



Anthony Rossi Elementary School
(11-5390-065)
Grades Offered: KG-05
2018-2019

Report Key:

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

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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Carmella Heer
Address	2572 PALERMO AVE VINELAND, NJ 08360-7309
Phone Number	856-794-6961
Email Address	cheer@vineland.org
Website	https://sites.google.com/vineland.org/rossielementaryschool/home?pli=1&authuser=1
Facebook	https://www.facebook.com/Anthony-Rossi-Elementary-School-273082933522282/?ref=bookmarks



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	216	210	0
7	167	198	0
8	171	185	0
Total	554	593	655

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	51.8%	50.1%	44.4%
Male	48.2%	49.9%	55.6%
Economically Disadvantaged Students	55.6%	59.2%	59.1%
Students with Disabilities	23.1%	23.6%	24.3%
English Learners	0.7%	1.3%	5.5%
Homeless Students	1.6%	1.3%	1.2%
Students in Foster Care	1.4%	0.7%	1.7%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

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	34.7%	31.7%	34.2%
Hispanic	46.2%	48.9%	44.4%
Black or African American	15.7%	15.7%	13.9%
Asian	2.5%	2.5%	4.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.2%	0.2%
Two or More Races	0.5%	1.0%	2.7%

Enrollment by Home Language

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

Home Language	% of Students
English	88.7%
Spanish	8.2%
Other Languages	3.1%



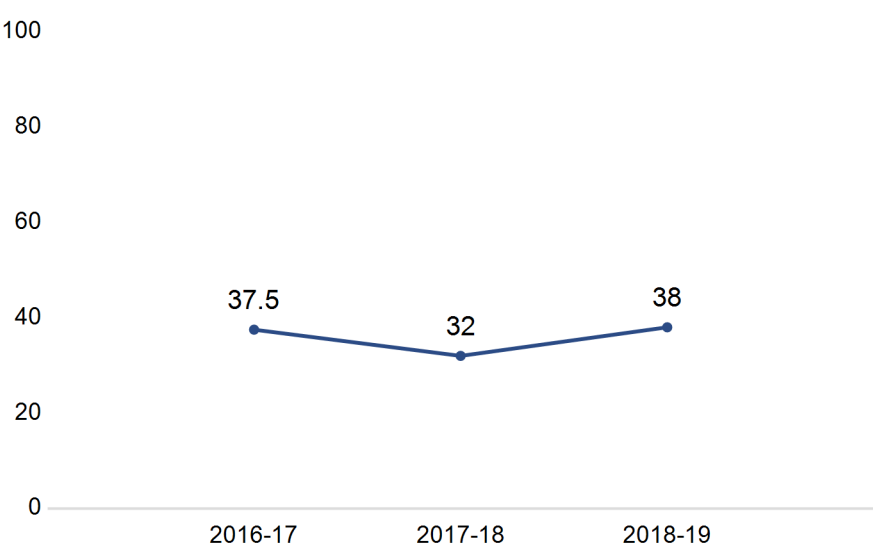
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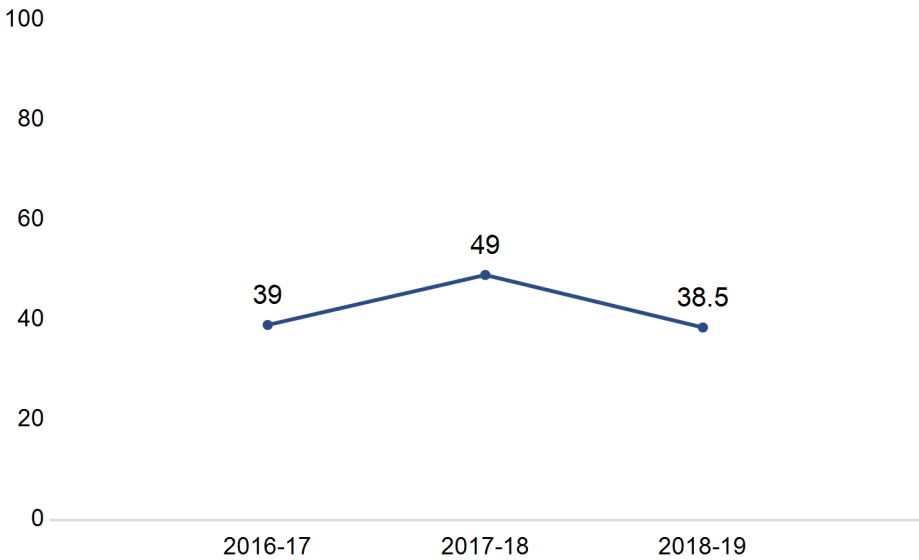
Student Growth Trends and Progress

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

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	37.5	32	38	39	49	38.5
Met Standard (40-59.5)?	Not Met	Not Met	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	38	41	50	Not Met	38.5	44	50	Not Met
White	36.5	42	50	Not Met	38.5	46	52	Not Met
Hispanic	37.5	41.5	49	Not Met	35	44	47	Not Met
Black or African American	38	39	45	Not Met	42	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	56	47.5	59	**	43.5	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	37	45	53	N	40.5	44	50	N
Male	41	38	47	N	37	44	51	N
Economically Disadvantaged Students	39	41	48	Not Met	40	44	46	Met Standard
Students with Disabilities	34	37	43	Not Met	36	43	45	Not Met
English Learners	67.5	44	52	**	42.5	46	50	Met Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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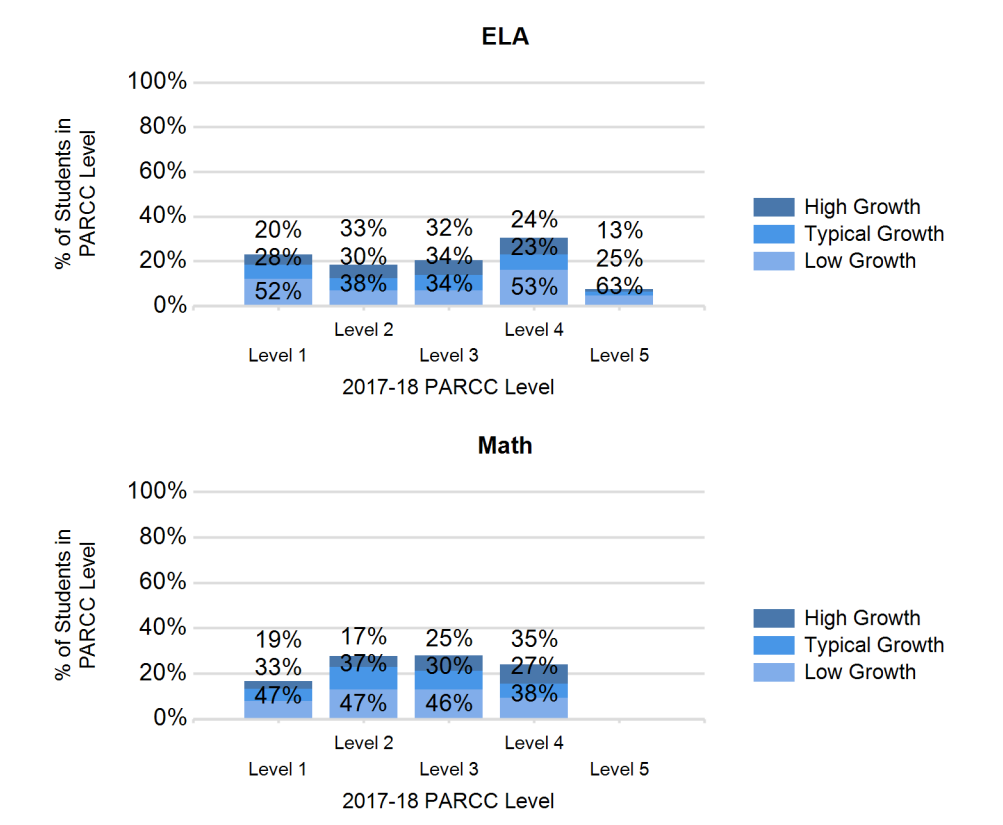
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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.

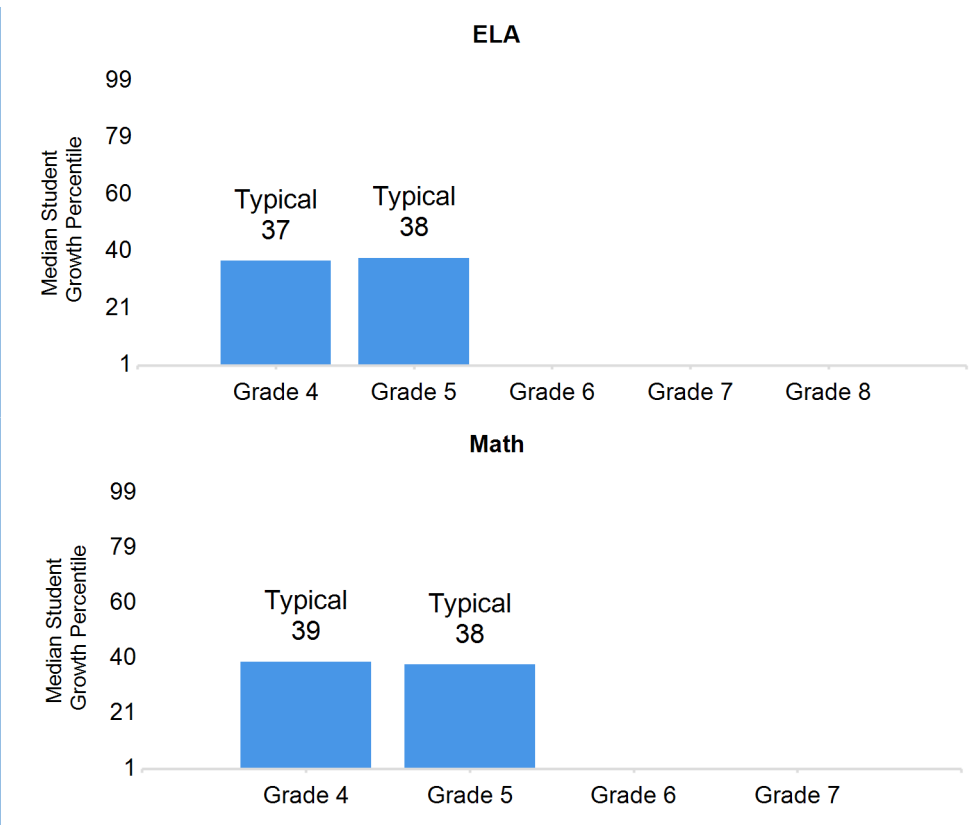
Student Growth by Performance Level

Student Growth by Grade

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.



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



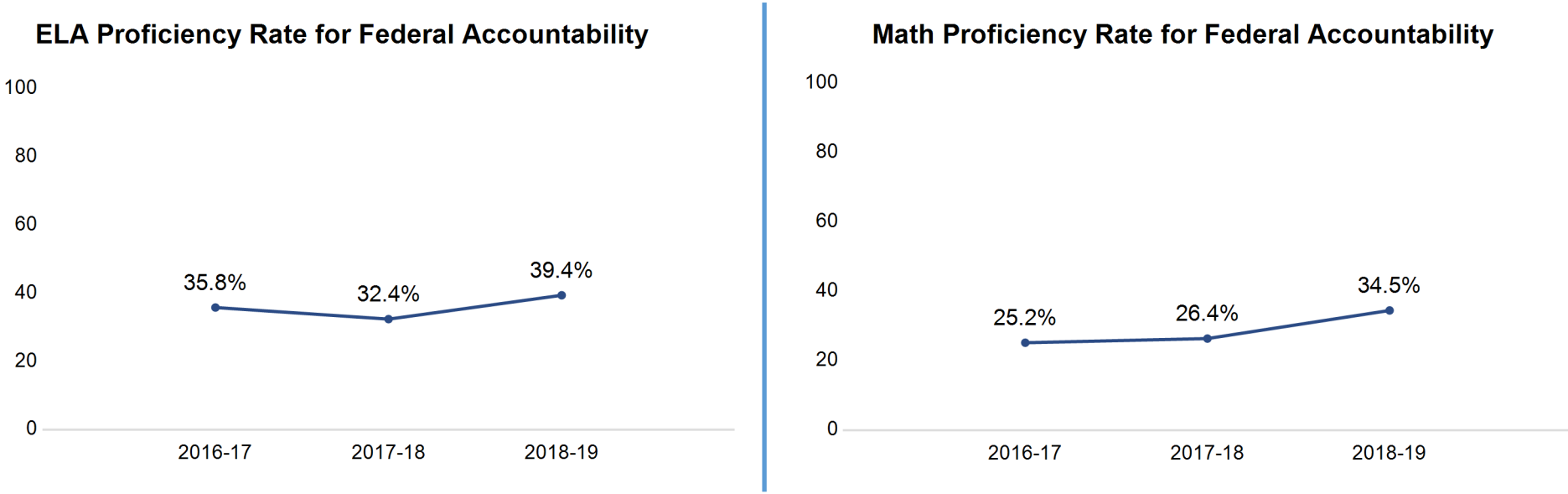


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	97.1%	98.5%	97.1%	97.2%	98.5%
Proficiency Rate for Federal Accountability	35.8%	32.4%	39.4%	25.2%	26.4%	34.5%
Annual Target	35.7%	38.1%	N	29.4%	32.0%	N
Met Annual Target?	Met Target	Not Met	N	Not Met	Not Met	N
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	327	98.5	39.4	33.9	57.9	39.4	N	N
White	121	98.4	51.2	48.1	66.9	51.2	N	N
Hispanic	137	99.3	27.7	28.5	43.9	27.7	N	N
Black or African American	47	96.2	27.7	*	38.5	27.7	N	N
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	62.4	82.9	76.9	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	138	97.9	47.1	39.7	64.8	47.1		
Male	189	99.0	33.9	28.4	51.3	33.9		
Economically Disadvantaged Students	174	98.9	28.2	28.1	40.0	28.2	N	N
Non-Economically Disadvantaged Students	153	98.1	52.3	44.9	67.9	52.3		
Students with Disabilities	96	98.0	14.6	12.3	22.7	14.6	N	N
Students without Disabilities	231	98.8	49.8	40.5	65.1	49.8		
English Learners	29	100.0	27.6	14.8	29.3	27.6	N	N
Non-English Learners	298	98.4	40.6	37.4	60.6	40.6		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

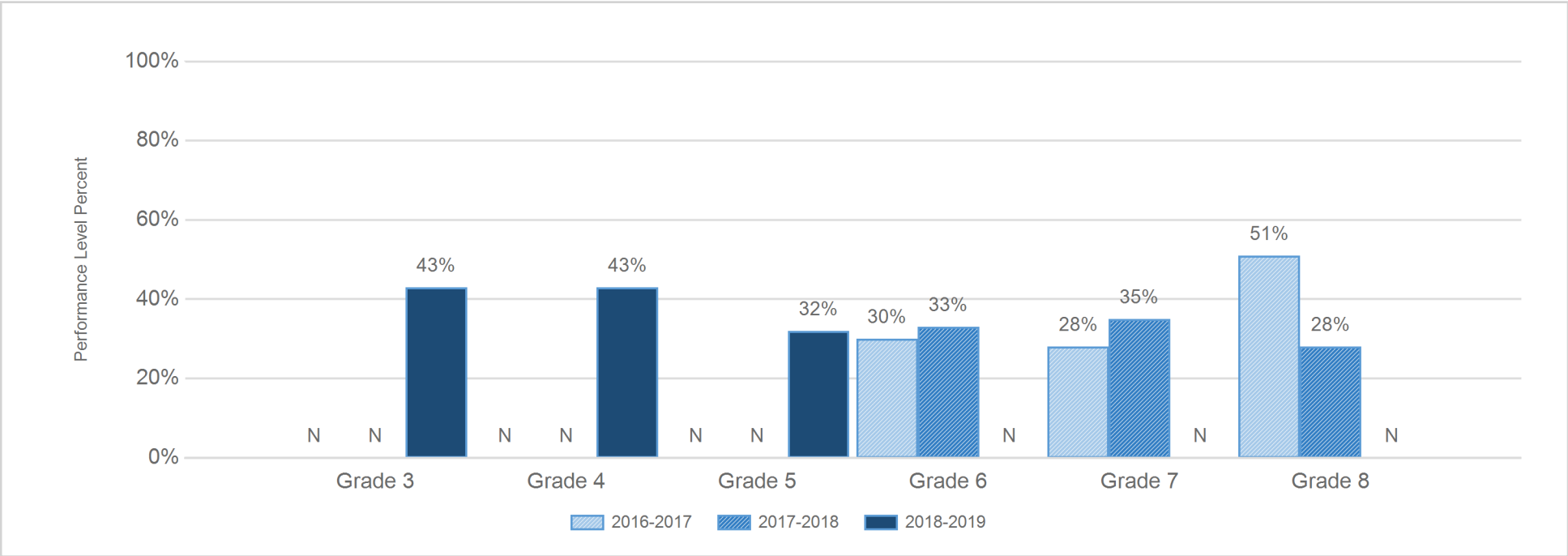


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English Language Arts Assessment - Performance Trends

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	114	742	738	748	18%	17%	23%	*	*	43%	50%
White	51	762	752	757	*	*	25%	*	*	61%	60%
Hispanic	50	725	733	734	32%	20%	*	*	*	30%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	46	755	742	753	*	*	*	*	*	52%	55%
Male	68	734	734	743	*	*	*	*	*	37%	46%
Economically Disadvantaged Students	55	725	732	731	*	*	20%	*	*	25%	33%
Non-Economically Disadvantaged Students	59	759	750	759	*	*	25%	*	*	59%	61%
Students with Disabilities	28	697	714	719	*	*	*	*	*	14%	24%
Students without Disabilities	86	757	744	754	*	*	*	*	*	52%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	116	740	737	755	21%	16%	20%	30%	13%	43%	57%
White	39	750	747	763	*	*	*	*	*	56%	67%
Hispanic	46	730	732	743	26%	22%	22%	*	*	30%	44%
Black or African American	22	729	736	739	*	*	*	*	*	32%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	47	746	*	760	*	*	26%	*	*	45%	62%
Male	69	737	*	750	*	*	16%	*	*	42%	53%
Economically Disadvantaged Students	59	731	732	740	22%	*	*	*	*	34%	40%
Non-Economically Disadvantaged Students	57	750	745	765	19%	*	*	*	*	53%	69%
Students with Disabilities	38	712	*	725	*	*	*	*	*	21%	25%
Students without Disabilities	78	754	*	761	*	*	*	*	*	54%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	N	N	724	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	107	734	741	756	19%	15%	35%	*	*	32%	58%
White	34	736	753	764	*	*	38%	32%	0%	32%	68%
Hispanic	45	728	736	743	*	*	40%	24%	0%	24%	44%
Black or African American	20	729	739	739	*	*	*	*	*	25%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	48	744	747	761	*	*	35%	*	*	44%	64%
Male	59	726	736	750	*	*	34%	*	*	22%	52%
Economically Disadvantaged Students	65	726	737	740	*	*	29%	*	*	26%	39%
Non-Economically Disadvantaged Students	42	747	750	766	*	*	43%	*	*	40%	69%
Students with Disabilities	32	701	716	724	*	*	*	*	*	*	23%
Students without Disabilities	75	748	748	762	*	*	*	*	*	*	65%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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Schoolwide	328	98.5	34.5	*	44.5	34.5	N	N
White	121	98.4	52.1	39.9	54.1	52.1	N	N
Hispanic	137	99.3	19.0	*	28.8	19.0	N	N
Black or African American	47	96.2	23.4	19.7	23.0	23.4	N	N
Asian, Native Hawaiian, or Pacific Islander	14	100.0	78.6	60.2	76.5	78.6	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	138	97.9	38.4	*	44.9	38.4		
Male	190	99.0	31.6	*	44.2	31.6		
Economically Disadvantaged Students	175	98.9	25.1	*	26.3	25.1	N	N
Non-Economically Disadvantaged Students	153	98.1	45.1	*	54.9	45.1		
Students with Disabilities	96	98.0	15.6	11.5	17.4	15.6	N	N
Students without Disabilities	232	98.8	42.2	30.4	50.0	42.2		
English Learners	30	100.0	16.7	14.6	25.0	16.7	N	N
Non-English Learners	298	98.4	36.2	28.1	46.5	36.2		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

