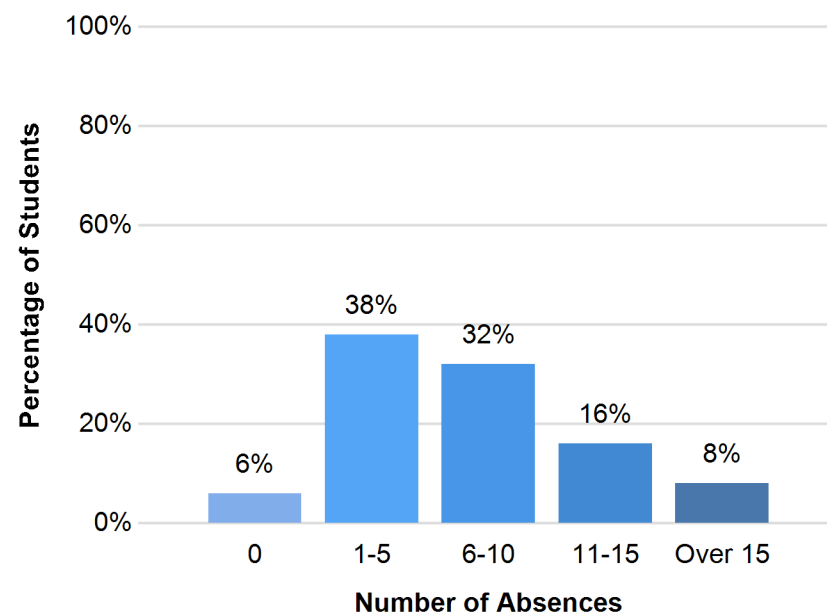
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	35	5.8	8.8	Met
White	*	*	**	**
Hispanic	33	5.8	8.8	Met
Black or African American	1	6.7	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	17	6.2		
Male	18	5.5		
Economically Disadvantaged Students	30	5.8	8.8	Met
Students with Disabilities	10	11.9	8.8	Not Met
English Learners	3	4.8	8.8	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Robert Menendez Elementary School
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 2018-2019

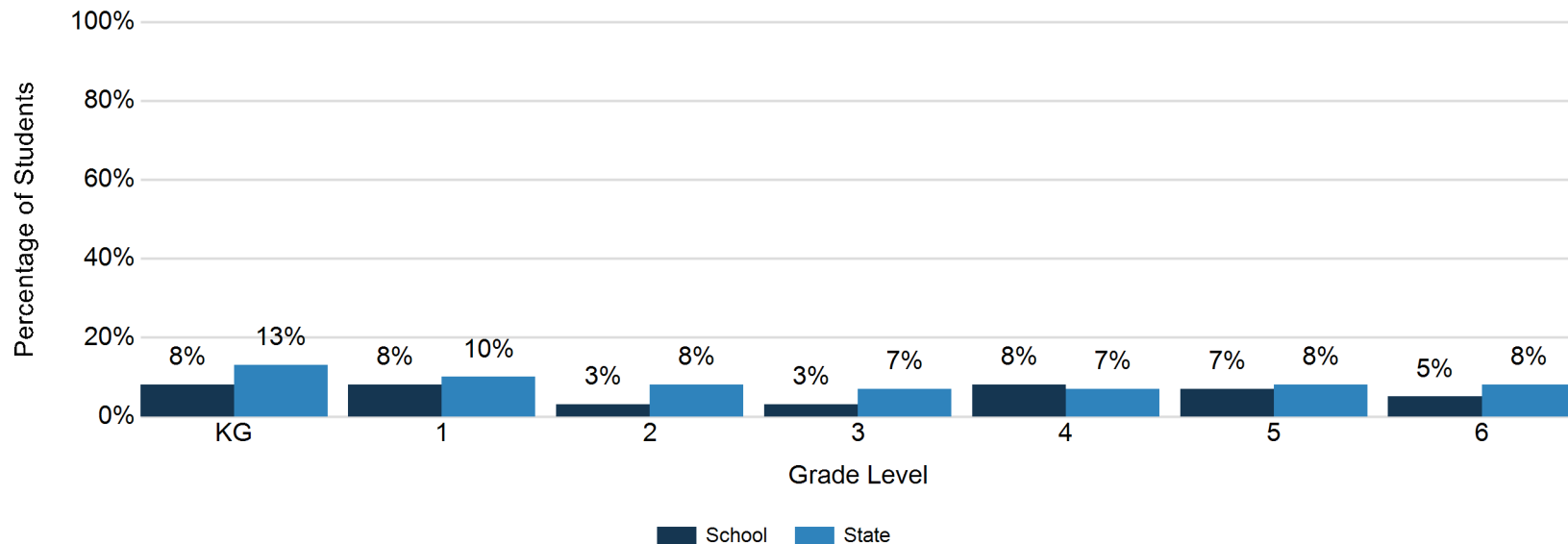
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Chronic Absenteeism by Grade

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





Robert Menendez Elementary School

(17-5670-070)

Grades Offered: KG-06

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	7
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	13
Incidents Per 100 Students Enrolled	2.13

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	1
Weapons	1
Vandalism	0
Substances	4
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	18	2.9%
Any Suspension	18	2.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

32



Robert Menendez Elementary School

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School Day

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

Category	School
Typical Start Time	8:40 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 5 Mins
Full Time - Instructional Time	5 Hrs 45 Mins
Shared Time - Instructional Time	5 Hrs. 45 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.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	12.7	12.1
Average years experience in district	12.7	10.8
Percentage of Teachers with 4 or more years experience in the district	88.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	15:1
Students to Administrators	306:1	203:1
Teachers to Administrators	21:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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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	44.5%	85.7%	50.0%	48.4%	77.1%	54.9%
Male	55.5%	14.3%	50.0%	51.6%	22.9%	45.1%
White	2.3%	54.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	93.8%	45.2%	50.0%	29.9%	7.3%	7.2%
Black or African American	2.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



Robert Menendez Elementary School
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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.



Robert Menendez Elementary School
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2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Robert Menendez Elementary School
(17-5670-070)
Grades Offered: KG-06
2018-2019

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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.7%	43.3%	34.4%
Math Proficiency	38.3%	34.7%	25.0%
ELA Growth	42	53	34
Math Growth	36	41	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		41.2%	46.2%
Chronic Absenteeism	9.6%	7.1%	5.8%

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



Robert Menendez Elementary School
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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](#).

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

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



Robert Menendez Elementary School

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2018-2019

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School Narrative

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



Highlights:

- A 4th Grade Wax Museum was held in which students dressed as a famous person and when the "Start" button was pressed, students shared facts about the famous person they were.
- Continued use of social media as well as the integration of technology in instruction, helped our school achieve Bronze Level Future Ready Status
- Our drama club highlighted the A in STEAM for the arts with their performance of "Willy Wonka and the Chocolate Factory."