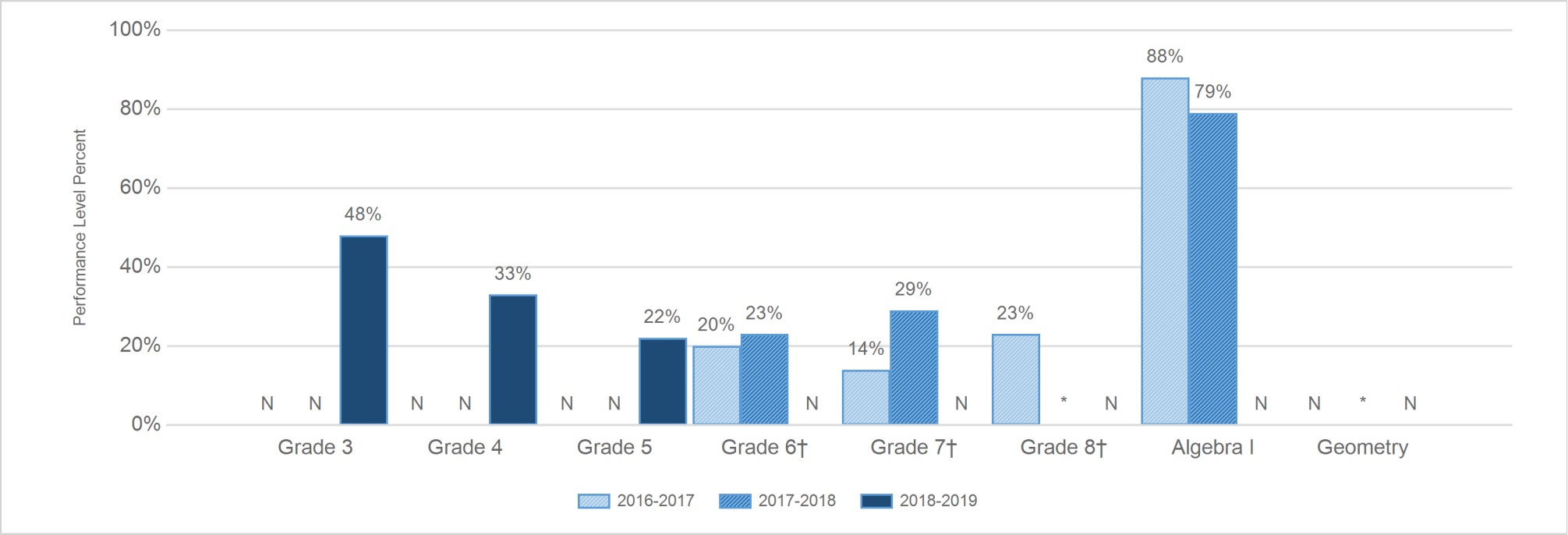


Anthony Rossi Elementary School
(11-5390-065)
Grades Offered: KG-05
2018-2019

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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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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	115	743	743	752	11%	21%	20%	38%	10%	48%	55%
White	51	760	753	760	*	*	*	*	*	71%	66%
Hispanic	50	726	740	739	20%	28%	28%	*	*	24%	40%
Black or African American	*	*	736	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	46	753	744	751	*	*	*	*	*	61%	54%
Male	69	737	742	752	*	*	*	*	*	39%	56%
Economically Disadvantaged Students	56	732	739	737	*	*	*	*	*	41%	37%
Non-Economically Disadvantaged Students	59	753	751	761	*	*	*	*	*	54%	67%
Students with Disabilities	28	712	727	731	*	*	*	*	*	21%	31%
Students without Disabilities	87	753	747	756	*	*	*	*	*	56%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Anthony Rossi Elementary School
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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	116	731	734	749	22%	25%	21%	*	*	33%	51%
White	39	740	742	757	*	*	*	*	*	51%	62%
Hispanic	46	722	730	737	24%	28%	30%	*	*	17%	36%
Black or African American	22	721	730	731	*	*	*	*	*	23%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	47	729	*	749	21%	26%	23%	*	*	30%	50%
Male	69	732	*	749	22%	25%	19%	*	*	35%	52%
Economically Disadvantaged Students	59	722	729	734	*	31%	22%	*	*	20%	32%
Non-Economically Disadvantaged Students	57	740	742	759	*	19%	19%	*	*	46%	63%
Students with Disabilities	38	715	*	726	*	*	*	*	*	21%	25%
Students without Disabilities	78	739	*	754	*	*	*	*	*	38%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Anthony Rossi 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	107	727	732	747	12%	38%	27%	*	*	22%	47%
White	34	730	743	755	*	38%	*	*	*	26%	58%
Hispanic	45	723	729	735	*	44%	22%	*	*	18%	30%
Black or African American	20	722	726	729	*	*	*	*	*	15%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	48	730	732	747	*	33%	33%	*	*	25%	47%
Male	59	724	733	747	*	42%	22%	*	*	20%	47%
Economically Disadvantaged Students	65	722	729	732	*	38%	26%	*	*	17%	27%
Non-Economically Disadvantaged Students	42	734	739	757	*	38%	29%	*	*	31%	59%
Students with Disabilities	32	708	718	725	*	*	*	*	*	*	19%
Students without Disabilities	75	735	736	752	*	*	*	*	*	*	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	723	744	N	N	N	N	N	N	42%
White	N	N	*	752	N	N	N	N	N	N	53%
Hispanic	N	N	*	728	N	N	N	N	N	N	24%
Black or African American	N	N	718	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	N	N	*	745	N	N	N	N	N	N	44%
Male	N	N	*	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	718	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	732	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	704	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	729	748	N	N	N	N	N	N	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	N	N	*	745	N	N	N	N	N	N	*
Homeless Students	N	N	714	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%



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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	N	N	719	737	N	N	N	N	N	N	35%
White	N	N	731	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	731	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	721	738	N	N	N	N	N	N	36%
Male	N	N	718	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	702	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	725	741	N	N	N	N	N	N	*
English Learners	N	N	700	708	N	N	N	N	N	N	*
Non-English Learners	N	N	721	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

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

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

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	23.5%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	13	*	*
3-4	10	*	*
5 or more	*	*	*



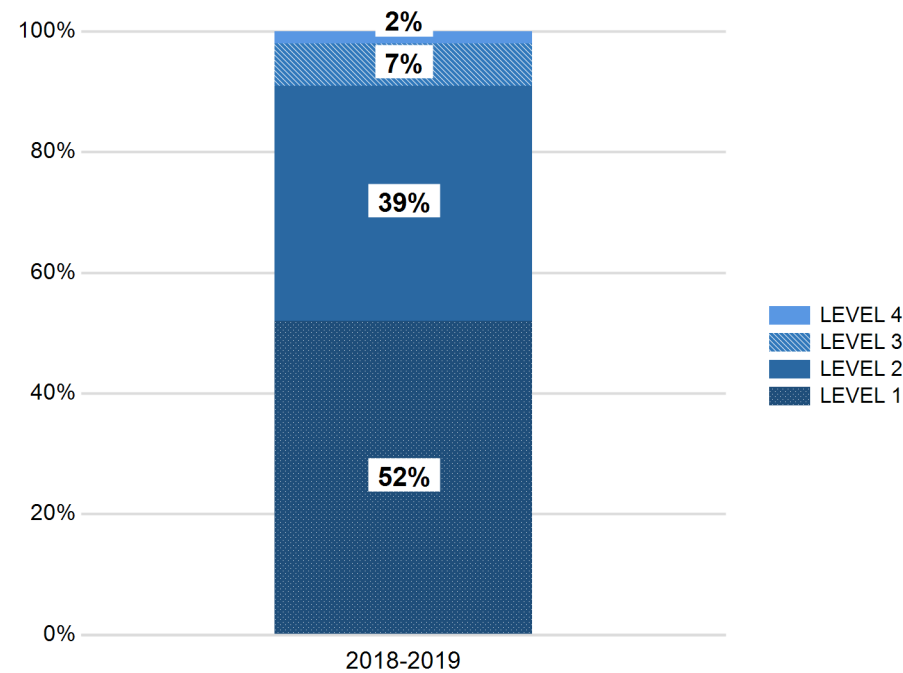
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	52	39	7	2
White	47	44	6	3
Hispanic	57	30	11	2
Black or African American	55	45	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	49	47	2	2
Male	54	32	12	2
Economically Disadvantaged Students	63	29	6	1
Non-Economically Disadvantaged Students	33	55	10	3
Students with Disabilities	82	15	3	0
Students without Disabilities	39	49	9	3
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Anthony Rossi Elementary School

(11-5390-065)

Grades Offered: KG-05

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.

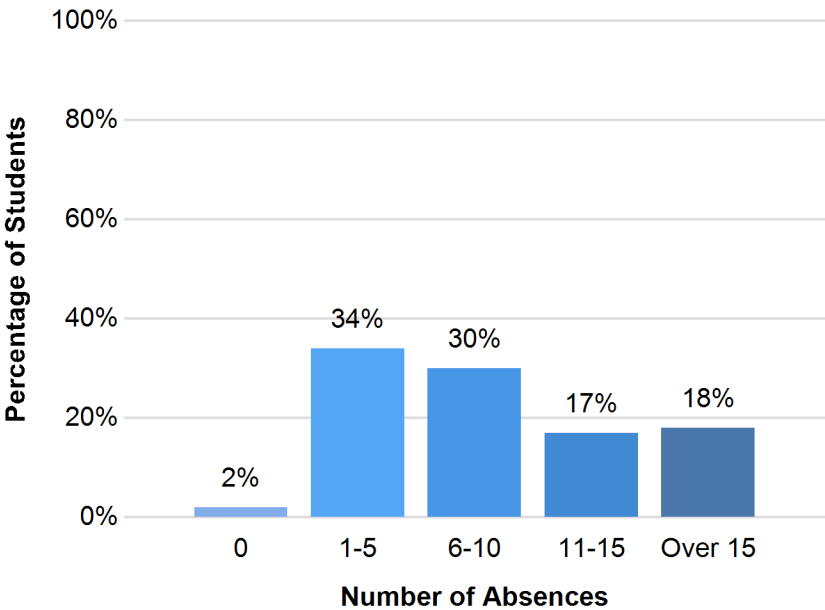
Chronic Absenteeism

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	96	14.5	8.9	Not Met
White	26	11.5	8.9	Not Met
Hispanic	57	19.4	8.9	Not Met
Black or African American	8	8.8	8.9	Met
Asian, Native Hawaiian, or Pacific	3	10.0	8.9	Not Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	47	16.0		
Male	49	13.4		
Economically Disadvantaged Students	74	19.0	8.9	Not Met
Students with Disabilities	32	19.5	8.9	Not Met
English Learners	4	10.8	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	3	27.3		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





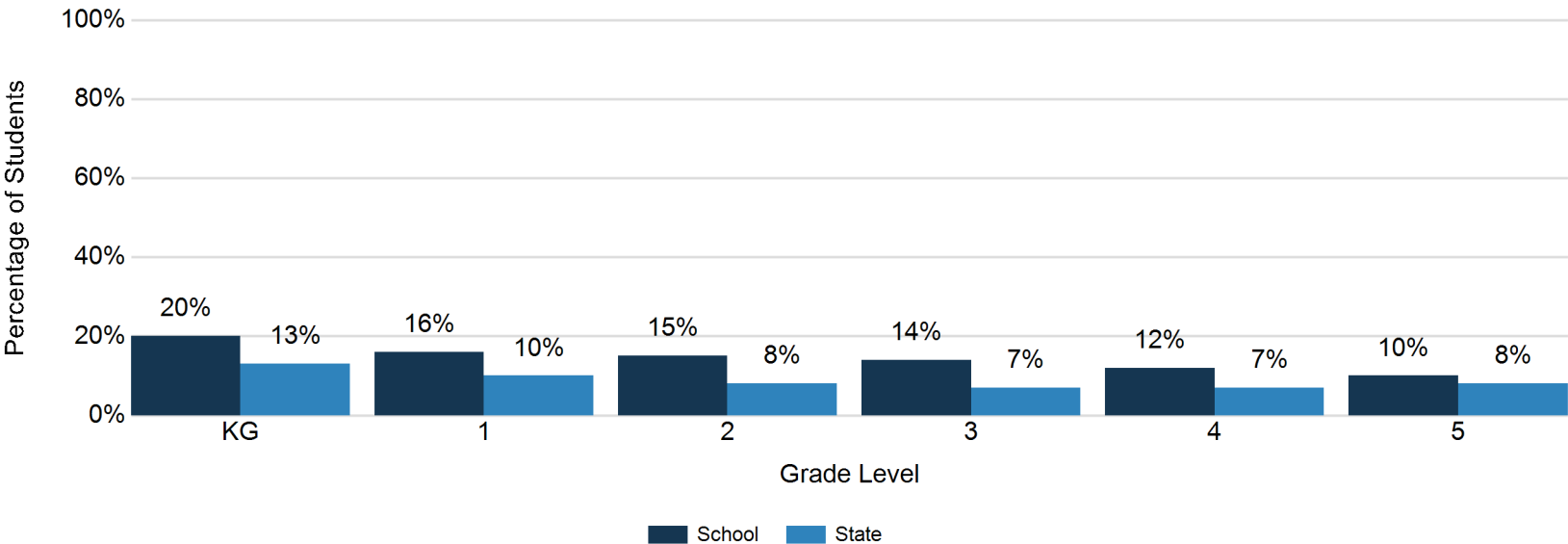
Anthony Rossi Elementary School
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Chronic Absenteeism by Grade

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





Anthony Rossi Elementary School

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2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.22

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	0	1	1
Other	0	4	4
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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	17	2.6%
Out-of-School Suspensions	11	1.7%
Any Suspension	24	3.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
11



Anthony Rossi 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	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	15.1	12.1
Average years experience in district	15.1	10.8
Percentage of Teachers with 4 or more years experience in the district	90.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	12:1	14:1
Students to Administrators	655:1	226:1
Teachers to Administrators	53:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



Anthony Rossi Elementary School
(11-5390-065)
Grades Offered: KG-05
2018-2019

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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.4%	94.3%	100.0%	48.4%	77.1%	54.9%
Male	55.6%	5.7%	0.0%	51.6%	22.9%	45.1%
White	34.2%	88.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	44.4%	7.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.9%	1.9%	0.0%	15.0%	6.6%	13.9%
Asian	4.6%	1.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	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	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



Anthony Rossi Elementary School
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Grades Offered: KG-05
2018-2019

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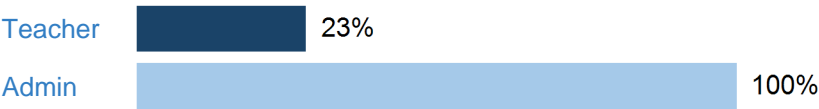
Teachers and Administrators - Level of Education

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.

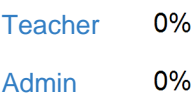
Bachelor's Degree



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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%

**Anthony Rossi Elementary School**

(11-5390-065)

Grades Offered: KG-05

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.



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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
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	Low Performing Student Group (ATSI)

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



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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	35.8%	32.4%	39.4%
Math Proficiency	25.2%	26.4%	34.5%
ELA Growth	38	32	38
Math Growth	39	49	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	23.5%
Chronic Absenteeism	21.6%	20.2%	14.5%

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



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Annually, NJDOE will identify schools in the following federal category:
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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	N	N	Not Met	Not Met	**	Not Met	No
White	N	N	Not Met	Not Met	n/a	Not Met	No
Hispanic	N	N	Not Met	Not Met	n/a	Not Met	No
Black or African American	N	N	Not Met	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	N	N	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	N	N	Not Met	Not Met	n/a	Not Met	No
English Learners	N	N	**	Met Standard	Met Standard	Not Met	No

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



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School Narrative

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



Highlights:

- Curriculum includes GoMath and Journeys which are both aligned to the Common Core State Standards.
- Technology is integrated into the daily curriculum. Students utilize 1:1 devices for this integration.
- Hands On Instruction occurs with a heavy emphasis on manipulatives and student-driven learning occurs daily.



Mission, Vision, Theme:

Our mission is founded on the belief that all students will learn, and that behind every successful learner stands a close community of parents, teachers and community members. Our goal is to ensure a safe, creative and caring educational environment which promotes self-esteem, sound character, responsibility and respect for diversity.



Awards, Recognition, Accomplishments:

Anthony Rossi School was awarded a \$50,000 grant from the Dodge Foundation via Young Audiences. We proudly recognize our students on our "Caught Being Good" bulletin board. Positive actions are recognized with our Wooden Nickel Exchange system. Positive character traits are recognized at our Character Recognition Monthly Assemblies - W.I.S.E.





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 <div>Courses, Curriculum, Instruction:</div>	Our dedicated staff provides high quality instruction while setting high expectations. Our language arts curriculum is supported by the Journey's reading series. Our math curriculum , GoMath, are both aligned with the Common Core state standards with an emphasis on small group instruction. Our science and social studies programs are interrelated thematically with other subject areas. Hands on instruction, with a heavy emphasis on manipulatives, and student-driven learning occurs daily.
 <div>Clubs and Activities:</div>	Our school offers many extra-curricular activities, which include Safety Patrol, Student Ambassadors, Garden Club, Mileage Club, Yoga Club, Dance Club, Yearbook and community service projects. We offer a Student Planning Team for students in 4th and 5th grade. This allows students the opportunity to have a voice in their school environment. School events include Trunk or Treat, Pizza Bingo, Family Game Night, and W.I.S.E. Assemblies.





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<div>  <div>Before and After School Programs:</div> </div>	<p>Anthony Rossi offers a before and after school program via the YMCA located in our building. This program serves students from K-5th grade to provide an opportunity for a child to arrive at school prior to the beginning of the day and stay beyond the regular school day.</p>
<div>  <div>Staff and Professional Learning:</div> </div>	<p>Staff members are afforded the opportunity to participate in a cooperative professional learning environment where collaboration take precedence. This occurs on a weekly basis. Staff members also attend on-going professional development offered monthly at school. Teachers have been actively involved in district curriculum committees, all focusing on higher levels of student achievement.</p>






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 <div>Student Supports and Services:</div>	<p>Anthony Rossi supports and services students with disabilities. Our staff includes two full-time RTI (Response to Intervention) instructors. Intervention programs are in place to meet the needs of individual students which include speech, occupational and physical therapy. These programs are designed to provide all students appropriate educational opportunities to succeed.</p>
 <div>Student Health and Wellness:</div>	<p>A free nutritious breakfast is served daily to the entire student body. Anthony Rossi encourages students to eat healthy and exercise on a daily basis. The Mileage Club allows students to earn footies for every mile they walk during recess, before and after school and during physical education class.</p>
 <div>Parent and Community Involvement:</div>	<p>Anthony Rossi recognizes that a well-rounded child grows to become a more productive adult. Therefore, our students participate in PTO meetings. This committee is comprised of parents, students, administration, staff members and additional community members. The PTO hosts fundraising activities throughout the school year to enhance our students' educational experience with various trips and activities.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The anonymous school climate survey is done twice a year. This survey is given to parents, staff and students. The survey addresses the culture of the school, safety and suggestions for improvements. The results of this survey is used with our School Planning Team in order to make changes that affect the student body and teaching staff.</p>
 <div>Facilities:</div>	<p>Anthony Rossi school opened in 2006. The school has a cafeteria, media center, art and music room combined. The grounds has five age-appropriate playgrounds including a handicap accessible playground. The staff and students built a Fresh Vegetable Garden, which is used as an outdoor classroom.</p>
 <div>School Safety:</div>	<p>Anthony Rossi employs two full-time security guards who is diligent in signing visitors in and out who must provide IDs.</p>




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<div><div>Technology and STEM:</div></div>	Anthony Rossi incorporated a STEM program offered to students in grades K-5 during their media center time.
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 <div>Other Information</div>	<p>Recognizing that technology and technological skills are important to each student's future, Rossi has a 1:1 ratio of technology devices to students in all classrooms. Additionally, new computer-driven programs are available to enhance the instruction of literacy and math skills. Apple TVs, iPads and Chrome Books are used daily for instructional purposes. These students receive special services in academic enrichment. Anthony Rossi school believes that all children can and will learn. Recognizing that different children have different needs. We provide for the array of human learning patterns and utilize the various teaching styles in our efforts to reach each child. Our Affective Team, which includes our guidance counselor, social worker, nurse, assistant principal, and principal, teaches parents the home to school connection needed to provide our students with the best academic and emotional support. In summary, Anthony Rossi Elementary School, working as a family of students, parents, staff and community members, is striving to promote a school environment that is sensitive and caring, where the individual needs of each child are considered and addressed, and where academic excellence is expected.</p>
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Casimer M. Dallago Jr. Impact Center
(11-5390-176)
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:

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Melissa Hannagan-Painter
Address	240 S. Sixth Street VINELAND, NJ 08360-4625
Phone Number	856-641-8502
Email Address	mhannagan-painter@vineland.org
Website	http://www.vineland.org/casimer-m-dallago/
Facebook	https://www.facebook.com/DallagoPreschool/



Casimer M. Dallago Jr. Impact Center
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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	255	314	316
Total	256	316	318

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.8%	46.2%	44.3%
Male	51.2%	53.8%	55.7%
Economically Disadvantaged Students	80.5%	84.5%	83.3%
Students with Disabilities	22.3%	22.8%	20.1%
English Learners	0.0%	0.3%	0.0%
Homeless Students	2.0%	0.3%	1.6%
Students in Foster Care	2.7%	2.8%	1.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.3%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.0%	7.9%	7.2%
Hispanic	79.3%	80.7%	77.4%
Black or African American	7.4%	7.6%	11.0%
Asian	1.6%	1.3%	1.6%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	2.7%	2.5%	2.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	255	314	316

Enrollment by Home Language

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

Home Language	% of Students
English	69.2%
Spanish	29.2%
Other Languages	1.6%



Casimer M. Dallago Jr. Impact Center

(11-5390-176)

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

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.

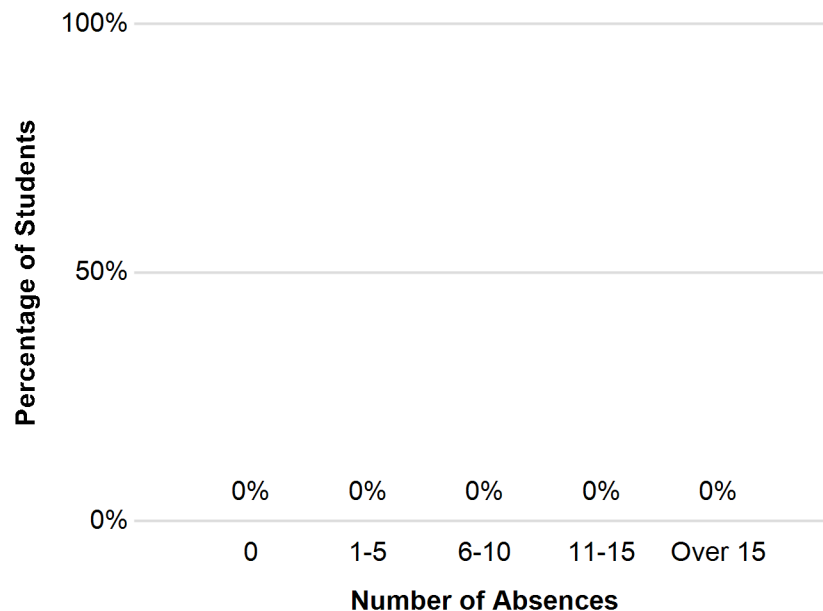
Chronic Absenteeism

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.





Casimer M. Dallago Jr. Impact Center

(11-5390-176)

Grades Offered: PK-PK

2018-2019

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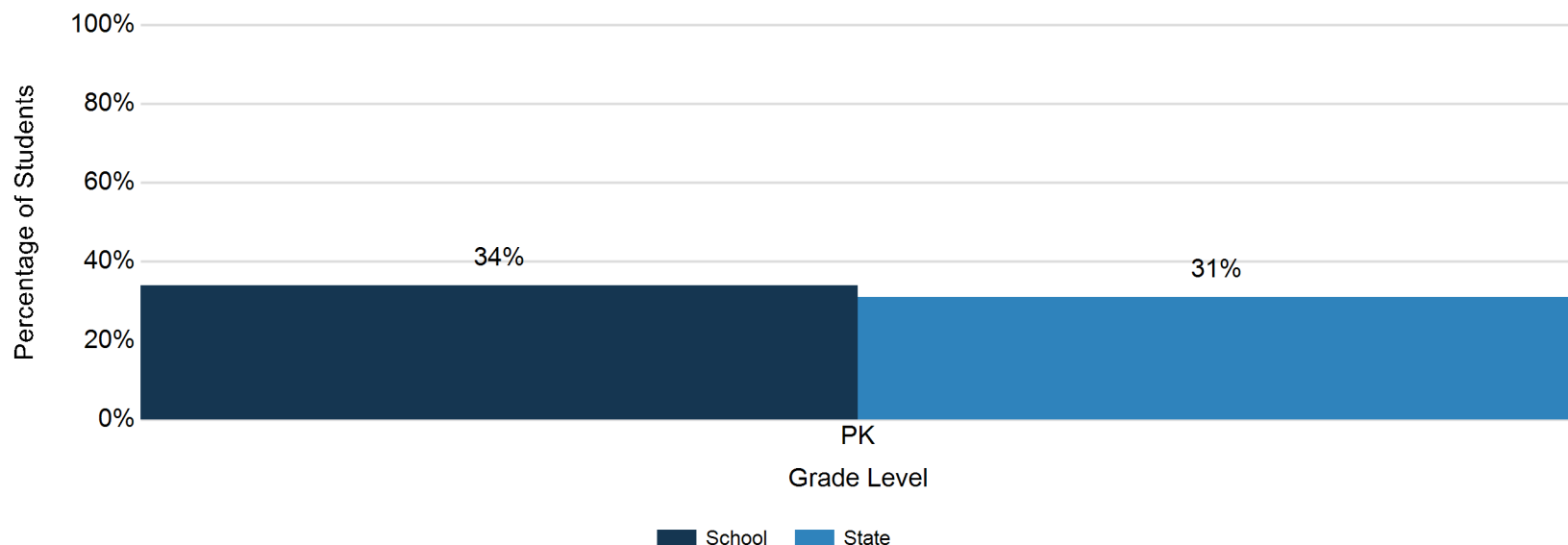
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Chronic Absenteeism by Grade

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





Casimer M. Dallago Jr. Impact Center
(11-5390-176)
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

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

Grades Offered: PK-PK

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	9:30 AM
Typical End Time	3:30 PM
Length of School Day	6 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



Casimer M. Dallago Jr. Impact Center
(11-5390-176)
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	46	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	7:1	14:1
Students to Administrators	106:1	226:1
Teachers to Administrators	15:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



Casimer M. Dallago Jr. Impact Center
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 2018-2019

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Teachers: All classroom teachers

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

Teachers and Administrators – 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	44.3%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	55.7%	0.0%	0.0%	51.6%	22.9%	45.1%
White	7.2%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	77.4%	2.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	11.0%	2.2%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.5%	0.0%	0.0%	2.1%	0.2%	0.2%



Casimer M. Dallago Jr. Impact Center
(11-5390-176)
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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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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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:

- Casimer M Dallago Early Childhood Center is the district site for the Vineland Public Schools Preschool Program. We have 88 classrooms and 1300 students in the program.
- We provide a comprehensive full day preschool education to all age appropriate 3 and 4 year old students utilizing the state approved High Scope Curriculum.
- We offer a fully inclusive preschool experience to meet the needs of a diverse student population.



Mission, Vision, Theme:

The mission of the Vineland Public Schools is based upon the conviction that all students can learn. We recognize that learning is the result of a strong partnership of Parent(s)/ Guardian(s), teachers and community, as students are challenged to become active participants in the quest for excellence. Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. This will enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society. We expect the best from our students and will give no less of ourselves.



Awards, Recognition, Accomplishments:

Casimer M Dallago is an active participant in the NJ PreK-3 Transforming Early Childhood Leadership Institute and the RP2/LEAP grant through the Nicholson Foundation and the Watson Institute.

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

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2018-2019

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School Narrative

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Courses, Curriculum, Instruction:

Casimer M Dallago uses the state approved and aligned High Scope Curriculum for all 88 of our preschool classrooms. Our program is supported by 4 master teachers and 4 preschool intervention specialists.

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

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2018-2019

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Before and After School Programs:

Casimer M Dallago offers both before school and after school care through Inspirsa.



Staff and Professional Learning:

All professional teaching staff and classroom teaching assistants are trained in the state approved High Scope Curriculum. Additional training is provided through monthly participation in professional learning communities.


Casimer M. Dallago Jr. Impact Center

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School Narrative

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**Student Supports and
Services:**

Casimer M Dallago employees a full time social worker to support student and families.


**Student Health and
Wellness:**

Casimer M Dallago has a full time nurse on site and offers flu shots and lead screenings at school for students.


**Parent and
Community
Involvement:**

Casimer M Dallago hosts at least one parent involvement activity per month. The schedule is shared with parents at the start of the school year. Activities time vary between day and evening events to meet the needs of families. Casimer M Dallago organizes and hosts the city wide Little Folks Festival for all students ages birth through five.

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

Grades Offered: PK-PK

2018-2019

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School Narrative

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Facilities:

Casimer M Dallago houses 23 preschool classrooms and two courtyard playgrounds. We are part of the Vineland Community Learning Complex. We have an additional 65 preschool classrooms in 9 locations throughout the city of Vineland.



School Safety:

Casimer M Dallago has two full time security guards on site. In addition, all state on New Jersey required safety drills are completed monthly.

**Casimer M. Dallago Jr. Impact Center**

(11-5390-176)

Grades Offered: PK-PK



2018-2019

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School Narrative

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 <p>Technology and STEM:</p>	<p>Casimer M Dallago uses the state approved High Scope Curriculum which includes lessons and activities to incorporate STEM components.</p>
 <p>Early Childhood Education:</p>	<p>Casimer M Dallago is the district site for the Vineland Public Schools Preschool Program. Our program provides a full day universal preschool program to all eligible 3 and 4 year old students in the city of Vineland. Our program has a total of 88 classrooms in 9 locations and provides a comprehensive preschool education to 1300 students.</p>



Casimer M. Dallago Jr. Impact Center
(11-5390-176)
Grades Offered: PK-PK
2018-2019

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School Narrative

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Other Information

Please visit our website and facebook pages to see all the great things happening in preschool!



Dane Barse Elementary School
(11-5390-095)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Dane Barse Elementary School**

(11-5390-095)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mr. Joseph Camardo
Address	240 S ORCHARD RD VINELAND, NJ 08360-4337
Phone Number	856-794-6940
Email Address	jcamardo@vineland.org
Website	http://www.vineland.org/dane-barse/
Facebook	https://www.facebook.com/DaneBarsePTO/
Twitter	https://twitter.com/BarseSchool



Dane Barse Elementary School

(11-5390-095)

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2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	64	45	41
1	54	67	38
2	52	55	49
3	58	53	47
4	70	57	45
5	51	66	49
Total	349	343	269

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

Student Group	2016-17	2017-18	2018-19
Female	50.1%	50.7%	53.2%
Male	49.9%	49.3%	46.8%
Economically Disadvantaged Students	76.8%	75.8%	74.3%
Students with Disabilities	18.6%	19.0%	27.5%
English Learners	10.3%	9.9%	7.4%
Homeless Students	2.6%	1.2%	2.6%
Students in Foster Care	1.4%	2.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.3%	0.3%	0.0%

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	11.7%	12.0%	8.2%
Hispanic	58.7%	58.0%	61.7%
Black or African American	22.3%	22.2%	24.9%
Asian	4.3%	4.1%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two or More Races	2.6%	3.5%	3.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	64	45	41

Enrollment by Home Language

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

Home Language	% of Students
English	86.6%
Spanish	12.3%
Other Languages	1.1%



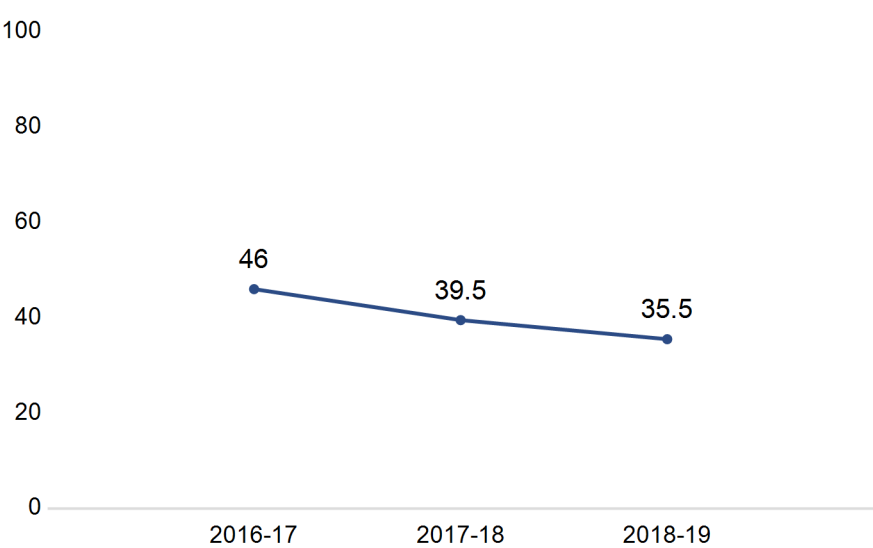
Dane Barse Elementary School
(11-5390-095)
Grades Offered: KG-05
2018-2019

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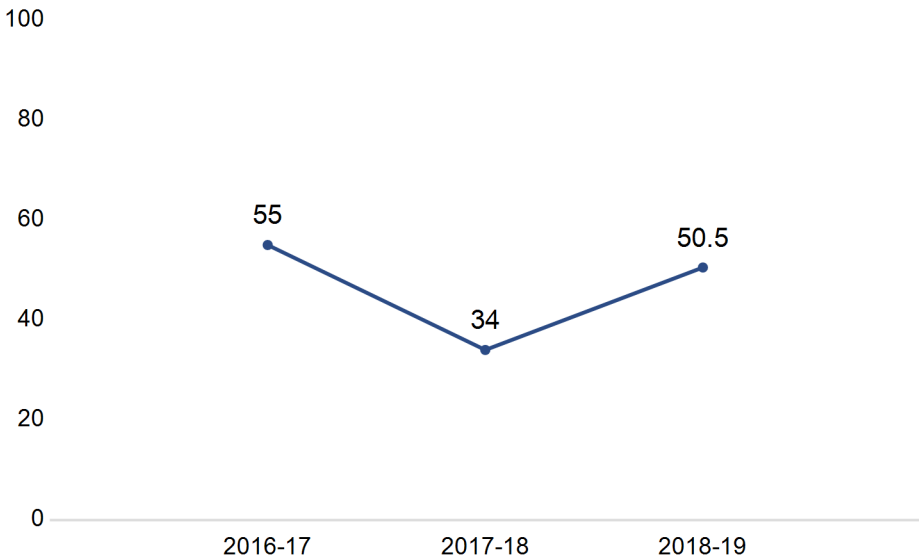
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	39.5	35.5	55	34	50.5
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Dane Barse Elementary School

(11-5390-095)

Grades Offered: KG-05

2018-2019

Report Key:
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 ** Accountability calculations require 20 or more students
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 † This indicates a table specific note,see note below table

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	35.5	41	50	Not Met	50.5	44	50	Met Standard
White	*	42	50	**	*	46	52	**
Hispanic	33	41.5	49	Not Met	55	44	47	Met Standard
Black or African American	40	39	45	Met Standard	48	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	33.5	45	53	N	50.5	44	50	N
Male	38	38	47	N	52	44	51	N
Economically Disadvantaged Students	33	41	48	Not Met	49	44	46	Met Standard
Students with Disabilities	54	37	43	**	60	43	45	**
English Learners	*	44	52	**	*	46	50	**
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	N	57.5	42	N	N	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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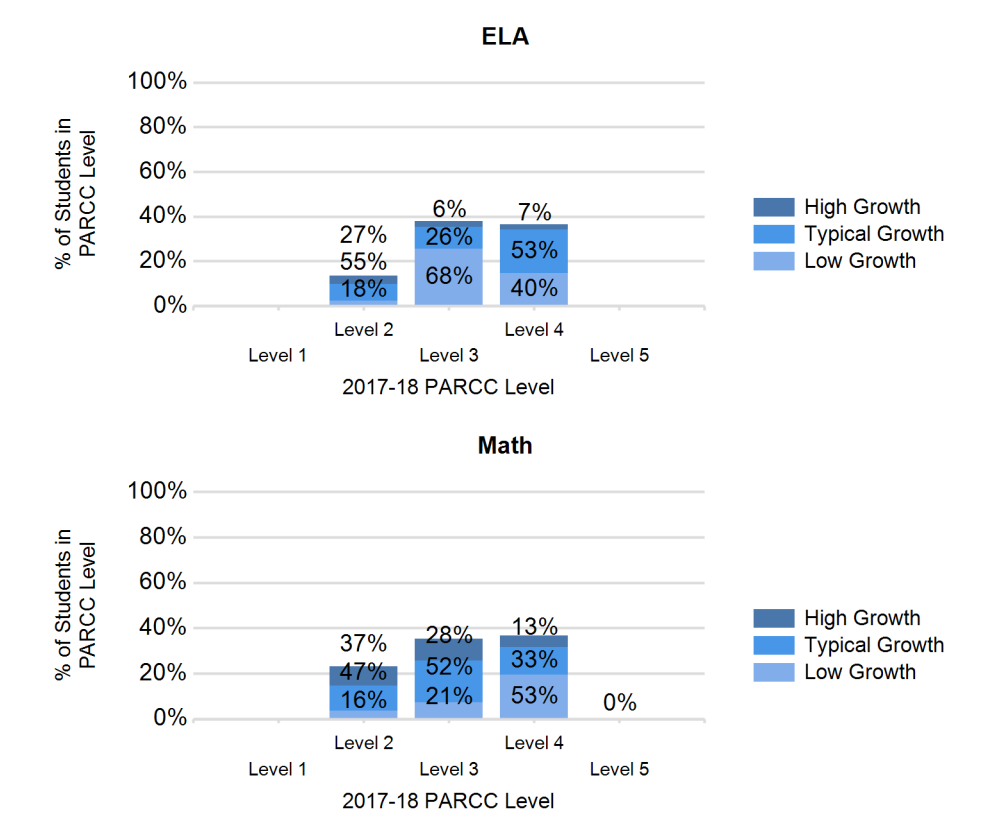
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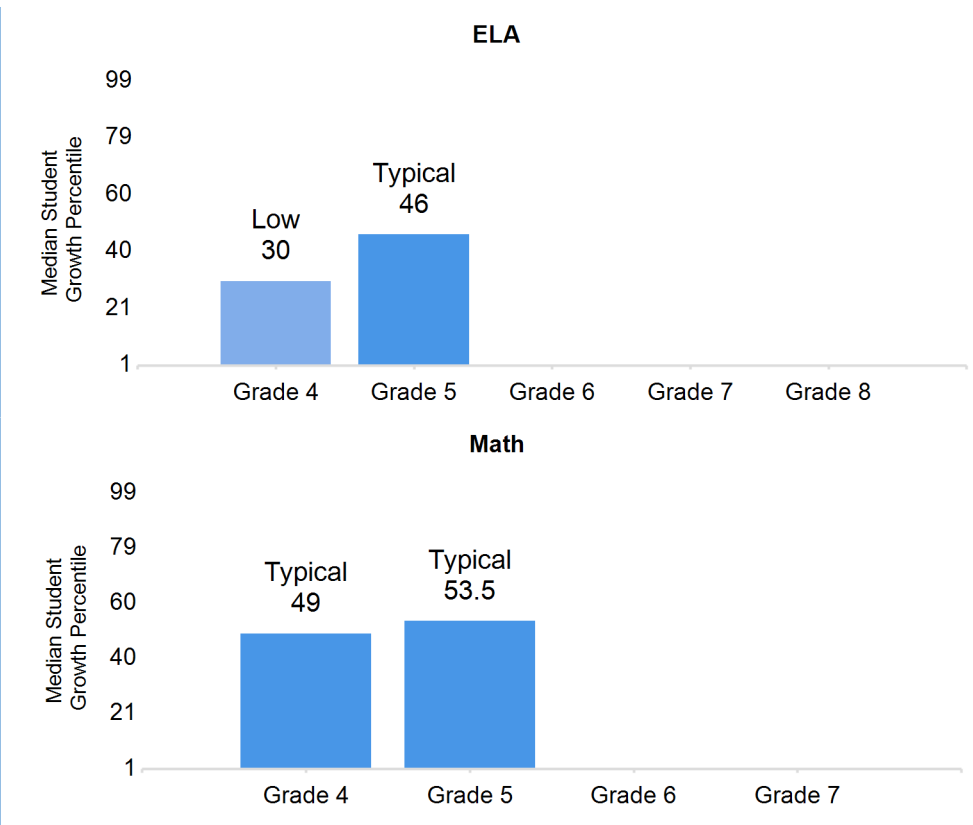
Student Growth by Performance Level

Student Growth by Grade

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.