Mission, Vision, Theme:

Public School Number 3 continued to provide educational as well as innovative programs and services throughout the 2018-2019 school year. Overall, our school community, and of course, our students benefited from the programs and services that were implemented. Public School Number 3 offered an Extended Day Program for students in 3rd through 6th grades. The primary purpose of this program was to provide students with additional assistance to improve and strengthen their language arts and mathematics skills. Fourth grade students were once again provided with an after school computer coding class, while fifth grade students had the opportunity to participate in an after school CSI Forensics class. Maker Space after school classes were made available to students. Through the utilization of the 3D printer, students demonstrated their technology skills. Our school social worker continued to provide students with guidance, assistance and strategies for conflict resolution.



Awards, Recognition, Accomplishments:

P.S. 3 was named a Bronze Level Future Ready School. We are also a proud member of a High Performing School District.






Robert Menendez Elementary School
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2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>Technology continues to play an important role in education and the 2018-2019 school year provided students with this opportunity for technology to assist and enrich learning. A skype session was held for G & T students in which a representative from NASA, who also happened to be a former student of our schools, addressed students and fielded questions regarding space and future technology. With the continuation of Global Connections, our students were able to video chat with students in Spain and share in traditions and customs, such as Halloween and Thanksgiving.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Volleyball (Boys & Girls)</p> <p>Girls' and boys' basketball and volleyball were offered to students in grades 4, 5 and 6.</p>
 <p>Clubs and Activities:</p>	<p>Students in grades 4, 5 and 6 had the opportunity to join the school band or chorus. These two groups performed for our students and parents during a Winter Concert as well as a Spring Concert. Our Drama Club also presented their rendition of "Willy Wonka and the Chocolate Factory." 2018-2019 also saw the formation of our school's first Junior Student Council. Students presented their ideas to their peers to help enrich the school experience as they campaigned for various elected positions within the council.</p>



Robert Menendez Elementary School

(17-5670-070)

Grades Offered: KG-06



2018-2019

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 <p>Before and After School Programs:</p>	<p>An after school Extended Day Program was available for students in grades 3 through 6. Morning help sessions were also made available for all students, Kindergarten through 6 in an effort to strengthen skills and improve academic performance.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff participated in grade level meetings as well as their morning Common Planning Time to share best practices. Teachers also participated in Professional Learning Seminar meetings once per month in which pertinent information was shared and reviewed.</p>



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 <p>Student Supports and Services:</p>	<p>Bilingual classes continued to be offered to kindergarten and 1st grade students, with the 2018-2019 addition of a bilingual second grade class. Speech services as well as special education services were offered to those students that qualified. 504 Plans were also made available to those students who were eligible. The I &RS Committee continued to meet and assist teachers with strategies and practices for students that required additional resources.</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast was served daily in the classroom to all students. Healthy snacks of fruits and vegetables were also available to students three afternoons each week.</p>
 <p>Parent and Community Involvement:</p>	<p>PS 3 was a proud provider of many community involved activities for the 2018-2019 school year. A Fall Festival was held in October. A holiday movie night took place in December as did Breakfast with Santa. A fourth grade wax museum was held during the evening and provided parents with the opportunity to see their child dressed as a famous person as well as hear the historical facts regarding the person the student had chosen to portray.</p>



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(17-5670-070)

Grades Offered: KG-06




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Surveys were used to determine how skilled and comfortable staff were with the use of various forms of technology. Surveys were also used to determine areas of Professional Development staff would like made available at future PLS sessions. Additional surveys conveyed information such as how comfortable and safe children and parents feel during the school day.</p>
 <p>Facilities:</p>	<p>PS 3 is a relatively new school building, having only been opened in 2012. Central air and heat are provided throughout the building. An elevator is also available for those that are unable to use stairs.</p>
 <p>School Safety:</p>	<p>A West New York Police Officer is assigned to the school each day. Visitors must present identification and travel no further than the first floor for teacher conferences.</p>



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 <p>Technology and STEM:</p>	<p>STEAM has been incorporated in all classes and grade levels. Project Based Learning helps to foster learning through STEAM. The Arts are also essential in student learning and have also been incorporated to help create well-rounded students.</p>
 <p>Early Childhood Education:</p>	<p>Public School Number 3 is home to seven pre-kindergarten classes.</p>



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(17-5670-070)

Grades Offered: KG-06

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Other Information

The student school day consists of eight periods, this includes lunch and a special such as, art, physical education, computers, world language, music or library. Primary grades have a 90 minute uninterrupted literacy block and all grades have a double session of math. All students are required to report to school each day in uniform; school shirt and black or khaki pants. Staff is briefed at each PLS meeting of security and safety measures. Each classroom is equipped with a projector and Promethean Board, while the cafeteria and auditorium have a projector and screen for presentations. Parents are provided with letters and ConnectEd phone calls to remind them of important upcoming events such as Back To School Night, Open House and One-Session Days as well as other school sponsored events.



West New York Middle School
(17-5670-110)
Grades Offered: 07-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**West New York Middle School**

(17-5670-110)

Grades Offered: 07-08

2018-2019

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School Contact Information

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

Type	Contact Information
County	Hudson
District	West New York Board of Education
Principal Name	Mr. Patrick Gagliardi
Address	201 57TH ST WEST NEW YORK, NJ 07093-2705
Phone Number	201-553-4160
Email Address	pgagliardi@wnyschools.net
Website	http://www.wnyschools.net/district/wnyms/
Facebook	https://www.facebook.com/WNYMS
Twitter	https://twitter.com/WNY_MS



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	540	524	530
8	516	548	540
Total	1,056	1,072	1,070

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	48.1%	47.0%
Male	51.1%	51.9%	53.0%
Economically Disadvantaged Students	78.4%	84.1%	85.1%
Students with Disabilities	14.6%	14.7%	14.7%
English Learners	14.2%	14.9%	14.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.1%	0.1%	0.3%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	3.4%	1.8%	2.4%
Hispanic	94.2%	95.7%	95.8%
Black or African American	1.3%	1.3%	0.9%
Asian	0.9%	0.8%	0.8%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.3%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	71.9%
English	26.1%
Other Languages	2.1%