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



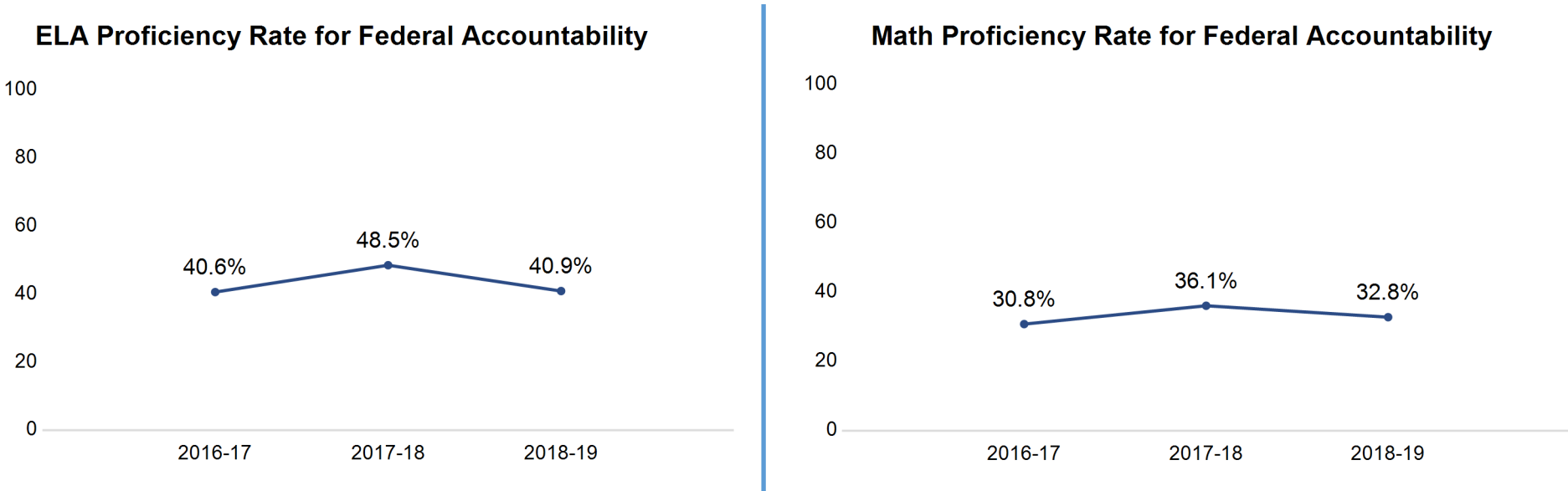


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	100.0%	96.6%	100.0%	100.0%	96.6%
Proficiency Rate for Federal Accountability	40.6%	48.5%	40.9%	30.8%	36.1%	32.8%
Annual Target	33.5%	36.0%	38.4%	35.3%	37.6%	40.0%
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	137	96.6	40.9	33.9	57.9	40.9	38.4	Met Target
White	12	100.0	50.0	48.1	66.9	50.0	**	**
Hispanic	85	95.6	41.2	28.5	43.9	41.2	40.9	Met Target
Black or African American	33	97.4	36.4	*	38.5	36.4	35.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	74	95.1	43.2	39.7	64.8	43.2		
Male	63	98.5	38.1	28.4	51.3	38.1		
Economically Disadvantaged Students	99	97.2	40.4	28.1	40.0	40.4	36.6	Met Target
Non-Economically Disadvantaged Students	38	95.0	42.1	44.9	67.9	42.1		
Students with Disabilities	41	100.0	29.3	12.3	22.7	29.3	24.4	Met Target
Students without Disabilities	96	95.3	45.8	40.5	65.1	45.8		
English Learners	11	100.0	45.5	14.8	29.3	45.5	**	**
Non-English Learners	126	96.3	40.5	37.4	60.6	40.5		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	24.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



Dane Barse Elementary School

(11-5390-095)

Grades Offered: KG-05

2018-2019

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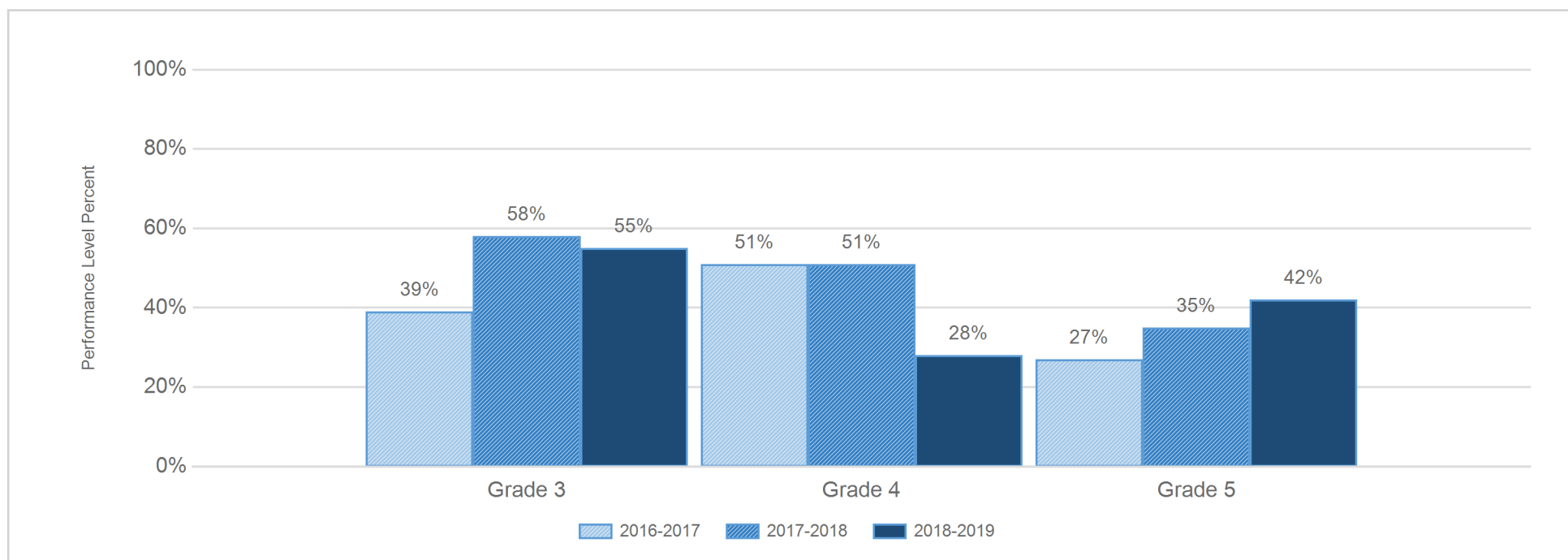
** Accountability calculations require 20 or more students

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	760	738	748	*	*	36%	*	*	55%	50%
White	*	*	752	757	*	*	*	*	*	*	60%
Hispanic	33	763	733	734	*	*	*	*	*	64%	36%
Black or African American	*	*	731	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	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	23	759	742	753	*	*	*	*	*	57%	55%
Male	21	761	734	743	*	*	*	*	*	52%	46%
Economically Disadvantaged Students	34	756	732	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	10	773	750	759	*	*	*	*	*	70%	61%
Students with Disabilities	12	740	714	719	*	*	*	*	*	33%	24%
Students without Disabilities	32	767	744	754	*	*	*	*	*	63%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	738	737	755	*	*	55%	28%	0%	28%	57%
White	*	*	747	763	*	*	*	*	*	*	67%
Hispanic	20	737	732	743	*	*	65%	*	*	20%	44%
Black or African American	13	737	736	739	0%	*	*	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	*	*	*	760	*	*	*	*	*	*	62%
Male	*	*	*	750	*	*	*	*	*	*	53%
Economically Disadvantaged Students	29	738	732	740	*	*	*	*	*	31%	40%
Non-Economically Disadvantaged Students	11	737	745	765	*	*	*	*	*	18%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	748	741	756	0%	*	38%	*	*	42%	58%
White	*	*	753	764	*	*	*	*	*	*	68%
Hispanic	24	748	736	743	0%	*	46%	*	*	38%	44%
Black or African American	14	747	739	739	0%	*	*	*	*	50%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	21	752	747	761	0%	*	*	*	*	52%	64%
Male	24	744	736	750	0%	*	*	*	*	33%	52%
Economically Disadvantaged Students	32	745	737	740	0%	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	13	755	750	766	0%	*	*	*	*	54%	69%
Students with Disabilities	*	*	716	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	748	762	*	*	*	*	*	*	65%
English Learners	N	N	705	713	N	N	N	N	N	N	11%
Non-English Learners	45	748	745	758	0%	*	38%	*	*	42%	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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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	137	96.6	32.8	*	44.5	32.8	40	Not Met
White	12	100.0	33.3	39.9	54.1	33.3	**	**
Hispanic	85	95.6	35.3	*	28.8	35.3	37.7	Met Target†
Black or African American	33	97.4	24.2	19.7	23.0	24.2	38	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	74	95.1	32.4	*	44.9	32.4		
Male	63	98.5	33.3	*	44.2	33.3		
Economically Disadvantaged Students	99	97.2	32.3	*	26.3	32.3	39.5	Met Target†
Non-Economically Disadvantaged Students	38	95.0	34.2	*	54.9	34.2		
Students with Disabilities	41	100.0	19.5	11.5	17.4	19.5	22.4	Met Target†
Students without Disabilities	96	95.3	38.5	30.4	50.0	38.5		
English Learners	11	100.0	36.4	14.6	25.0	36.4	**	**
Non-English Learners	126	96.3	32.5	28.1	46.5	32.5		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	10.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

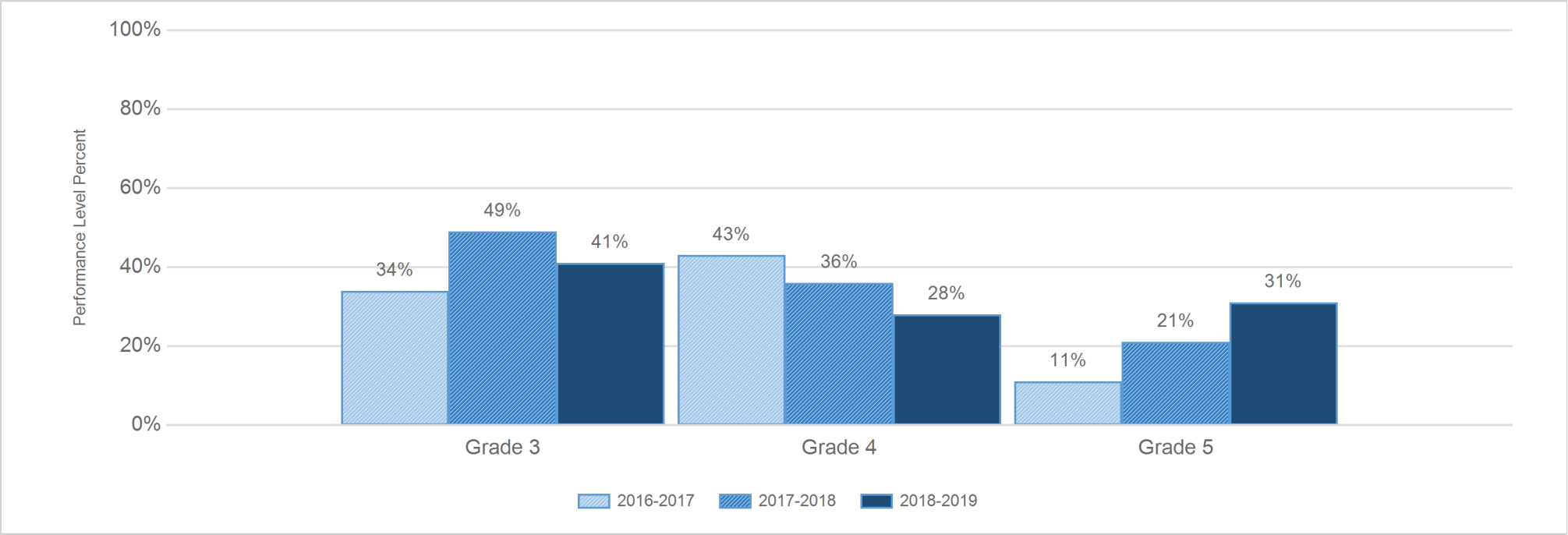


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	750	743	752	0%	*	48%	*	*	41%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	33	755	740	739	0%	*	39%	*	*	52%	40%
Black or African American	*	*	736	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	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	23	749	744	751	0%	*	*	*	*	39%	54%
Male	21	750	742	752	0%	*	*	*	*	43%	56%
Economically Disadvantaged Students	34	748	739	737	0%	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	10	754	751	761	0%	*	*	*	*	50%	67%
Students with Disabilities	12	739	727	731	0%	*	*	*	*	25%	31%
Students without Disabilities	32	754	747	756	0%	*	*	*	*	47%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	40	739	734	749	0%	*	53%	*	*	28%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	20	736	730	737	0%	*	60%	*	*	20%	36%
Black or African American	13	742	730	731	0%	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	*	*	*	749	*	*	*	*	*	*	50%
Male	*	*	*	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	29	739	729	734	0%	*	*	*	*	31%	32%
Non-Economically Disadvantaged Students	11	739	742	759	0%	*	*	*	*	18%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Dane Barse Elementary School
(11-5390-095)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	740	732	747	*	*	44%	31%	0%	31%	47%
White	*	*	743	755	*	*	*	*	*	*	58%
Hispanic	24	742	729	735	0%	*	54%	*	*	29%	30%
Black or African American	14	737	726	729	*	*	*	*	*	36%	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	21	738	732	747	*	*	48%	*	*	29%	47%
Male	24	742	733	747	*	*	42%	*	*	33%	47%
Economically Disadvantaged Students	32	740	729	732	*	*	*	*	*	25%	27%
Non-Economically Disadvantaged Students	13	741	739	757	*	*	*	*	*	46%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	N	N	714	718	N	N	N	N	N	N	12%
Non-English Learners	45	740	735	749	*	*	44%	31%	0%	31%	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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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	*	*

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%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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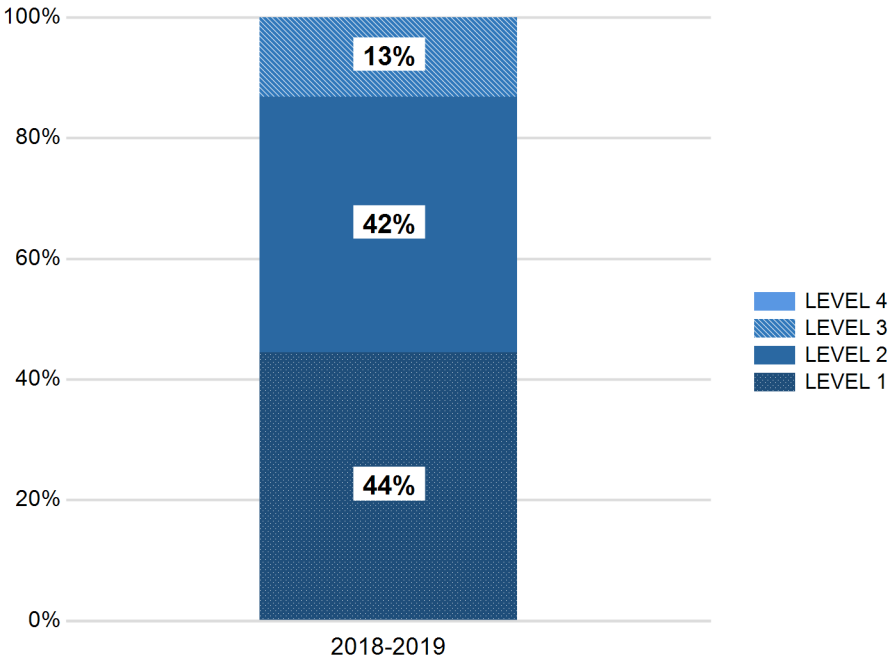
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	44	42	13	0
White	*	*	*	*
Hispanic	42	42	17	0
Black or African American	50	43	7	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	38	48	14	0
Male	50	38	13	0
Economically Disadvantaged Students	45	42	12	0
Non-Economically Disadvantaged Students	42	42	17	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	44	42	13	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

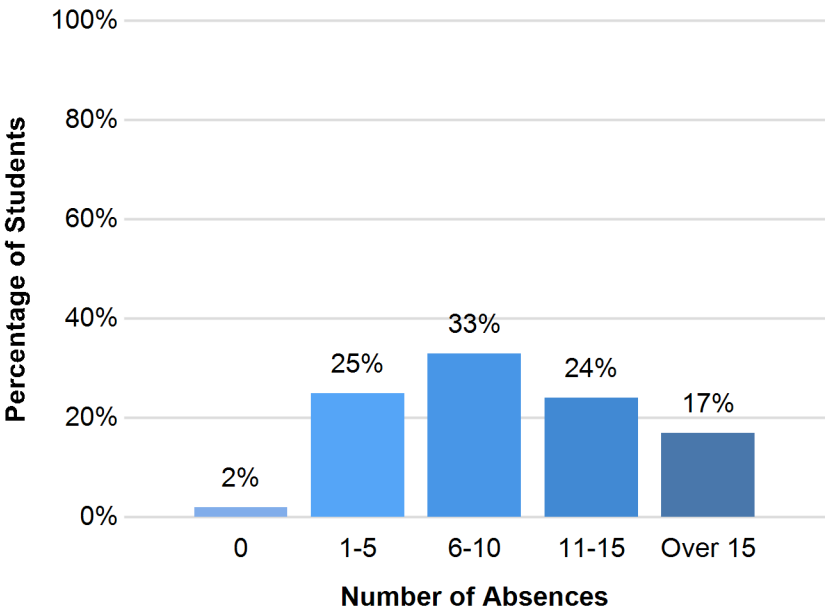
Chronic Absenteeism

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	33	11.7	8.9	Not Met
White	2	7.4	8.9	Met
Hispanic	19	11.2	8.9	Not Met
Black or African American	10	14.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	15.4	**	**
Female	15	10.2		
Male	18	13.2		
Economically Disadvantaged Students	26	12.2	8.9	Not Met
Students with Disabilities	11	12.9	8.9	Not Met
English Learners	4	18.2	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





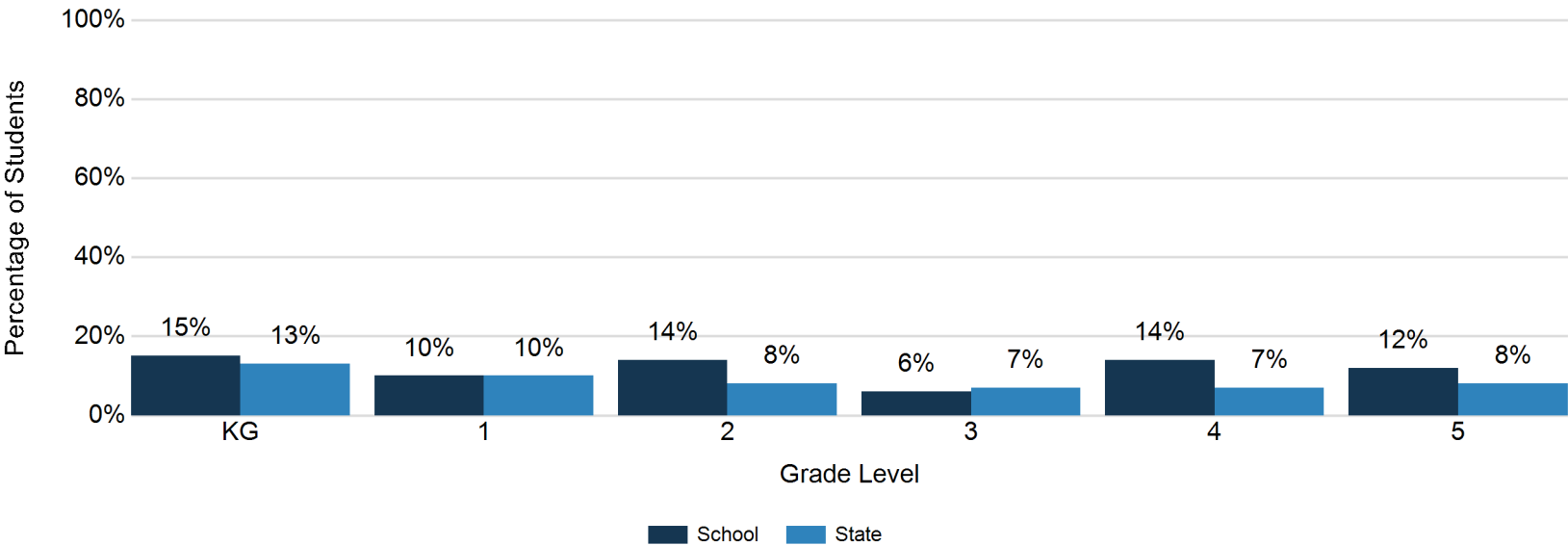
Dane Barse Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.74

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions
21



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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	13.0	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	90.3%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	9:1	14:1
Students to Administrators	269:1	226:1
Teachers to Administrators	31:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.2%	87.1%	0.0%	48.4%	77.1%	54.9%
Male	46.8%	12.9%	100.0%	51.6%	22.9%	45.1%
White	8.2%	77.4%	100.0%	42.4%	83.6%	77.4%
Hispanic	61.7%	12.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	24.9%	6.5%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	3.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	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	3.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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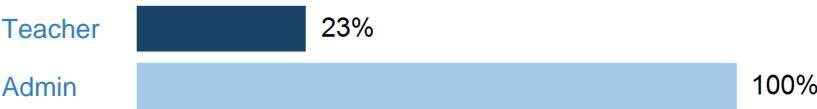
Teachers and Administrators - Level of Education

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

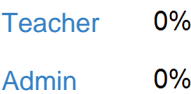
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.6%	48.5%	40.9%
Math Proficiency	30.8%	36.1%	32.8%
ELA Growth	46	40	36
Math Growth	55	34	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.9%	46.7%
Chronic Absenteeism	14.0%	8.4%	11.7%

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



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

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

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

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

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



Dane Barse Elementary School
(11-5390-095)
Grades Offered: KG-05
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	Not Met	Met Standard	**	Not Met	No
White	**	**	**	**	n/a	Met	No
Hispanic	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Met Target†	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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






Dane Barse Elementary School
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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none">• Technology is integrated in our curriculum. Students use Chromebooks and teachers have access to Apple TV and Chromecast.• Dedicated & Caring Staff
 <div>Mission, Vision, Theme:</div>	Dane Barse Elementary School is founded on the belief that all students will learn, and that behind every successful learner stands a close community of parents, teachers, and community members. Our goal is to ensure a safe, creative and caring educational environment which promotes self-esteem, sound character, responsibility and respect for diversity. Together we will empower our students to become the leaders of tomorrow.
 <div>Awards, Recognition, Accomplishments:</div>	Our students continue to show growth on standardized testing. Barse students are recognized for both academic and Student of the Month achievements.





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 <div>Courses, Curriculum, Instruction:</div>	Highly qualified teachers promote the academic progress of all students through a broad range of instructional programs. Educational programs are available to meet the diverse needs of students including Learners with Exceptional Abilities, accelerated students, English Language Learners and Special Education students. Technology is infused into the curriculum to enhance instruction.
 <div>Clubs and Activities:</div>	Safety Patrol, and Yearbook. Barse holds events throughout the school year that focus on family involvement and participation.





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 <div>Before and After School Programs:</div>	Our School Provides before school tutoring. Before and after school care is also available (onsite) through a provider.
 <div>Staff and Professional Learning:</div>	Staff collaborates during PLC meetings. This professional development allows staff to analyze assessment data, look at student growth and plan for effective instruction. Staff is provided opportunity to hold vertical meetings throughout the year. These meetings enable the staff to recognize any gaps in instruction.






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 <div>Student Supports and Services:</div>	<p>Basic Skills Instruction for struggling learners math and reading (daily "push-in" model K-3rd), ESL services, Various Guidance Groups (Social Skills, Organizational, Grief) and individual counseling offered</p>
 <div>Student Health and Wellness:</div>	<p>Breakfast is served daily to all students. Breakfast and lunch menus meet the nutritional guidelines.</p>
 <div>Parent and Community Involvement:</div>	<p>We have an active PTO. Our PTO holds several fundraisers during the year to provide for the following: field trips for students. The district provides a Parent Portal that gives access to families about student's grades,assignments, attendance, state testing data, and discipline referrals.</p>



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<div>A blue icon of a school building with a flag on top.</div> <div>Facilities:</div>	Barse school has been in continuous operation since 1950.
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Dane Barse Elementary School
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<div></div> <div>Other Information</div>	Recognizing that technology and technological skills are important to each student's future, Barse School has a 1:1 ratio of technology devices to students in all classrooms. Identified gifted students receive special services in academic enrichment provided by the academic teacher. Barse School believes that all children can and will learn. Our Affective Team, which includes our guidance counselor, social worker, nurse and principal, teaches parents the home to school connection needed to provide our students with the best academic and emotional support.
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Dr. William Mennies Elementary School
(11-5390-260)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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


Dr. William Mennies Elementary School

(11-5390-260)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Ms. Melanie Lovisone
Address	361 EAST GRANT AVENUE VINELAND, NJ 08360-7107
Phone Number	856-794-6957
Email Address	mlovisone@vineland.org
Website	http://www.vineland.org/william-h-mennies/
Facebook	https://www.facebook.com/MenniesSchool
Twitter	https://www.twitter.com/MenniesSchool



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	107	104	93
1	104	103	93
2	97	103	91
3	101	101	96
4	87	96	90
5	82	95	95
Total	578	602	558

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

Student Group	2016-17	2017-18	2018-19
Female	50.5%	52.7%	53.9%
Male	49.5%	47.3%	46.1%
Economically Disadvantaged Students	71.5%	70.8%	72.0%
Students with Disabilities	13.0%	12.6%	12.0%
English Learners	1.2%	1.5%	6.3%
Homeless Students	1.9%	1.0%	2.3%
Students in Foster Care	2.6%	2.7%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	30.3%	29.2%	20.3%
Hispanic	49.1%	51.2%	60.2%
Black or African American	15.9%	14.8%	14.2%
Asian	1.4%	1.5%	2.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.7%
Two or More Races	3.1%	3.2%	2.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	107	104	93

Enrollment by Home Language

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

Home Language	% of Students
English	83.7%
Spanish	12.4%
Turkish	1.6%
Other Languages	2.3%



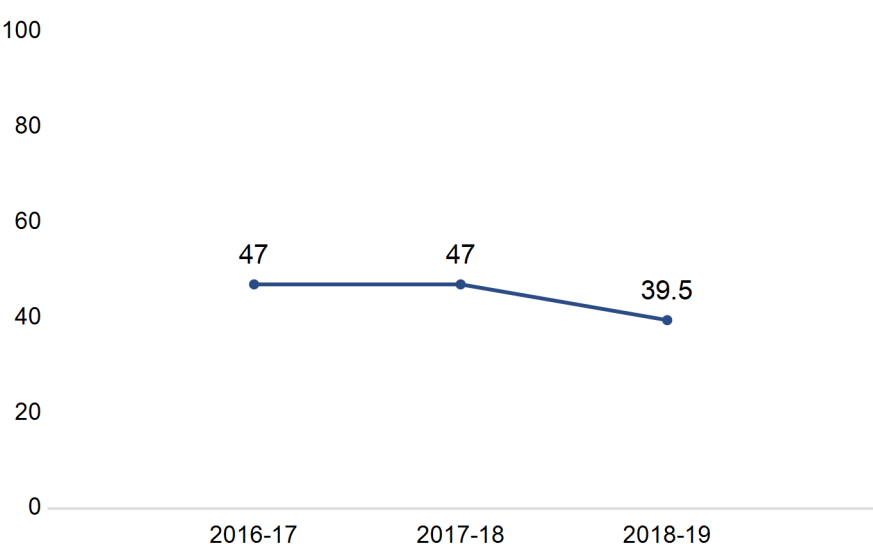
Dr. William Mennies Elementary School
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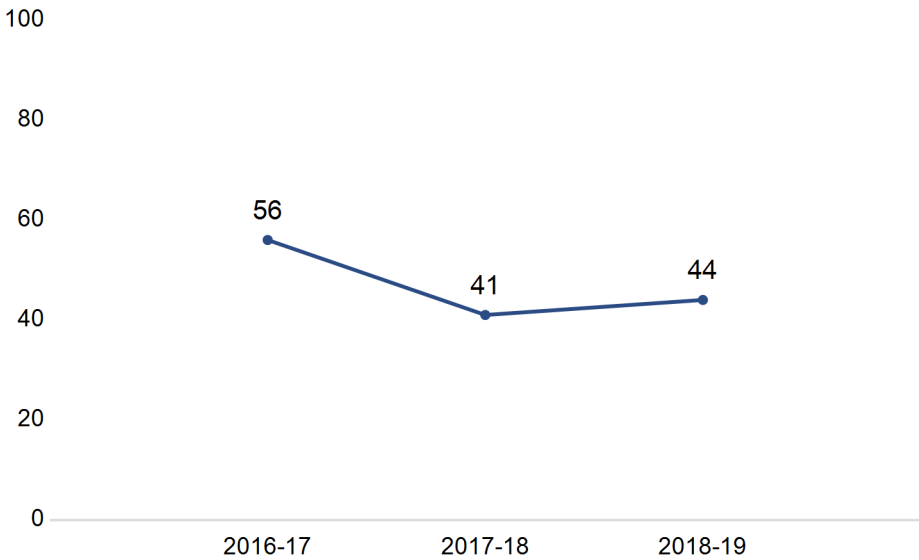
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	47	39.5	56	41	44
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	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	39.5	41	50	Not Met	44	44	50	Met Standard
White	45	42	50	Met Standard	55	46	52	Met Standard
Hispanic	37	41.5	49	Not Met	43	44	47	Met Standard
Black or African American	48	39	45	Met Standard	40	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	49	45	53	N	45	44	50	N
Male	33.5	38	47	N	43	44	51	N
Economically Disadvantaged Students	45	41	48	Met Standard	44	44	46	Met Standard
Students with Disabilities	41	37	43	Met Standard	54	43	45	Met Standard
English Learners	45.5	44	52	Met Standard	53.5	46	50	Met Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	N	57.5	42	N	N	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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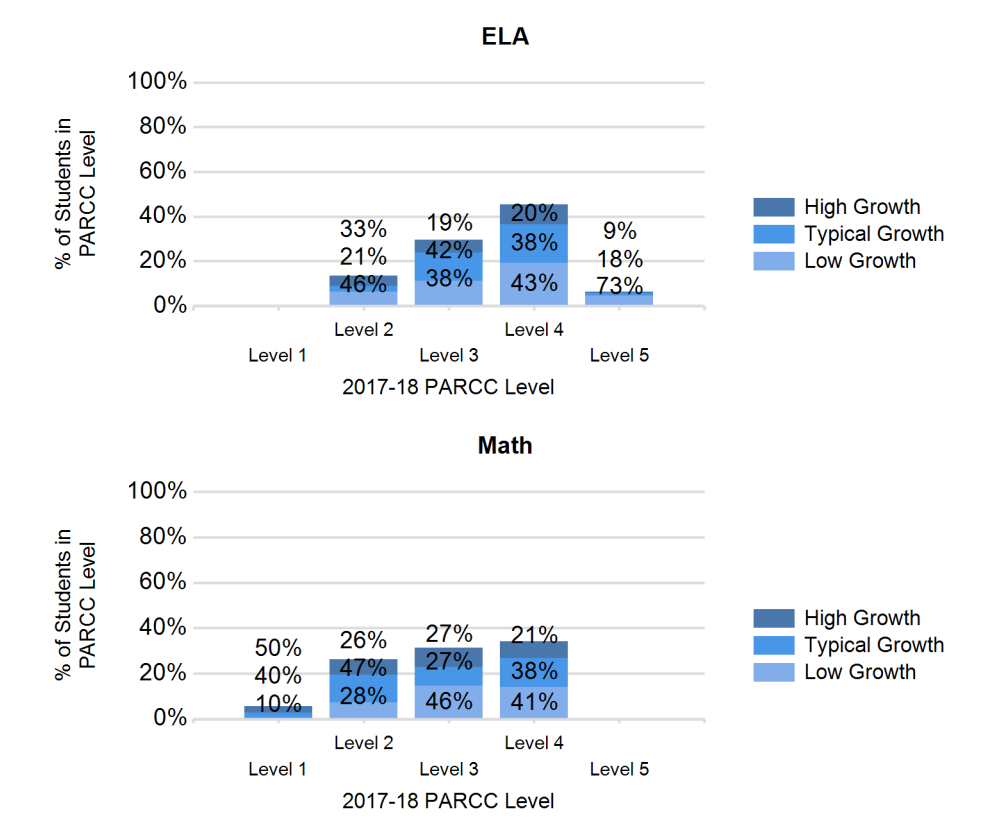
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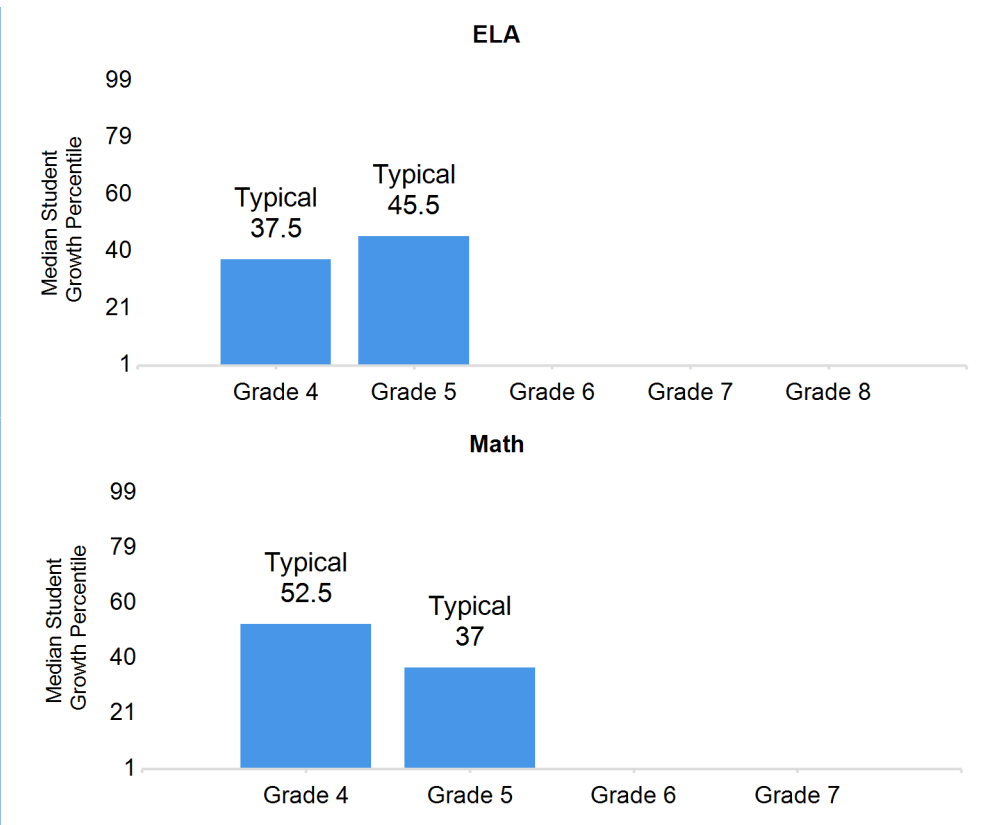
Student Growth by Performance Level

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.





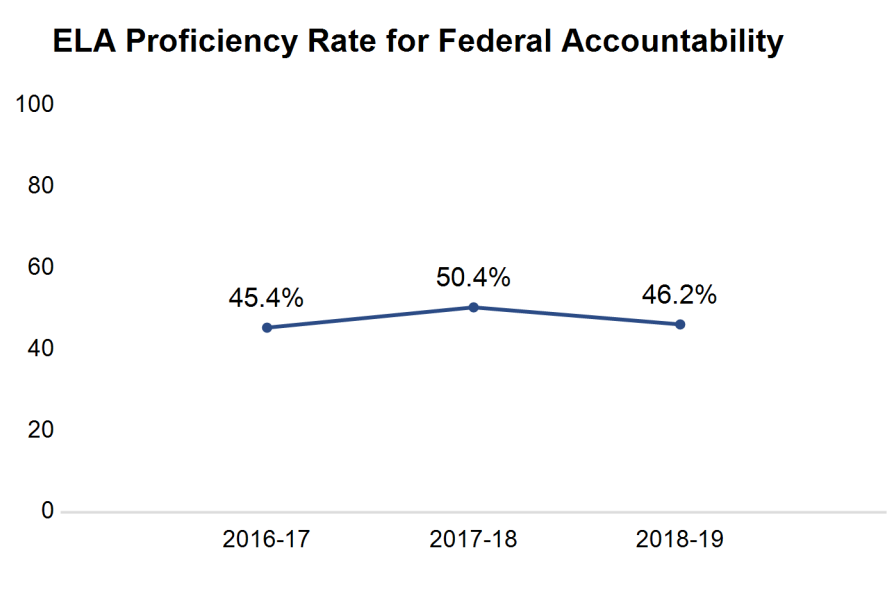
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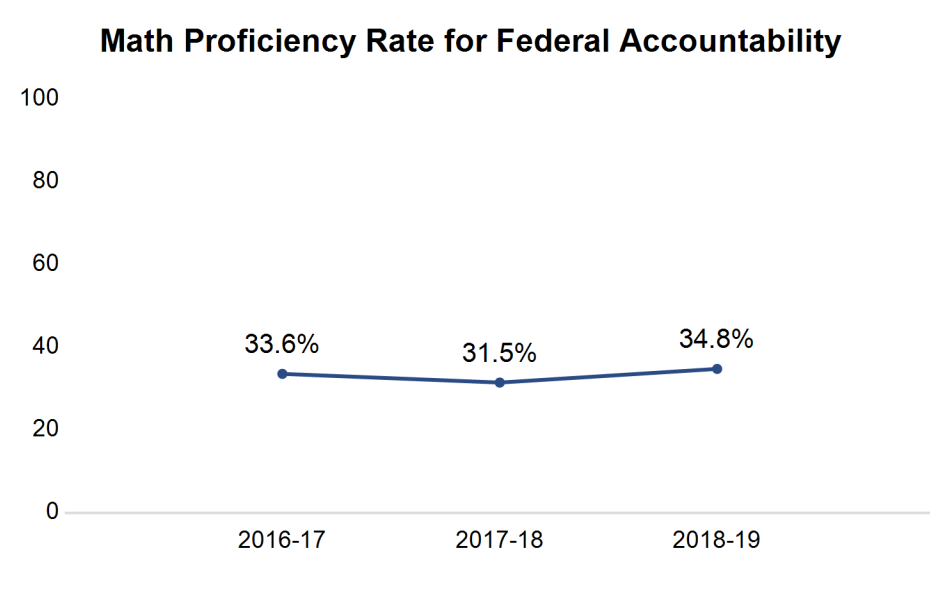
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.6%	99.3%	99.3%	99.6%	99.3%	99.6%
Proficiency Rate for Federal Accountability	45.4%	50.4%	46.2%	33.6%	31.5%	34.8%
Annual Target	34.9%	37.3%	39.6%	30.3%	32.9%	35.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	99.3	46.2	33.9	57.9	46.2	39.6	Met Target
White	61	96.9	50.8	48.1	66.9	50.8	46.6	Met Target
Hispanic	157	100.0	44.6	28.5	43.9	44.6	37.9	Met Target
Black or African American	40	100.0	42.5	*	38.5	42.5	35	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	149	99.3	51.0	39.7	64.8	51.0		
Male	124	99.2	40.3	28.4	51.3	40.3		
Economically Disadvantaged Students	193	99.5	43.5	28.1	40.0	43.5	34.4	Met Target
Non-Economically Disadvantaged Students	80	98.8	52.5	44.9	67.9	52.5		
Students with Disabilities	43	97.9	27.9	12.3	22.7	27.9	23.5	Met Target
Students without Disabilities	230	99.6	49.6	40.5	65.1	49.6		
English Learners	37	100.0	37.8	14.8	29.3	37.8	31.8	Met Target
Non-English Learners	236	99.2	47.5	37.4	60.6	47.5		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	24.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