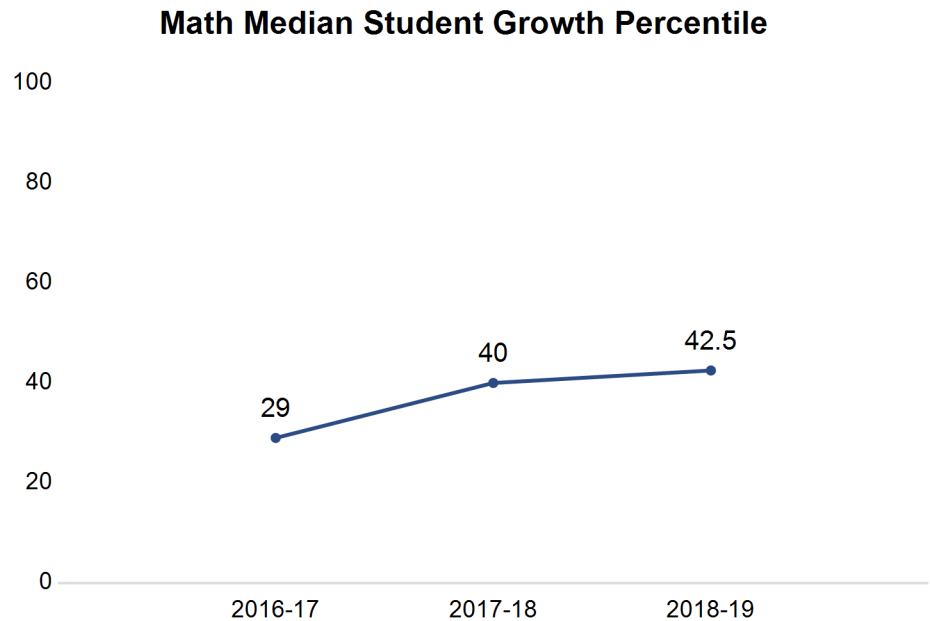
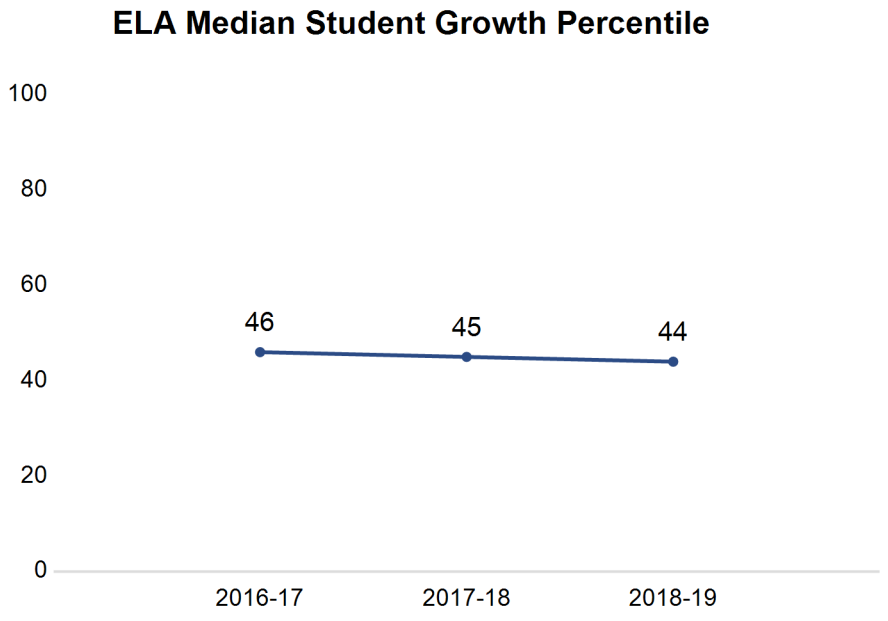


West New York Middle School
 (17-5670-110)
 Grades Offered: 07-08
 2018-2019

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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	45	44	29	40	42.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	44	49	50	Met Standard	42.5	48	50	Met Standard
White	39	41	50	**	58	55	52	**
Hispanic	44	49	49	Met Standard	42	48	47	Met Standard
Black or African American	*	64	45	**	*	38	43	**
Asian, Native Hawaiian, or Pacific Islander	*	55	59	**	*	66	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	47	54	53	N	40	49	50	N
Male	43	46	47	N	44	48	51	N
Economically Disadvantaged Students	45	50	48	Met Standard	43	49	46	Met Standard
Students with Disabilities	42.5	39.5	43	Met Standard	39	44.5	45	Not Met
English Learners	55	58	52	Met Standard	48.5	50	50	Met Standard
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



West New York Middle School
(17-5670-110)
Grades Offered: 07-08
2018-2019

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

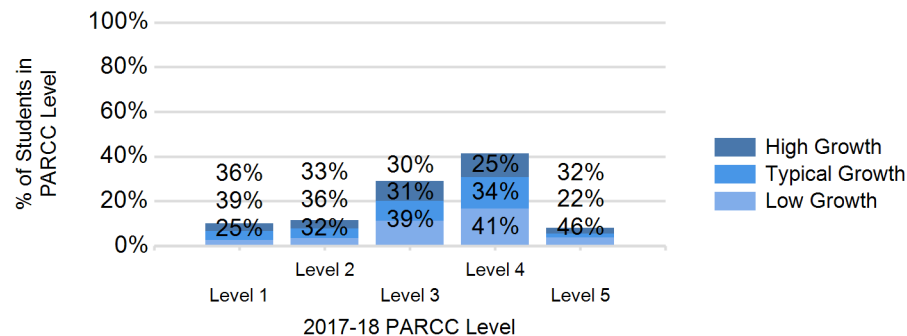
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

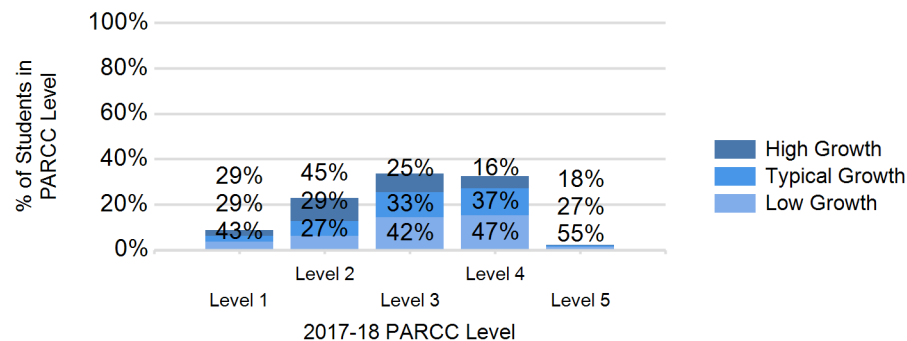
Student Growth by Performance Level

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

ELA



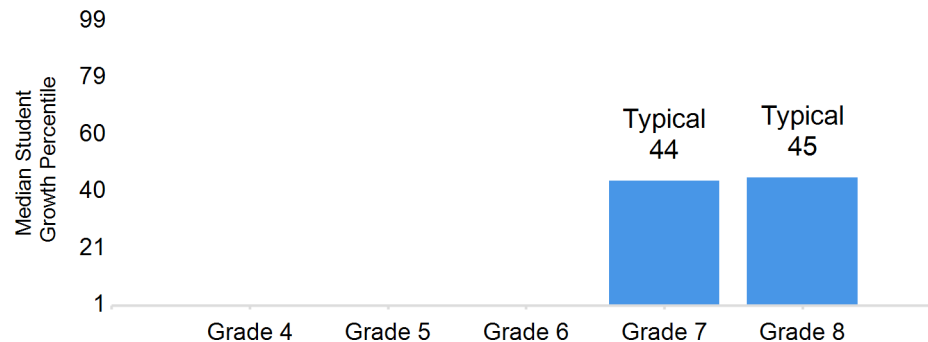
Math



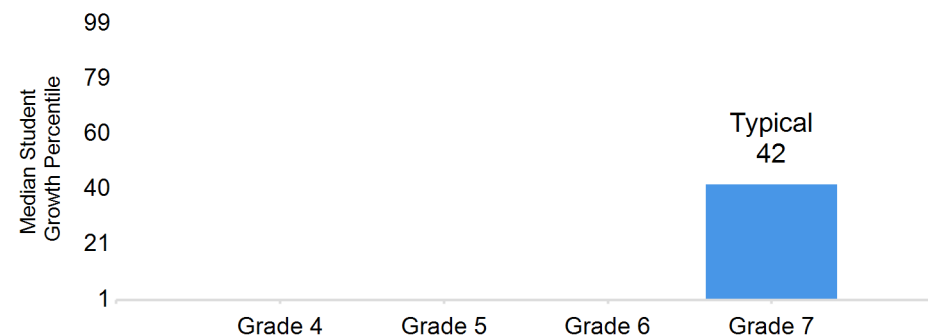
Student Growth by Grade

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

ELA



Math





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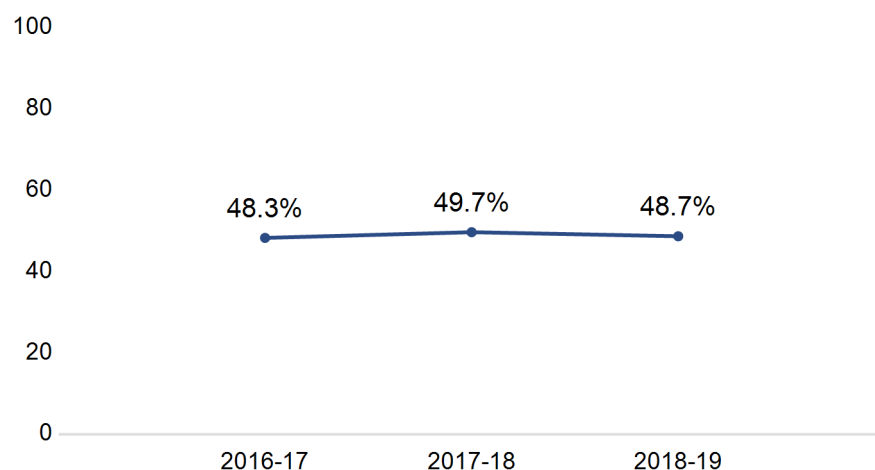
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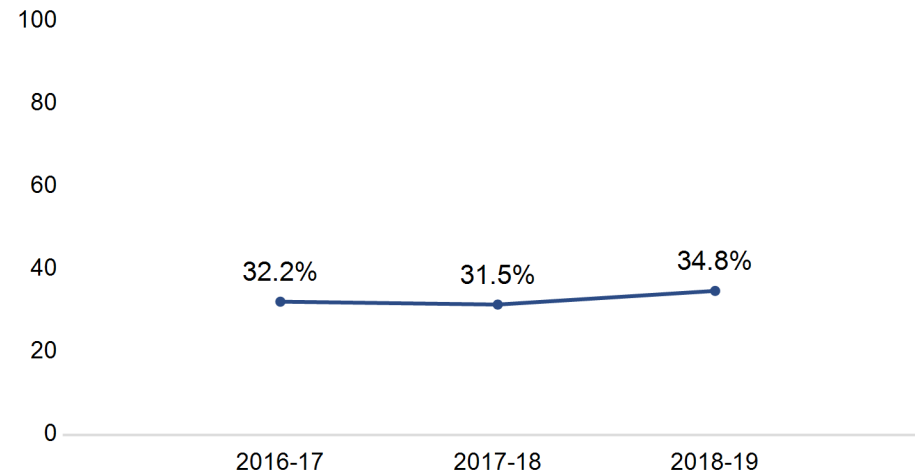
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.7%	99.8%	100.0%	99.7%	99.9%	100.0%
Proficiency Rate for Federal Accountability	48.3%	49.7%	48.7%	32.2%	31.5%	34.8%
Annual Target	53.8%	55.2%	56.5%	40.3%	42.4%	44.5%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1023	100.0	48.7	43.4	57.9	48.7	56.5	Not Met
White	25	100.0	48.0	56.8	66.9	48.0	67.9	Not Met
Hispanic	982	100.0	48.6	42.9	43.9	48.6	55.6	Not Met
Black or African American	*	*	*	43.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	481	100.0	56.5	48.9	64.8	56.5		
Male	542	100.0	41.7	38.4	51.3	41.7		
Economically Disadvantaged Students	855	100.0	48.4	43.0	40.0	48.4	55.7	Not Met
Non-Economically Disadvantaged Students	168	100.0	50.0	45.4	67.9	50.0		
Students with Disabilities	168	100.0	14.3	14.5	22.7	14.3	28.1	Not Met
Students without Disabilities	855	100.0	55.4	49.0	65.1	55.4		
English Learners	195	100.0	22.6	*	29.3	22.6	27.1	Met Target†
Non-English Learners	828	100.0	54.8	*	60.6	54.8		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