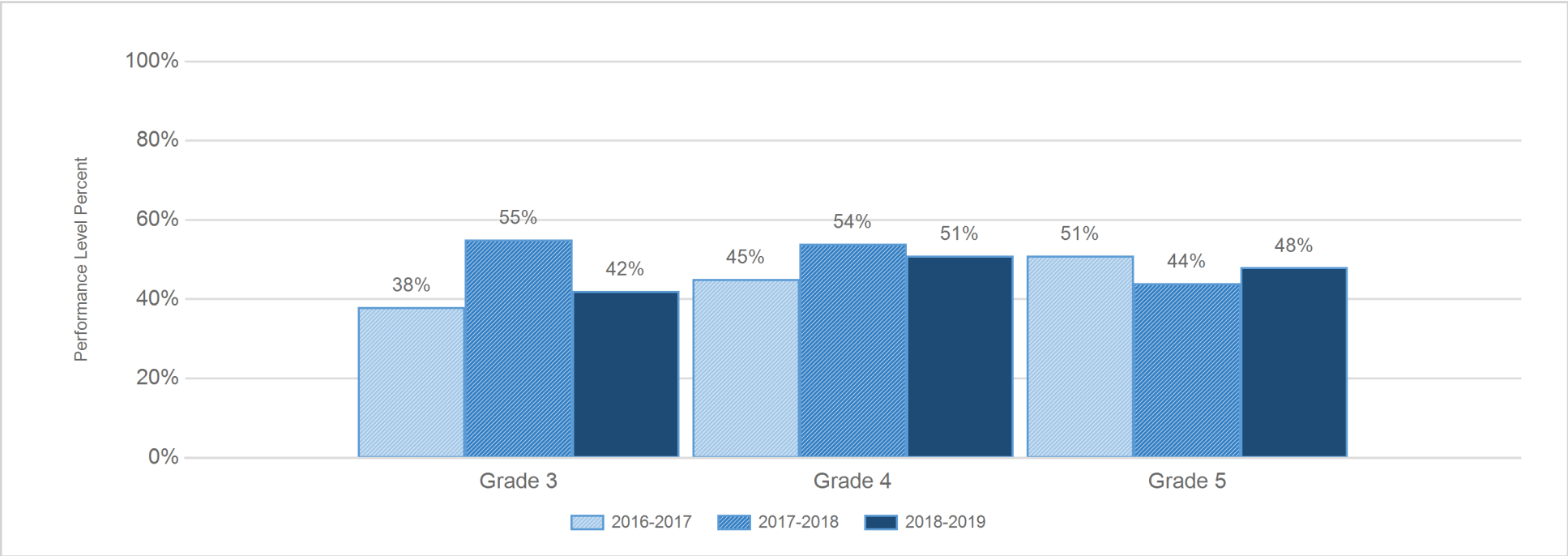


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English Language Arts Assessment - Performance Trends

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	744	738	748	*	20%	30%	*	*	42%	50%
White	18	738	752	757	*	*	*	*	*	39%	60%
Hispanic	63	747	733	734	*	16%	33%	*	*	43%	36%
Black or African American	11	738	731	731	*	*	*	*	*	45%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	55	747	742	753	*	*	*	*	*	44%	55%
Male	43	741	734	743	*	*	*	*	*	40%	46%
Economically Disadvantaged Students	74	742	732	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	24	751	750	759	*	*	*	*	*	54%	61%
Students with Disabilities	14	736	714	719	*	*	*	*	*	36%	24%
Students without Disabilities	84	746	744	754	*	*	*	*	*	43%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Dr. William Mennies Elementary School
(11-5390-260)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	750	737	755	*	15%	31%	*	*	51%	57%
White	20	754	747	763	0%	*	*	*	*	60%	67%
Hispanic	53	749	732	743	*	*	32%	*	*	49%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	47	752	*	760	*	*	30%	*	*	51%	62%
Male	44	748	*	750	*	*	32%	*	*	50%	53%
Economically Disadvantaged Students	63	749	732	740	*	*	*	*	*	49%	40%
Non-Economically Disadvantaged Students	28	751	745	765	*	*	*	*	*	54%	69%
Students with Disabilities	15	729	*	725	*	*	*	*	*	20%	25%
Students without Disabilities	76	754	*	761	*	*	*	*	*	57%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	750	741	756	*	16%	33%	*	*	48%	58%
White	24	756	753	764	*	*	*	*	*	54%	68%
Hispanic	46	748	736	743	*	*	35%	*	*	43%	44%
Black or African American	14	741	739	739	*	*	*	*	*	36%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	50	754	747	761	*	*	22%	*	*	58%	64%
Male	42	745	736	750	*	*	45%	*	*	36%	52%
Economically Disadvantaged Students	63	750	737	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	29	749	750	766	*	*	*	*	*	52%	69%
Students with Disabilities	17	744	716	724	*	*	*	*	*	29%	23%
Students without Disabilities	75	751	748	762	*	*	*	*	*	52%	65%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	99.6	34.8	*	44.5	34.8	35.5	Met Target†
White	61	98.4	44.3	39.9	54.1	44.3	40.7	Met Target
Hispanic	157	100.0	31.2	*	28.8	31.2	35.4	Met Target†
Black or African American	40	100.0	35.0	19.7	23.0	35.0	26.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	149	100.0	33.6	*	44.9	33.6		
Male	124	99.2	36.3	*	44.2	36.3		
Economically Disadvantaged Students	193	99.5	30.6	*	26.3	30.6	30.6	Met Target
Non-Economically Disadvantaged Students	80	100.0	45.0	*	54.9	45.0		
Students with Disabilities	43	100.0	34.9	11.5	17.4	34.9	25.8	Met Target
Students without Disabilities	230	99.6	34.8	30.4	50.0	34.8		
English Learners	37	100.0	35.1	14.6	25.0	35.1	31.8	Met Target
Non-English Learners	236	99.6	34.7	28.1	46.5	34.7		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	10.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

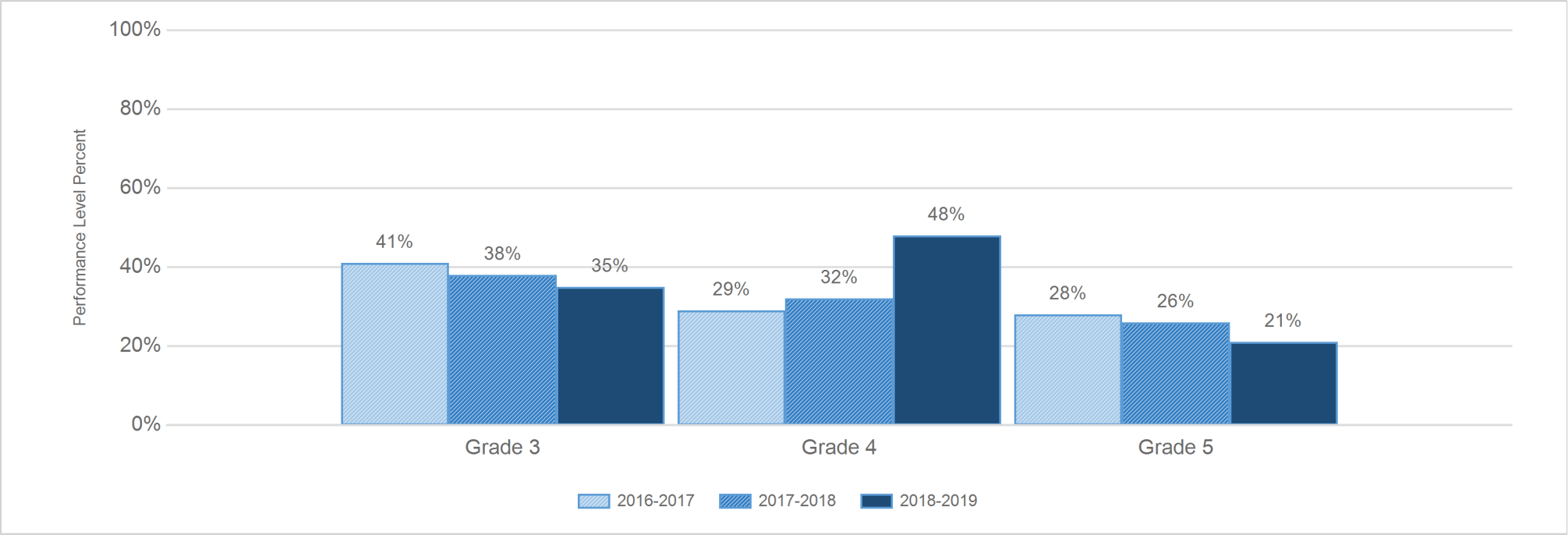


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	98	738	743	752	*	21%	37%	*	*	35%	55%
White	18	745	753	760	*	*	*	*	*	50%	66%
Hispanic	63	735	740	739	*	*	41%	29%	0%	29%	40%
Black or African American	11	733	736	735	*	0%	*	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	55	738	744	751	*	18%	42%	*	*	33%	54%
Male	43	738	742	752	*	26%	30%	*	*	37%	56%
Economically Disadvantaged Students	74	735	739	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	24	749	751	761	*	*	*	*	*	54%	67%
Students with Disabilities	14	740	727	731	*	*	*	*	*	50%	31%
Students without Disabilities	84	738	747	756	*	*	*	*	*	32%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	745	734	749	*	16%	30%	*	*	48%	51%
White	20	750	742	757	*	*	*	60%	0%	60%	62%
Hispanic	53	744	730	737	*	19%	32%	*	*	43%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	47	744	*	749	*	*	26%	*	*	49%	50%
Male	44	746	*	749	*	*	34%	*	*	48%	52%
Economically Disadvantaged Students	63	743	729	734	*	*	*	*	*	46%	32%
Non-Economically Disadvantaged Students	28	750	742	759	*	*	*	*	*	54%	63%
Students with Disabilities	15	732	*	726	*	*	*	*	*	40%	25%
Students without Disabilities	76	748	*	754	*	*	*	*	*	50%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	734	732	747	*	41%	36%	*	*	21%	47%
White	24	741	743	755	0%	*	42%	*	*	29%	58%
Hispanic	46	734	729	735	*	48%	33%	*	*	17%	30%
Black or African American	14	723	726	729	*	*	*	*	*	14%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	50	734	732	747	*	40%	36%	*	*	20%	47%
Male	42	735	733	747	*	43%	36%	*	*	21%	47%
Economically Disadvantaged Students	63	734	729	732	*	40%	*	*	*	17%	27%
Non-Economically Disadvantaged Students	29	735	739	757	*	45%	*	*	*	28%	59%
Students with Disabilities	17	731	718	725	*	*	*	*	*	18%	19%
Students without Disabilities	75	735	736	752	*	*	*	*	*	21%	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	33.3%	56.6%	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	*	*	*
3-4	10	90.0%	10.0%
5 or more	14	85.7%	14.3%



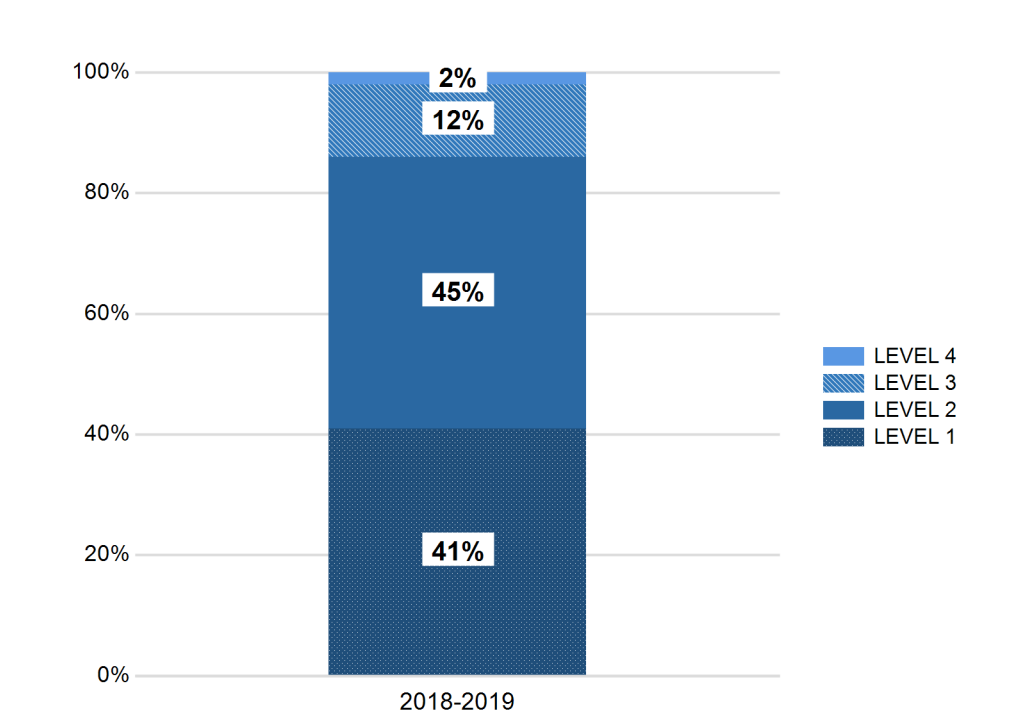
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	41	45	12	2
White	33	50	8	8
Hispanic	40	42	18	0
Black or African American	60	40	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	40	44	12	4
Male	43	45	12	0
Economically Disadvantaged Students	38	46	15	0
Non-Economically Disadvantaged Students	48	41	4	7
Students with Disabilities	59	35	0	6
Students without Disabilities	37	47	15	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

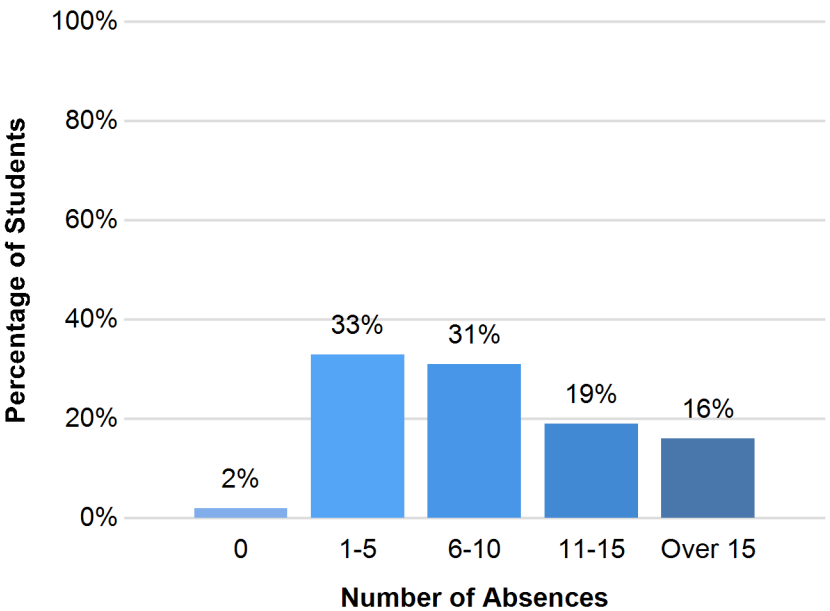
Chronic Absenteeism

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	76	13.0	8.9	Not Met
White	17	14.5	8.9	Not Met
Hispanic	47	13.2	8.9	Not Met
Black or African American	10	12.2	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	13.3	**	**
Female	37	11.7		
Male	39	14.6		
Economically Disadvantaged Students	63	14.9	8.9	Not Met
Students with Disabilities	15	17.9	8.9	Not Met
English Learners	8	18.6	8.9	Not Met
Homeless Students	6	42.9		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





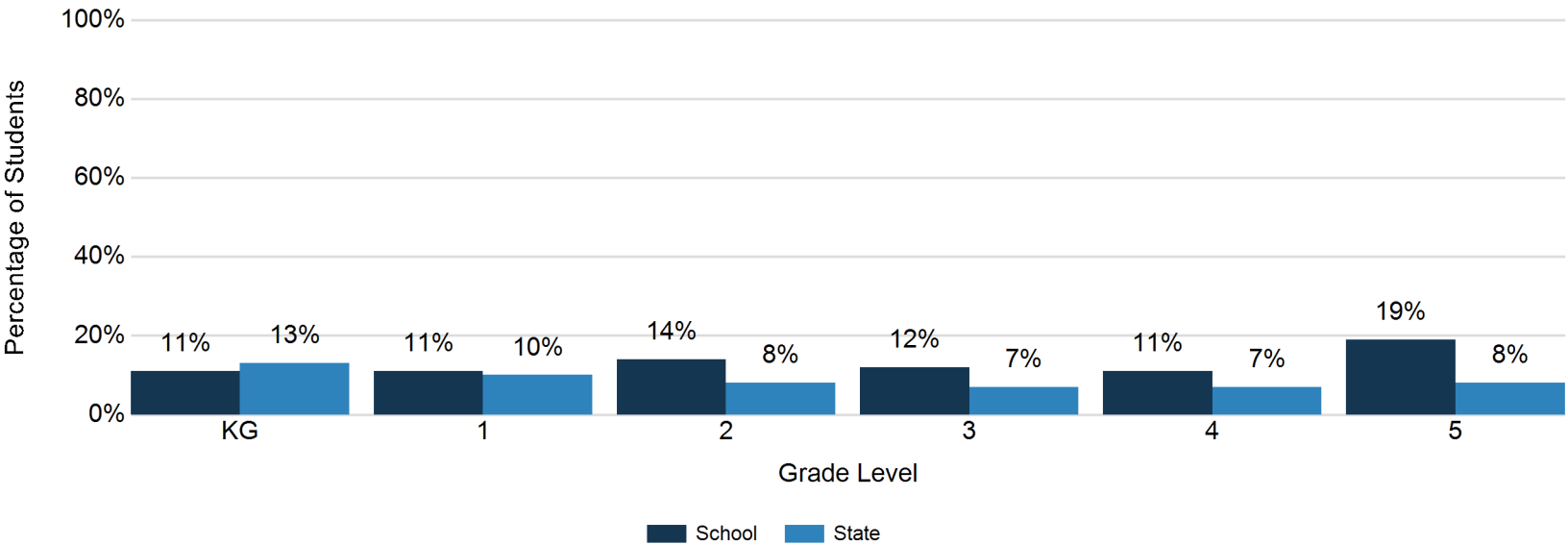
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Dr. William Mennies Elementary School

(11-5390-260)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	20
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	4.12

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	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	1	2
No Identified Nature	1		1

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	15
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	26	4.7%
Any Suspension	26	4.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
72



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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	47	118,214
Average years experience in public schools	15.9	12.1
Average years experience in district	15.9	10.8
Percentage of Teachers with 4 or more years experience in the district	95.7%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	12:1	14:1
Students to Administrators	279:1	226:1
Teachers to Administrators	24:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	53.9%	85.1%	100.0%	48.4%	77.1%	54.9%
Male	46.1%	14.9%	0.0%	51.6%	22.9%	45.1%
White	20.3%	93.6%	100.0%	42.4%	83.6%	77.4%
Hispanic	60.2%	6.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.2%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	2.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.7%	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	2.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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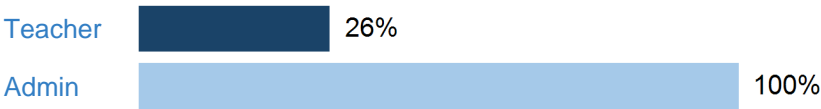
Teachers and Administrators - Level of Education