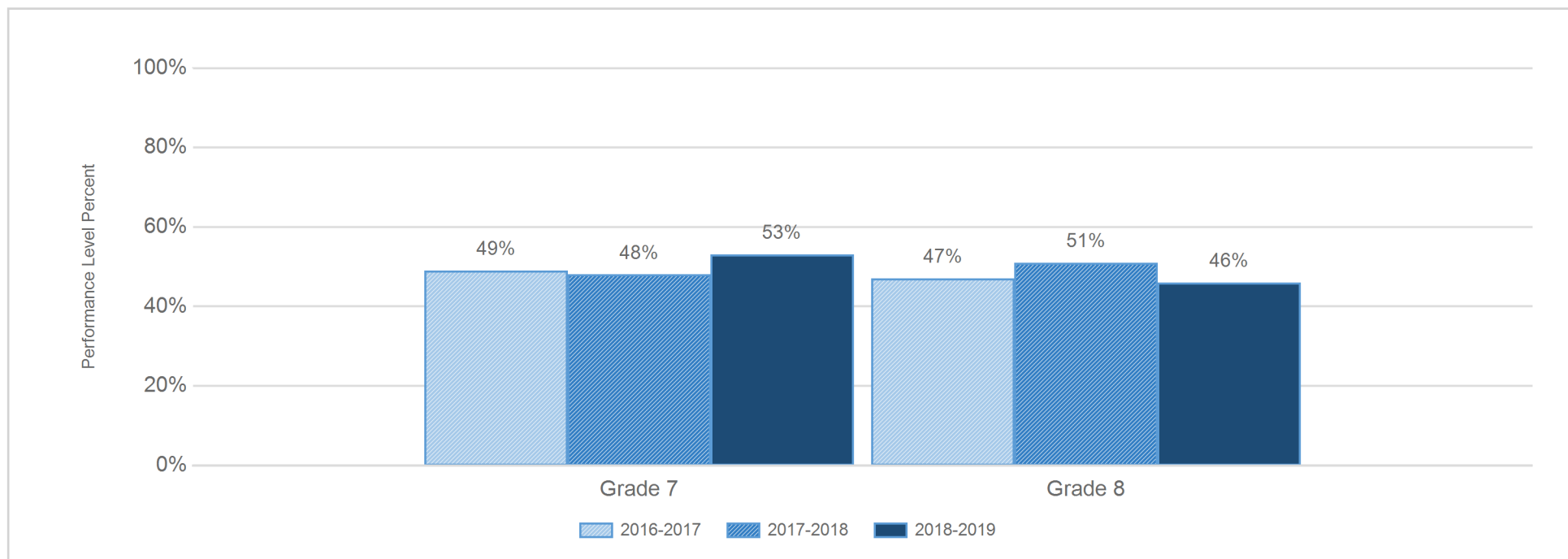
West New York Middle School
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	506	747	747	761	10%	14%	23%	42%	11%	53%	63%
White	14	745	745	769	*	*	*	*	*	50%	72%
Hispanic	486	747	747	747	10%	14%	22%	42%	11%	53%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	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	N	N	N	768	N	N	N	N	N	N	68%
Female	235	753	753	769	8%	10%	25%	42%	16%	57%	71%
Male	271	742	742	753	12%	18%	21%	42%	7%	49%	55%
Economically Disadvantaged Students	420	747	747	743	*	*	23%	*	*	53%	45%
Non-Economically Disadvantaged Students	86	750	750	771	*	*	22%	*	*	53%	73%
Students with Disabilities	82	724	724	720	22%	24%	37%	*	*	17%	22%
Students without Disabilities	424	752	752	769	8%	12%	20%	*	*	60%	71%
English Learners	53	698	698	706	*	*	*	*	*	*	12%
Non-English Learners	453	753	753	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	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	513	744	744	762	15%	17%	23%	37%	9%	46%	63%
White	13	745	745	770	*	*	*	*	*	54%	72%
Hispanic	490	743	743	747	15%	17%	23%	36%	9%	45%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	249	754	754	771	10%	13%	21%	44%	12%	57%	71%
Male	264	734	734	753	19%	20%	25%	30%	6%	35%	55%
Economically Disadvantaged Students	428	743	743	743	15%	16%	24%	37%	8%	45%	45%
Non-Economically Disadvantaged Students	85	746	746	772	12%	21%	19%	34%	14%	48%	72%
Students with Disabilities	70	711	711	721	39%	33%	19%	*	*	10%	22%
Students without Disabilities	443	749	749	770	11%	14%	24%	*	*	51%	71%
English Learners	53	697	697	708	*	*	*	*	*	*	12%
Non-English Learners	460	749	749	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1040	100.0	34.8	29.9	44.5	34.8	44.5	Not Met
White	26	100.0	30.8	38.8	54.1	30.8	52.3	Not Met
Hispanic	997	100.0	34.6	29.4	28.8	34.6	43.5	Not Met
Black or African American	*	*	*	19.6	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	489	100.0	37.0	29.5	44.9	37.0		
Male	551	100.0	32.8	30.3	44.2	32.8		
Economically Disadvantaged Students	863	100.0	33.8	29.8	26.3	33.8	43.3	Not Met
Non-Economically Disadvantaged Students	177	100.0	39.5	30.6	54.9	39.5		
Students with Disabilities	168	100.0	*	10.7	17.4	*	19.1	Not Met
Students without Disabilities	872	100.0	*	33.5	50.0	*		
English Learners	212	100.0	16.0	*	25.0	16.0	27.1	Not Met
Non-English Learners	828	100.0	39.6	*	46.5	39.6		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