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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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	45.4%	50.4%	46.2%
Math Proficiency	33.6%	31.5%	34.8%
ELA Growth	47	47	40
Math Growth	56	41	44
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	33.3%
Chronic Absenteeism	16.3%	13.3%	13.0%

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



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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Celebrating 79 years of excellence, Dr. William Mennies School strives to provide a rich academic and social-emotional curriculum to ensure our students are challenged. Our students aim to "Be the Reason Someone Smiles Today!" Visitors to Mennies School will meet Cole, our deaf therapy dog, in the hallways.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>"Dr. William Mennies School, in partnership with our families and the community, will provide a positive and successful education for our students. We will encourage our students to achieve their personal best, offer opportunities to become respectful, responsible, and caring students, and embrace lifelong learning in a safe and caring environment. At Mennies School, we believe: All children can learn. All children benefit from developmentally appropriate practices and strategies. All children deserve a high quality education that meets and supports individual needs. Character traits, such as respect, responsibility, and caring, deserve the same attention as academic skills. Children learn best in a safe, caring environment that values collaboration, diversity, and respect."</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>"Continued student growth on PARCC; Promising Practices Award from Character Education Partnership; Mennies' Spanish Teacher, Caleb Howard, Named Foreign Language Educators State and Regional Teacher of the Year in 2017-2018"</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>The Vineland Public Schools has aligned curriculum to meet New Jersey Student Learning Standards. Through a rigorous District Development and Renewal Process, all subject areas meet the high standards to ensure academic and personal success of all students.</p>
 <div>Clubs and Activities:</div>	<p>The Fine Arts Club is available for students in grades 4 and 5. Practicing weekly throughout the school year, Fine Arts Club members present A Tribute to Veterans in addition to a spring musical. Several other clubs are offered to students in kindergarten through fifth grade, including Cooking Breakfast Club, Fancy Nancy Book Club, Board Game Club, STEM Club, Robotics Club, and Mennies Manners Club. Selected students in the upper elementary grades also participate in the School Climate Council.</p>



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<div>  <div>Before and After School Programs:</div> </div>	<div>The local YMCA provides a before and after care program, which is fee-based.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Professional learning opportunities are embedded in teachers' daily practice. Common teacher preparation times allow for daily collaborative planning in grade levels. In addition, teachers meet in weekly Professional Learning Communities to monitor student instruction and analyze student data. Teachers also document progress toward meeting common learning targets and goals in these meetings. Throughout the school year, teachers may attend professional development sessions focused on best practices in the subject areas along with STEM teaching strategies.</div>






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 <div>Student Supports and Services:</div>	<p>Many programs are in place to assist students on a daily basis, such as (2) Guidance Counselors, (1) Social Worker, Crisis Team, Child Study Team, Speech Therapy, Occupational and Physical Therapy. A dedicated team of Basic Skills teachers provides supplemental instruction daily to those children in need of intensive academic intervention. (1) English as a Second Language Teacher and (4) Special Education Teachers work to provide individualized instruction.</p>
 <div>Student Health and Wellness:</div>	<p>Dr. Mennies School believes that social-emotional health is just as important as academic skills. Students learn about the Growth Mindset along with mindfulness strategies to improve personal success. Our school nurse is available daily to assist students in need, as our Guidance Team works with students in small groups and individually. Family events are centered around student health and wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>The Dr. Mennies Parent Teacher Organization meets monthly. A core group of parents and teachers effectively fund raise to provide field trips and family events for our students. Our Fine Arts Club has secured a community-based partnership with Century Bank, while the local Kohl's store often sends volunteers to school events and family nights.</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, Dr. Mennies School anonymously surveys students, parents, and staff regarding their feelings on climate, culture, and safety. Over 98% of students, parents, and staff feel that Dr. Mennies School is a positive, safe, and secure learning environment.</p>
 <div>Facilities:</div>	<p>The original Dr. Mennies School, built in 1899, was named after Dr. William Mennies, a prominent dentist, longtime Board of Education member and president, and distinguished civic leader. After a devastating fire in December 1976, plans were made for the new Dr. William Mennies School to be built at 361 E. Grant Avenue in Vineland. The "new" Dr. Mennies School opened in 1979. It was designed with 26 open-classrooms, housed in five quads and three twins as was popular as the time. This innovative design allowed students to flow freely from one classroom to another for leveled instruction. In 1996, solid partitions and walls of storage space were added to enclose the open-space to minimize distractions from learning. Presently, Dr. Mennies houses 30 classrooms in addition to supplemental teaching areas, a large all-purpose room, media center, art room, and music room.</p>
 <div>School Safety:</div>	<p>School safety is a high priority at Dr. Mennies School. All staff members are trained in crisis response techniques. Our security guard is familiar with all of our students and families.</p>




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 <div>Technology and STEM:</div>	"1:1 Ratio of Chromebooks; Smartboard 6000 series in most classrooms; Apple iPads and TVs available throughout the building Robotics provided to improve coding skills"
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Dr. William Mennies Elementary School
(11-5390-260)
Grades Offered: KG-05
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.

<div><div>Other Information</div></div>	<p>Our core character traits are Respect, Responsibility, and Caring. These traits are embedded in daily lessons, in addition to our Code of Conduct. Students take the Mennies School Pledge each morning as a promise to uphold these traits in their daily lives.</p>
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Gloria M Sabater Elementary School
(11-5390-075)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Gloria M Sabater Elementary School**

(11-5390-075)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mr. Jeffrey DuBois
Address	301 SOUTH EAST BLVD VINELAND, NJ 08360-3001
Phone Number	856-641-8502
Email Address	jdubois@vineland.org
Website	http://www.vineland.org/sabater/
Facebook	https://www.facebook.com/Gloria-M-Sabater-Elementary-School-257652671578281/



Gloria M Sabater Elementary School

(11-5390-075)

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	139	125	128
1	116	131	145
2	123	126	148
3	120	126	144
4	131	147	160
5	134	127	151
Total	763	782	876

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

Student Group	2016-17	2017-18	2018-19
Female	49.9%	49.9%	48.5%
Male	50.1%	50.1%	51.5%
Economically Disadvantaged Students	93.6%	95.8%	93.5%
Students with Disabilities	14.5%	14.7%	13.6%
English Learners	31.2%	37.2%	50.2%
Homeless Students	1.7%	3.5%	3.9%
Students in Foster Care	0.4%	0.3%	0.5%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.1%	0.1%

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	2.5%	2.7%	1.7%
Hispanic	87.5%	90.8%	91.8%
Black or African American	7.7%	4.9%	4.6%
Asian	0.8%	0.5%	0.7%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.4%	0.4%	0.2%
Two or More Races	1.0%	0.8%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	139	125	128

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	69.9%
English	29.5%
Other Languages	0.7%



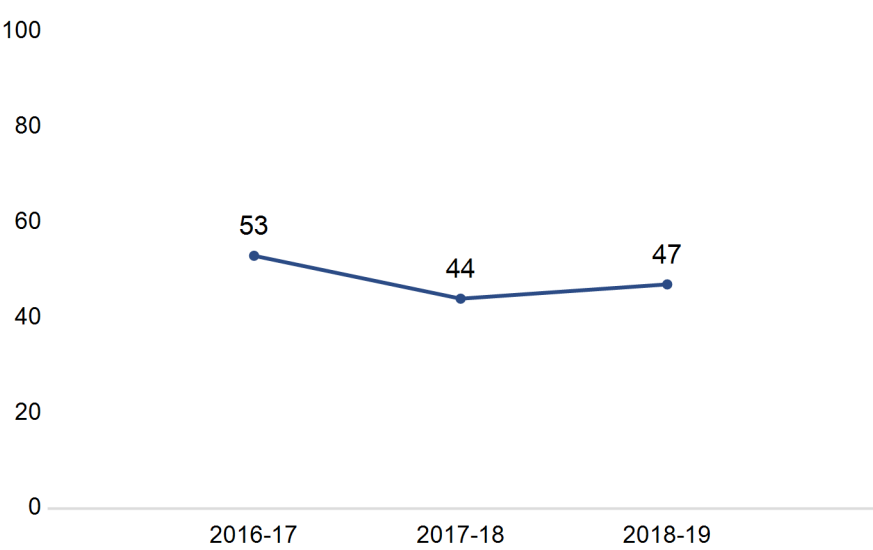
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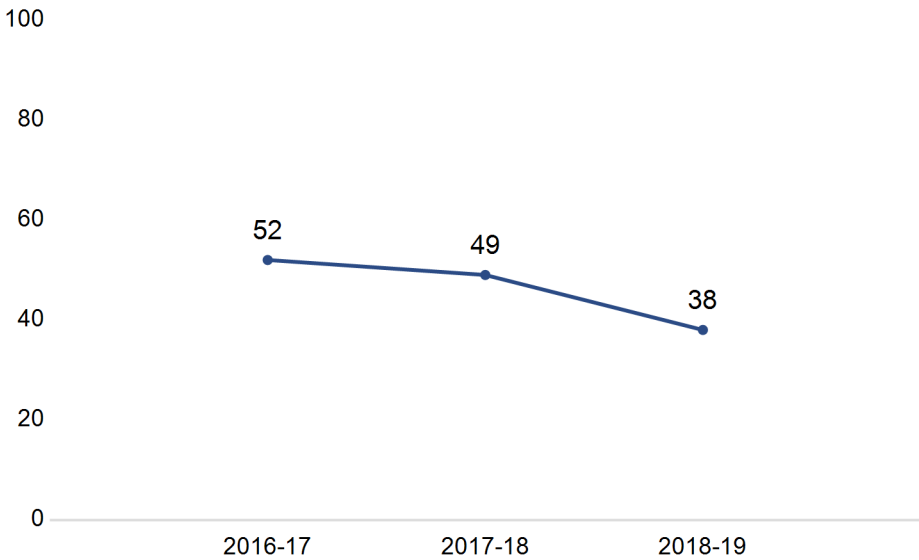
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	44	47	52	49	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Gloria M Sabater Elementary School

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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	47	41	50	Met Standard	38	44	50	Not Met
White	*	42	50	**	*	46	52	**
Hispanic	46	41.5	49	Met Standard	38	44	47	Not Met
Black or African American	63	39	45	**	41	42	43	**
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	N	65	56	**	N	38	51.5	**
Two or More Races	N	32	49	**	N	45	52	**
Female	56	45	53	N	38	44	50	N
Male	43.5	38	47	N	38	44	51	N
Economically Disadvantaged Students	48	41	48	Met Standard	38	44	46	Not Met
Students with Disabilities	46	37	43	Met Standard	30	43	45	Not Met
English Learners	44	44	52	Met Standard	38	46	50	Not Met
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	*	*	51	N



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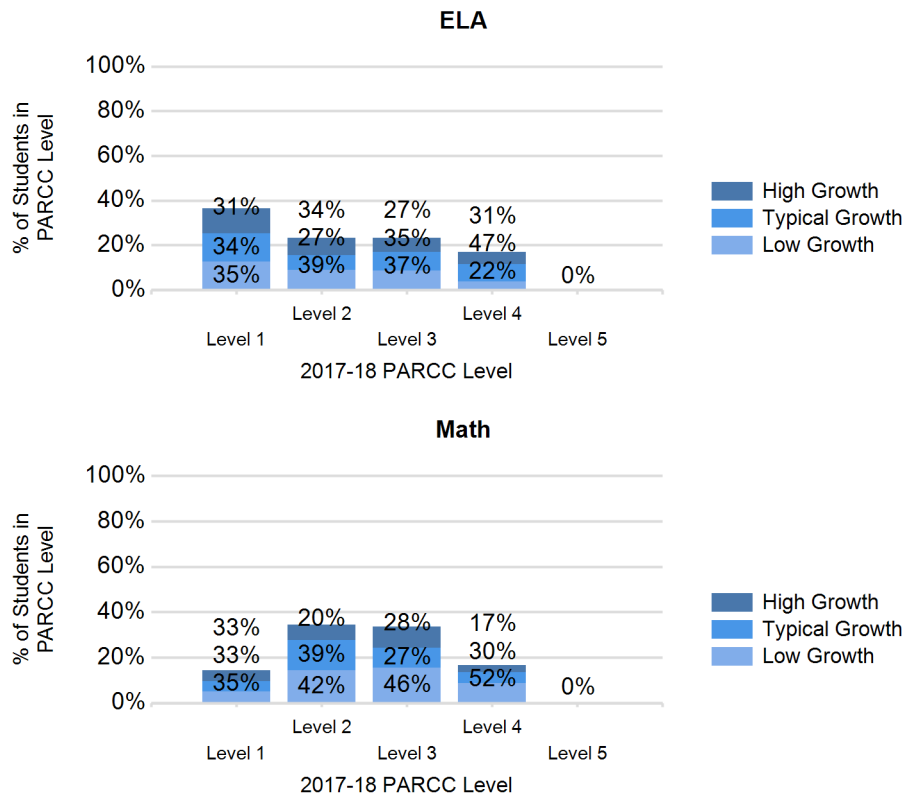
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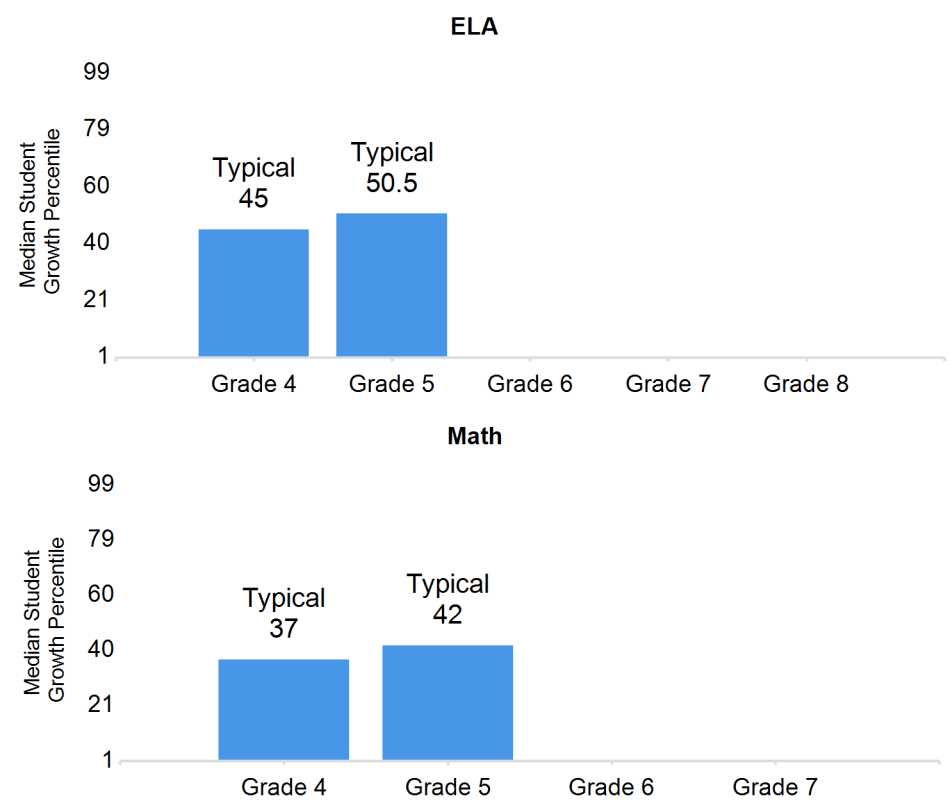
Student Growth by Performance Level

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.





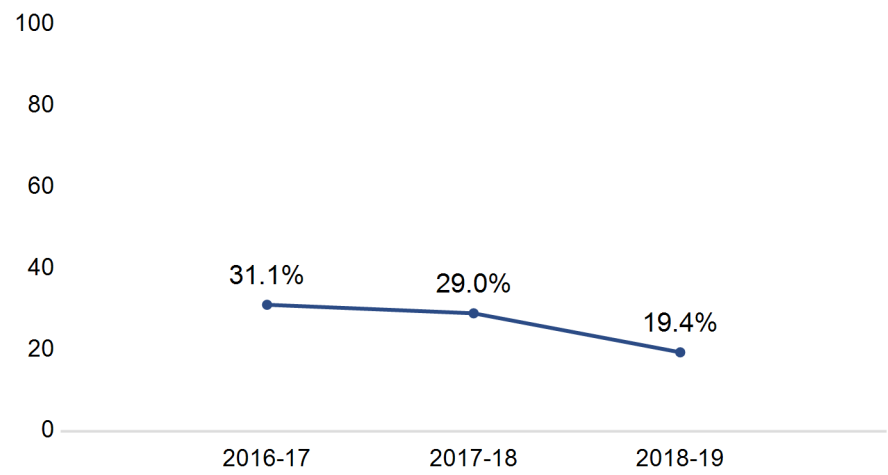
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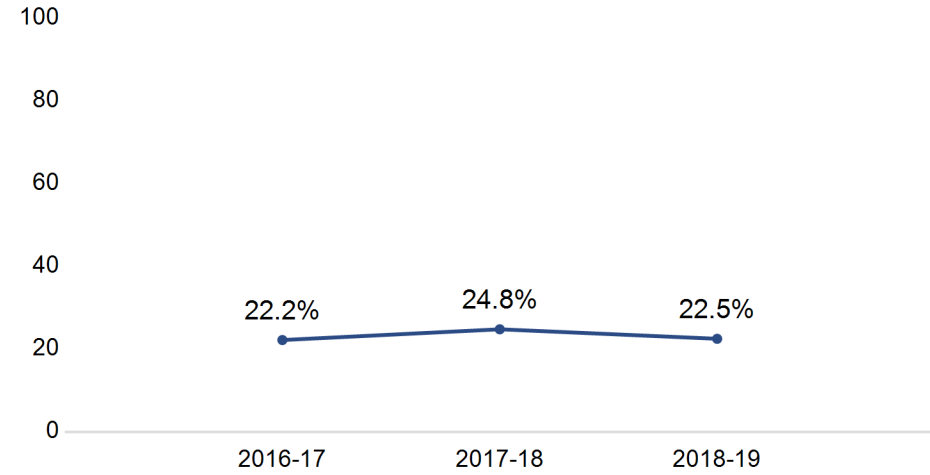
English Language Arts and Mathematics Performance Trends

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%	99.5%	99.3%	99.8%	99.3%	99.1%
Proficiency Rate for Federal Accountability	31.1%	29.0%	19.4%	22.2%	24.8%	22.5%
Annual Target	27.5%	30.2%	33.0%	23.7%	26.6%	29.6%
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	427	99.3	19.4	33.9	57.9	19.4	33	Not Met
White	10	100.0	40.0	48.1	66.9	40.0	**	**
Hispanic	390	99.5	18.5	28.5	43.9	18.5	33.3	Not Met
Black or African American	19	95.8	21.1	*	38.5	21.1	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	28.6	56.0	N	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	210	98.6	22.4	39.7	64.8	22.4		
Male	217	100.0	16.6	28.4	51.3	16.6		
Economically Disadvantaged Students	381	99.2	19.4	28.1	40.0	19.4	32.5	Not Met
Non-Economically Disadvantaged Students	46	100.0	19.6	44.9	67.9	19.6		
Students with Disabilities	68	98.6	20.6	12.3	22.7	20.6	29.1	Not Met
Students without Disabilities	359	99.5	19.2	40.5	65.1	19.2		
English Learners	250	100.0	*	14.8	29.3	*	22.2	Not Met
Non-English Learners	177	98.5	*	37.4	60.6	*		
Homeless Students	11	100.0	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