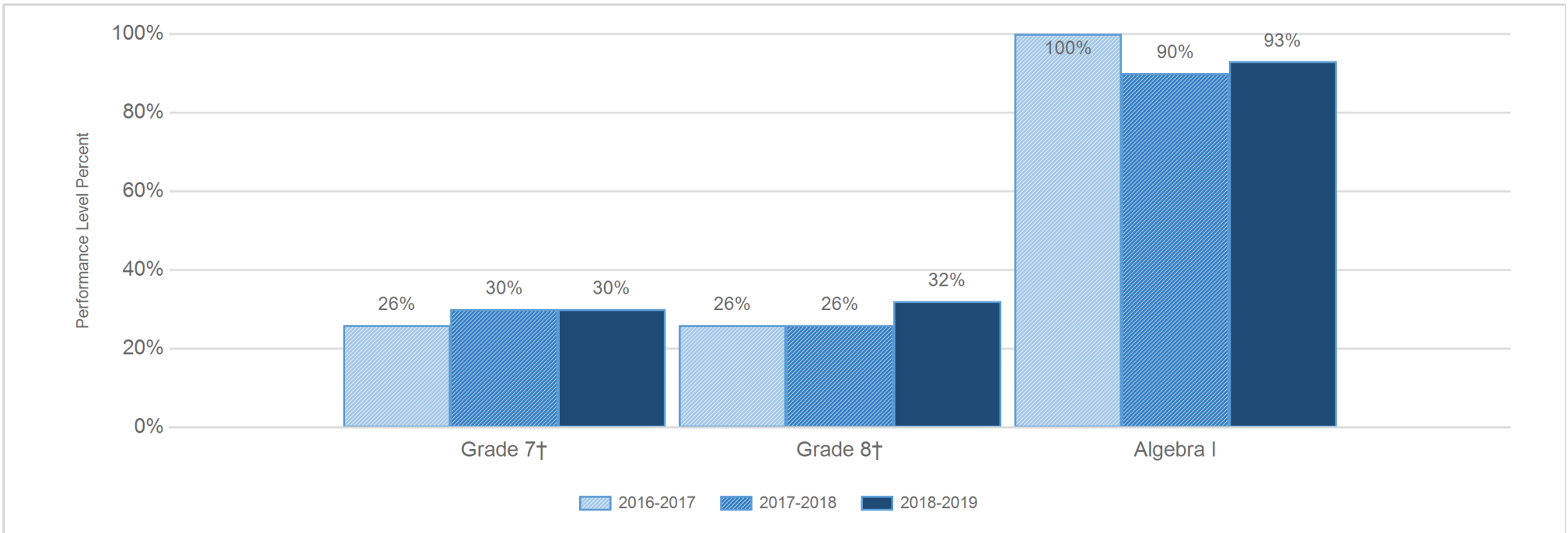


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	530	736	736	744	8%	25%	37%	*	*	30%	42%
White	15	733	733	751	*	*	*	*	*	27%	53%
Hispanic	507	736	736	733	8%	25%	37%	*	*	30%	26%
Black or African American	*	*	*	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	N	N	N	749	N	N	N	N	N	N	51%
Female	242	736	736	744	6%	27%	38%	*	*	29%	42%
Male	288	735	735	743	9%	24%	36%	*	*	31%	42%
Economically Disadvantaged Students	429	736	736	731	*	23%	41%	*	*	29%	24%
Non-Economically Disadvantaged Students	101	734	734	751	*	36%	22%	*	*	34%	53%
Students with Disabilities	82	715	715	718	*	*	*	*	*	*	13%
Students without Disabilities	448	739	739	749	*	*	*	*	*	*	48%
English Learners	77	714	714	716	*	*	*	*	*	*	10%
Non-English Learners	453	739	739	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	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	472	729	729	728	22%	23%	23%	*	*	32%	29%
White	11	718	718	737	*	*	*	*	*	27%	38%
Hispanic	454	729	729	722	22%	23%	23%	*	*	31%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	225	732	732	731	20%	23%	21%	*	*	36%	31%
Male	247	726	726	726	25%	23%	26%	*	*	27%	27%
Economically Disadvantaged Students	390	729	729	719	23%	21%	25%	*	*	31%	20%
Non-Economically Disadvantaged Students	82	730	730	735	21%	29%	17%	*	*	33%	36%
Students with Disabilities	70	701	701	707	*	*	*	*	*	*	10%
Students without Disabilities	402	734	734	734	*	*	*	*	*	*	35%
English Learners	72	707	707	706	*	*	*	*	*	*	10%
Non-English Learners	400	733	733	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	788	726	744	0%	0%	*	*	*	93%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	55	790	726	728	0%	0%	*	*	*	95%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	34	786	727	745	0%	0%	*	*	*	94%	44%
Male	27	790	726	743	0%	0%	*	*	*	93%	41%
Economically Disadvantaged Students	50	787	727	727	0%	0%	*	*	*	94%	23%
Non-Economically Disadvantaged Students	11	794	722	752	0%	0%	*	*	*	91%	52%
Students with Disabilities	N	N	703	717	N	N	N	N	N	N	12%
Students without Disabilities	61	788	729	748	0%	0%	*	*	*	93%	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



West New York Middle School
(17-5670-110)
Grades Offered: 07-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
7	10	10
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	28.1%	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	81	*	*
3-4	57	*	*
5 or more	*	*	*



West New York Middle School
(17-5670-110)
Grades Offered: 07-08
2018-2019

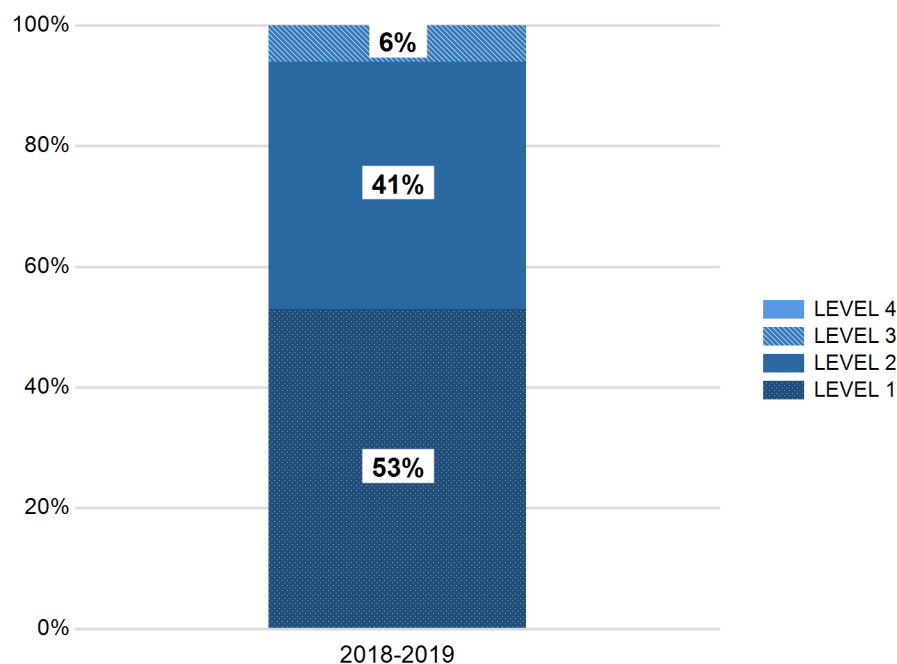
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	53	41	6	0
White	46	54	0	0
Hispanic	54	40	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	51	43	7	0
Male	56	38	5	1
Economically Disadvantaged Students	54	41	5	0
Non-Economically Disadvantaged Students	52	39	7	2
Students with Disabilities	87	13	0	0
Students without Disabilities	48	45	6	0
English Learners	82	15	3	0
Non-English Learners	49	45	6	0
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
7	0	0	528
8	65	0	475
Total	65	0	1003

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
7	519	0	0	0	0	0	0
8	529	0	0	0	0	0	0
Total	1048	0	0	0	0	0	0



West New York Middle School
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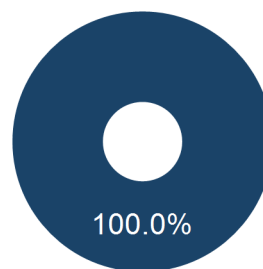
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Visual and Performing Arts – Course Participation

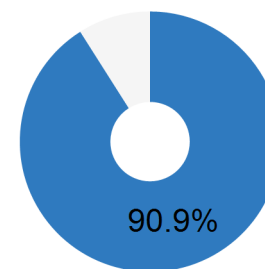
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

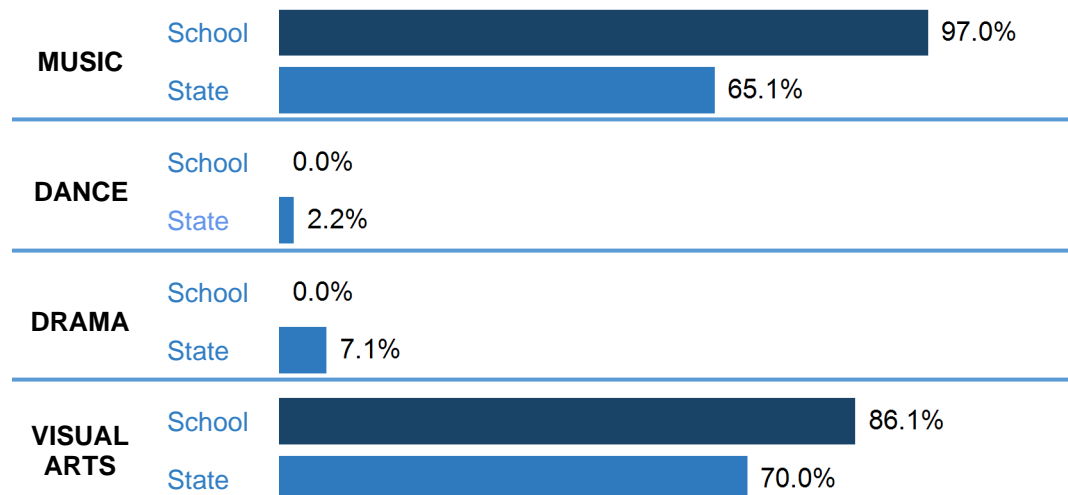


School



State

Students enrolled in one or more classes by discipline:





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

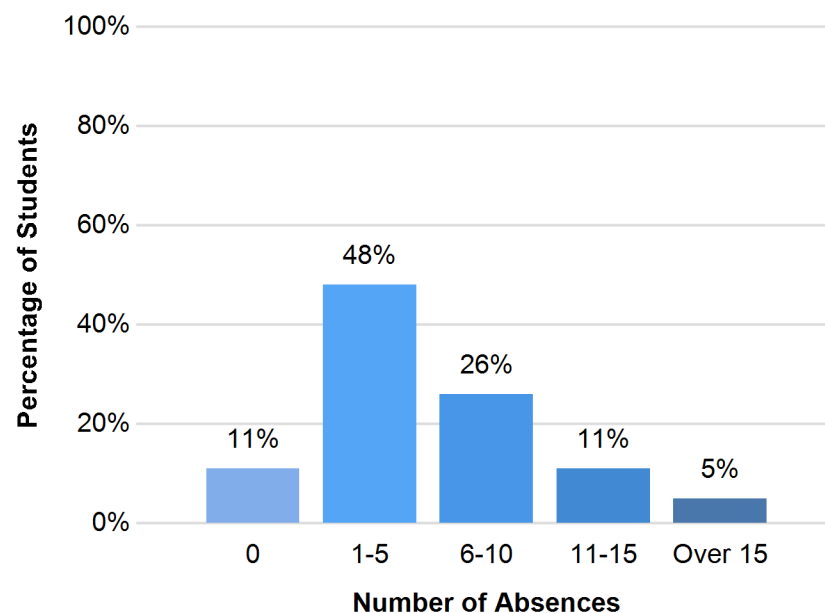
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	39	3.6	9.5	Met
White	1	4.0	9.5	Met
Hispanic	37	3.6	9.5	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	16	3.2		
Male	23	4.0		
Economically Disadvantaged Students	29	3.2	9.5	Met
Students with Disabilities	14	8.4	9.5	Met
English Learners	3	2.1	9.5	Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





West New York Middle School
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2018-2019

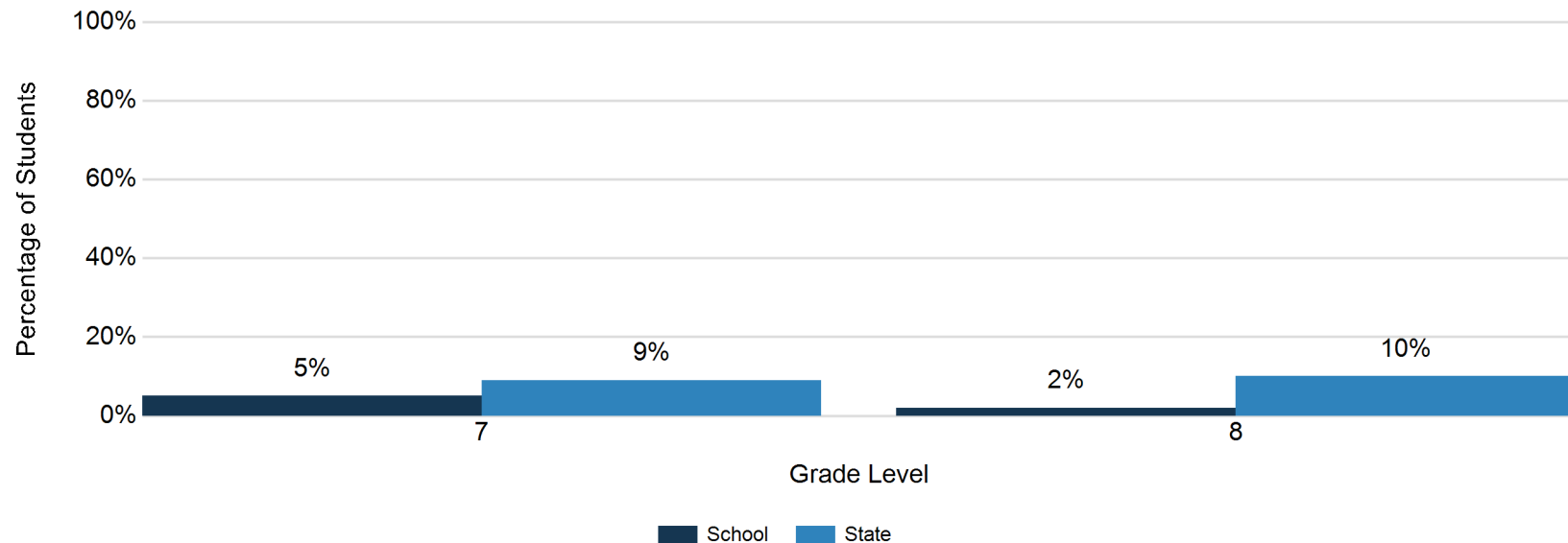
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	1
Vandalism	1
Substances	26
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	3.83

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	4
Weapons	1
Vandalism	0
Substances	17
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	2	1	3
Other	9	6	15
No Identified Nature	8		8

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	67	6.3%
Any Suspension	67	6.3%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
323



West New York Middle School

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School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 14 Mins
Shared Time - Instructional Time	6 Hrs. 14 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	11.7	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	73.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	41	9,530
Average years experience in public schools	22.3	16.0
Average years experience in district	21.7	12.0
Percentage of Administrators with 4 or more years experience in the district	97.6%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	15:1
Students to Administrators	357:1	203:1
Teachers to Administrators	26:1	14:1
Students to Librarians/Media Specialists		1667:1
Students to Nurses		758:1
Students to Counselors		1191:1
Students to Child Study Team Members		245:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	70.9%	66.7%	48.4%	77.1%	54.9%
Male	53.0%	29.1%	33.3%	51.6%	22.9%	45.1%
White	2.4%	46.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	95.8%	44.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.8%	8.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

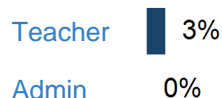
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.2%	90.5%
2017-18 Administrators: Same district 2018-19	92.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	48.3%	49.7%	48.7%
Math Proficiency	32.2%	31.5%	34.8%
ELA Growth	46	45	44
Math Growth	29	40	42
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		34.2%	28.1%
Chronic Absenteeism	5.4%	3.4%	3.6%

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



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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.



West New York Middle School
(17-5670-110)
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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 Target†	Met	No
White	Not Met	Not Met	**	**	n/a	Met	No
Hispanic	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	Met Target†	Not Met	Met Standard	Met Standard	Met Standard	Met	No

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



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School Narrative

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Highlights:

- Addition of Algebra 1 Honors courses.
- Expansion of STEAM Academy.
- Increased offerings of Knight Club; dynamic elective based extended school day program; and intramural athletics.



Mission, Vision, Theme:

School community stakeholders (administrators, teachers, paraprofessionals, and other school staff) plan and implement personalized learning opportunities for all students that on the mastery of 21st century skills: Critical Thinking, Self-Reliant: Problem Solving, Communication and Collaboration, Creativity and Innovation Information, Media and Technology Literacy. Designs focus on empowering students to become active 21st century learners in an inquiry-based environment, enhance teacher practices, improve student learning, and expand student knowledge in all disciplines through literacy, research, and technology.



Awards, Recognition, Accomplishments:

WNY Middle School has officially been awarded FRS-NJ Bronze Tier Certification.






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 <p>Courses, Curriculum, Instruction:</p>	<p>The WNY Middle School uses the 7th & 8th Grade NJ Student Learning Standards. The school has a academy in STEAM Science & Algebra 1 Honors, G&T & Alternative Education. Special Needs students are accommodated by a Collaborative Consultative Services Model.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Coed), Volleyball (Boys & Girls)</p> <p>The West New York Middle School offers students the opportunity to participate in several intramural athletic programs including track, basketball, volleyball & soccer. All athletics are offered for both boys & girls. The Middle School intramural athletic programs focus on exposing student athletes to various sports and the skills necessary to become successful as team members and individuals. Athletic seasons begin with skills clinics facilitated by Memorial High School coaches and athletes. Middle School athletes also participate in additional practices and intramural games. The athletic seasons culminate in All Star games for both boys and girls basketball, volleyball and soccer. The track season culminates in a boys and girls track meet held at the Hudson County field and facilitated and refereed by Memorial High School coaches and advisers in addition to the West New York Middle School coaches.</p>
 <p>Clubs and Activities:</p>	<p>The The West New York Middle Schools offers a comprehensive extracurricular program called the Knight Club. Knight Club activities include a Fitness Club, Chess Club, Art Club, Photography Club, Makerspace, STEAM Club, Environmental Club, 3D Printing Club, Math League, Spanish Club, Poetry Club, Social Groups, Book Club, Cultural Exchange Club, Entomology Club, Cooking Club & Debate Team.</p>





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 <p>Before and After School Programs:</p>	<p>In addition to the Knight Club activities the WNY Middle Schools offers daily extended day academic support & homework help. The school also offers students the opportunity to enroll in early morning high school level courses including Spanish 1H.</p>
 <p>Staff and Professional Learning:</p>	<p>The WNY Middle School faculty & staff are consistently engaged in professional learning opportunities. On a daily basis, teachers meet in Common Planning Time Periods. Once a month the entire district participates in Professional Learning Seminars. There are two annual District Professional Development Days. The WNY Middle School has embraced an EdCamp format of teacher led professional development opportunities.</p>



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 <p>Student Supports and Services:</p>	<p>The students at the WNY Middle School are afforded a wide range of support services & intervention strategies. Services include access to Guidance Counselors, Social Workers, Substance Awareness Coordinator, Child Study Team, I&RS Committee, 504 Committee, Extended Day Academic Assistance Program & a full time Disciplinarian.</p>
 <p>Student Health and Wellness:</p>	<p>The WNY Middle School promotes health & wellness for all. Programs include a Fitness Club, DARE, GREAT, Opioid Prevention Program, Nutritional Breakfast & Lunch Program, Physical Education Program, Health Classes & Intramural Athletics. The school also has a clinic with a full time School Nurse & a Middle School Wellness Committee.</p>
 <p>Parent and Community Involvement:</p>	<p>The WNY Middle School has monthly Family Knights events in which students, parents, teachers & community members meet in the evening to share experiences on various topics. The school also offers an online parent portal allowing families access to student grades & academic records. School & teacher webpages are additional avenues for home & school communication. The WNY Middle School engages parents and community members with the usage of social media and ConnectEd communication services.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The West New York Middle School administered the NJDOE School Climate Surveys to students, staff, administration and parents on an annual basis. The climate survey results are analyzed by the school's Data Analysis Team and used to improve programming opportunities each school year.</p>
 <p>Facilities:</p>	<p>The WNY Middle School first opened its doors in September of 2004. The school is a state of the art & high tech building. Facilities include HVAC & security systems, a media center, computer labs, music rooms, art rooms, a gymnasium, a fitness center, a commercial kitchen, a cafeteria, a clinic & two elevators.</p>
 <p>School Safety:</p>	<p>The WNY Middle School prioritizes school safety. The school employs West New York Police Department officers during all school hours and after school events. Monthly school safety drills are conducted to ensure staff and student vigilance. Security cameras, entrance safety mechanisms, smoke and detectors, as well as other mechanical systems, are in place to ensure safety. The school issues IDs to all students, faculty and staff as a safety measure. Visitor identification and registration are also part of the school's safety measures. Students wear school uniforms for easy identification.</p>



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Technology and STEM:

The WNY Middle School has developed and implemented an extensive technology and STEM initiative. The school has a one-to-one chromebook to student ratio. Every classroom is outfitted with Promethean Boards and desktop computers. There are three computer labs. The school has numerous 3D printers. The Google Platform is used for all school documents and communication. The Middle School has a STEAM Academy with students participating in an advanced STEAM Science course. Technology related extended day classes include a STEAM Club, Makerspace, Computer Room Access, 3D Printing, CAD Drawing, Photography and Coding.



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Other Information

The WNY Middle School uses block scheduling. There is a one-to-one Chromebook initiative & a student uniform policy.