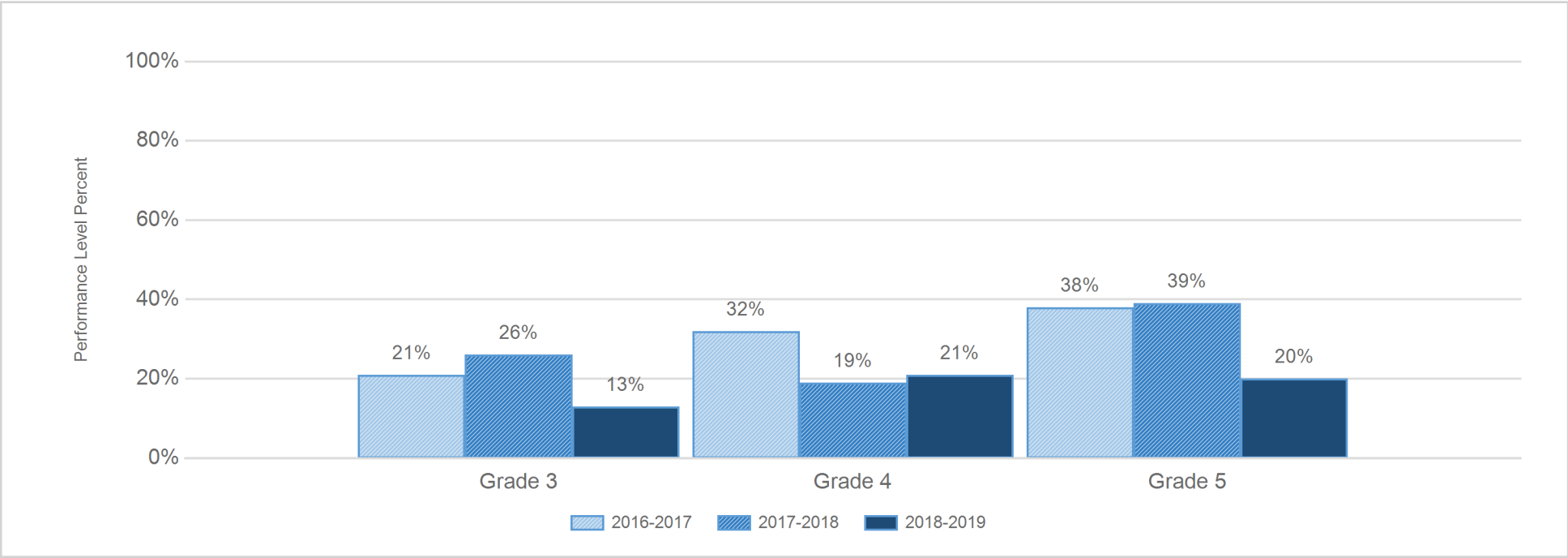


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English Language Arts Assessment - Performance Trends

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	136	714	738	748	34%	29%	24%	13%	0%	13%	50%
White	*	*	752	757	*	*	*	*	*	*	60%
Hispanic	118	713	733	734	34%	30%	24%	13%	0%	13%	36%
Black or African American	10	714	731	731	*	*	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	67	717	742	753	30%	31%	27%	*	*	12%	55%
Male	69	712	734	743	38%	28%	20%	*	*	14%	46%
Economically Disadvantaged Students	120	715	732	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	16	711	750	759	*	*	*	*	*	13%	61%
Students with Disabilities	19	700	714	719	*	*	*	*	*	*	24%
Students without Disabilities	117	717	744	754	*	*	*	*	*	*	56%
English Learners	70	704	710	713	*	*	*	*	*	*	17%
Non-English Learners	66	726	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	151	720	737	755	32%	25%	23%	*	*	21%	57%
White	*	*	747	763	*	*	*	*	*	*	67%
Hispanic	139	718	732	743	35%	24%	22%	*	*	19%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	75	726	*	760	25%	23%	28%	*	*	24%	62%
Male	76	714	*	750	39%	26%	17%	*	*	17%	53%
Economically Disadvantaged Students	135	720	732	740	*	*	*	*	*	20%	40%
Non-Economically Disadvantaged Students	16	716	745	765	*	*	*	*	*	25%	69%
Students with Disabilities	22	715	*	725	50%	*	*	*	*	23%	25%
Students without Disabilities	129	721	*	761	29%	*	*	*	*	20%	64%
English Learners	85	700	706	720	*	*	*	*	*	*	17%
Non-English Learners	66	746	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	142	722	741	756	24%	30%	26%	*	*	20%	58%
White	*	*	753	764	*	*	*	*	*	*	68%
Hispanic	133	722	736	743	25%	29%	26%	*	*	20%	44%
Black or African American	*	*	739	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	70	727	747	761	19%	29%	26%	*	*	27%	64%
Male	72	718	736	750	29%	31%	26%	*	*	14%	52%
Economically Disadvantaged Students	127	722	737	740	*	*	*	*	*	20%	39%
Non-Economically Disadvantaged Students	15	720	750	766	*	*	*	*	*	20%	69%
Students with Disabilities	14	703	716	724	*	*	*	*	*	*	23%
Students without Disabilities	128	724	748	762	*	*	*	*	*	*	65%
English Learners	64	703	705	713	*	*	*	*	*	*	11%
Non-English Learners	78	738	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	*	*	*	723	*	*	*	*	*	*	26%



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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	432	99.1	22.5	*	44.5	22.5	29.6	Not Met
White	10	100.0	20.0	39.9	54.1	20.0	**	**
Hispanic	395	99.3	21.8	*	28.8	21.8	30.7	Not Met
Black or African American	19	95.8	26.3	19.7	23.0	26.3	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	23.8	42.7	N	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	211	98.2	21.3	*	44.9	21.3		
Male	221	100.0	23.5	*	44.2	23.5		
Economically Disadvantaged Students	385	99.0	22.3	*	26.3	22.3	29.1	Not Met
Non-Economically Disadvantaged Students	47	100.0	23.4	*	54.9	23.4		
Students with Disabilities	68	98.6	20.6	11.5	17.4	20.6	30.2	Not Met
Students without Disabilities	364	99.2	22.8	30.4	50.0	22.8		
English Learners	255	100.0	16.9	14.6	25.0	16.9	22.2	Not Met
Non-English Learners	177	98.0	30.5	28.1	46.5	30.5		
Homeless Students	13	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

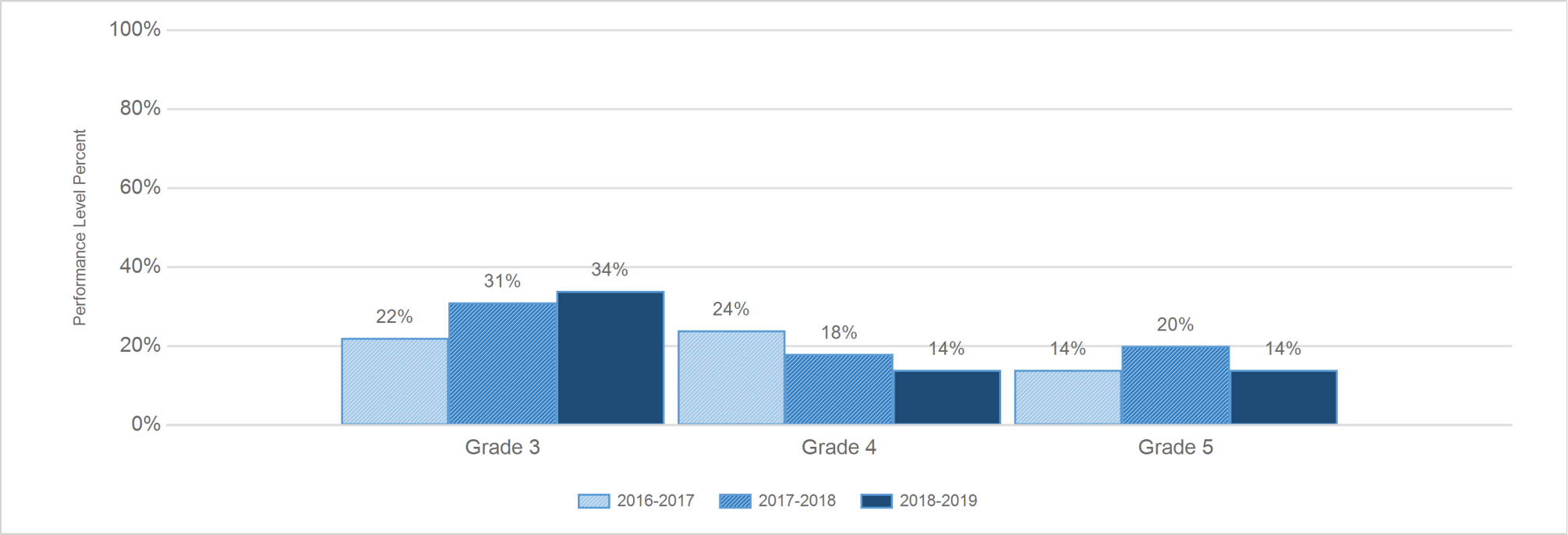


Gloria M Sabater Elementary School
(11-5390-075)
Grades Offered: KG-05
2018-2019

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.



Gloria M Sabater Elementary School

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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	141	738	743	752	10%	22%	34%	*	*	34%	55%
White	*	*	753	760	*	*	*	*	*	*	66%
Hispanic	123	739	740	739	8%	24%	34%	*	*	34%	40%
Black or African American	10	736	736	735	*	*	*	*	*	40%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	67	739	744	751	*	24%	30%	*	*	37%	54%
Male	74	737	742	752	*	20%	38%	*	*	31%	56%
Economically Disadvantaged Students	125	738	739	737	*	*	*	*	*	34%	37%
Non-Economically Disadvantaged Students	16	737	751	761	*	*	*	*	*	31%	67%
Students with Disabilities	20	720	727	731	*	*	*	*	*	10%	31%
Students without Disabilities	121	741	747	756	*	*	*	*	*	38%	60%
English Learners	74	740	735	728	*	22%	34%	*	*	38%	26%
Non-English Learners	67	737	744	754	*	22%	34%	*	*	30%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	723	734	749	14%	39%	33%	14%	0%	14%	51%
White	*	*	742	757	*	*	*	*	*	*	62%
Hispanic	142	723	730	737	14%	39%	33%	14%	0%	14%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	76	724	*	749	13%	36%	38%	13%	0%	13%	50%
Male	78	723	*	749	14%	42%	28%	15%	0%	15%	52%
Economically Disadvantaged Students	138	724	729	734	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	16	721	742	759	*	*	*	*	*	13%	63%
Students with Disabilities	22	715	*	726	*	55%	*	*	*	14%	25%
Students without Disabilities	132	725	*	754	*	36%	*	*	*	14%	56%
English Learners	88	715	716	722	*	*	*	*	*	*	18%
Non-English Learners	66	735	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	145	721	732	747	17%	40%	30%	*	*	14%	47%
White	*	*	743	755	*	*	*	*	*	*	58%
Hispanic	136	722	729	735	15%	40%	30%	*	*	14%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	71	721	732	747	*	*	*	*	*	*	47%
Male	74	722	733	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	129	722	729	732	*	*	*	*	*	14%	27%
Non-Economically Disadvantaged Students	16	718	739	757	*	*	*	*	*	13%	59%
Students with Disabilities	14	712	718	725	*	*	*	*	*	*	19%
Students without Disabilities	131	722	736	752	*	*	*	*	*	*	52%
English Learners	67	714	714	718	*	*	*	*	*	*	12%
Non-English Learners	78	728	735	749	*	*	*	*	*	*	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	*	*	*	716	*	*	*	*	*	*	17%



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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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	36.6%	56.6%	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	105	*	*
3-4	142	*	*
5 or more	186	89.8%	10.2%



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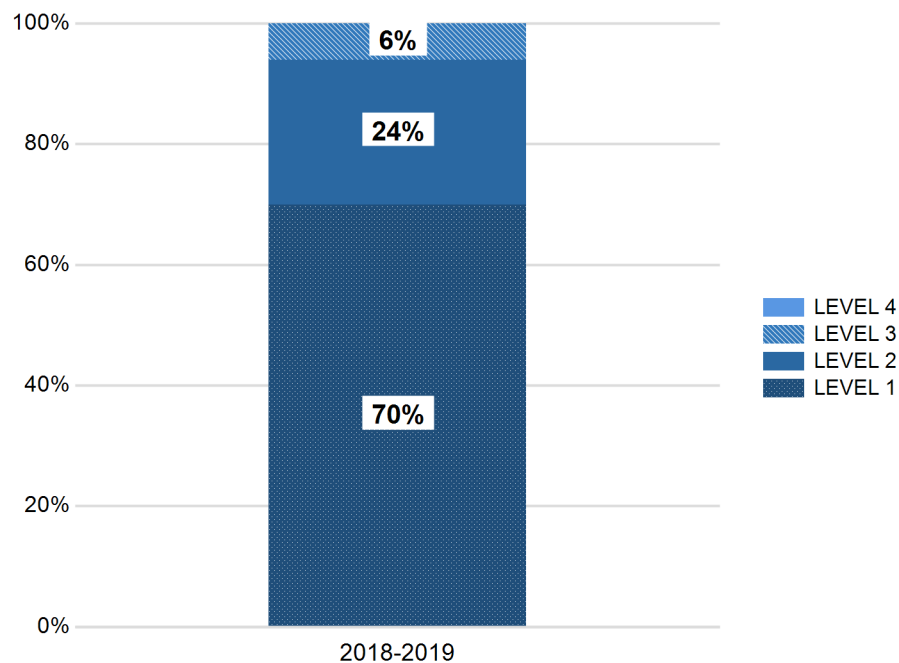
Report Key:

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	24	6	0
White	*	*	*	*
Hispanic	69	26	5	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	72	25	3	0
Male	69	23	8	0
Economically Disadvantaged Students	70	24	6	0
Non-Economically Disadvantaged Students	72	22	6	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	87	12	1	0
Non-English Learners	56	35	9	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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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.

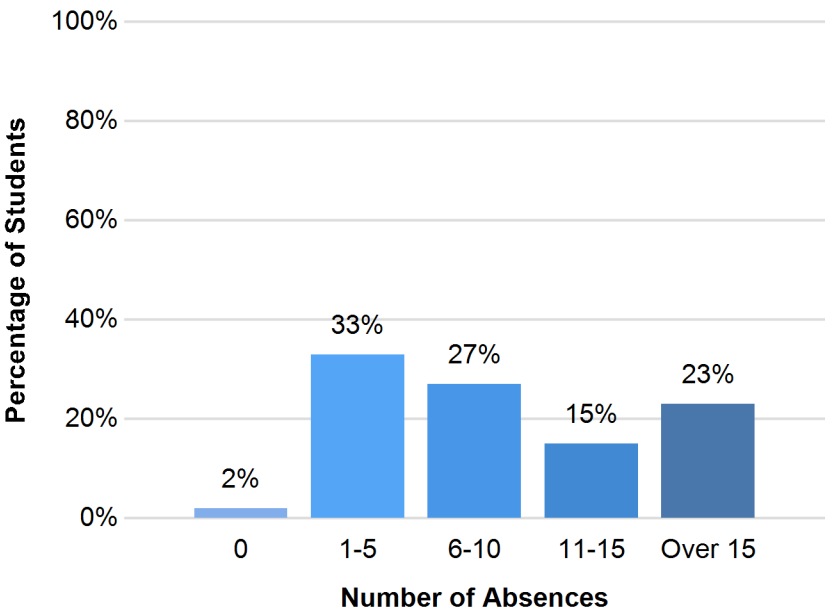
Chronic Absenteeism

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	157	18.4	8.9	Not Met
White	4	26.7	**	**
Hispanic	134	17.1	8.9	Not Met
Black or African American	13	33.3	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	61	15.0		
Male	96	21.6		
Economically Disadvantaged Students	145	18.2	8.9	Not Met
Students with Disabilities	29	24.6	8.9	Not Met
English Learners	60	14.3	8.9	Not Met
Homeless Students	14	45.2		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





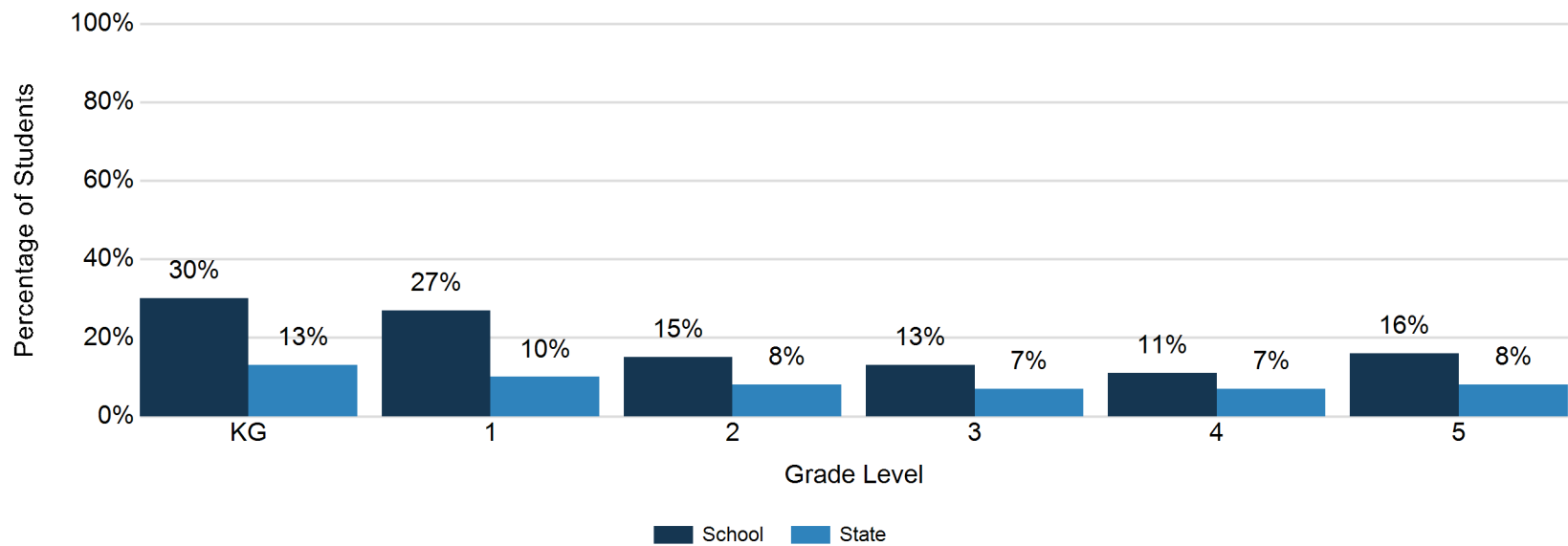
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	5
Incidents Per 100 Students Enrolled	0.57

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	1	1
Religion	0	0	0
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	4

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	15	1.7%
Any Suspension	15	1.7%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
26



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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	15.6	12.1
Average years experience in district	15.6	10.8
Percentage of Teachers with 4 or more years experience in the district	90.6%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	438:1	226:1
Teachers to Administrators	32:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	48.5%	92.2%	100.0%	48.4%	77.1%	54.9%
Male	51.5%	7.8%	0.0%	51.6%	22.9%	45.1%
White	1.7%	65.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	91.8%	26.6%	50.0%	29.9%	7.3%	7.2%
Black or African American	4.6%	7.8%	50.0%	15.0%	6.6%	13.9%
Asian	0.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	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	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Gloria M Sabater Elementary School
(11-5390-075)
Grades Offered: KG-05
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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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	31.1%	29.0%	19.4%
Math Proficiency	22.2%	24.8%	22.5%
ELA Growth	53	44	47
Math Growth	52	49	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		31.7%	36.6%
Chronic Absenteeism	14.3%	14.2%	18.4%

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



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

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






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School Narrative

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> NJDOE Model Bilingual and ESL Program Technology 1:1 ratio Family Friendly Center (grant funded) after school program
 <div>Mission, Vision, Theme:</div>	<p>Gloria M. Sabater Elementary School is founded on the belief that all students can learn, and that behind every successful learner stands a close community of parents, teachers and neighbors. Our goal is to ensure a safe, creative and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. Together we will empower our students to become the leaders of tomorrow. We expect the best from our community, and will give no less of ourselves.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>The model bilingual program is a transitional program. It focuses on the development of content knowledge in students' native language as they develop their English skills. Students transition to English as they approximate grade level in their L1 and develop competency in English within their bilingual classrooms. As a final stage, students will be in English-medium classrooms with ESL support until it is no longer needed. Since implementing this methodology, student achievement has increased.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Over the past few years, the Vineland Public Schools have made dramatic revisions in curriculum to assure that students are challenged to meet the highest standards needed to prepare them for the future. Through the district’s Curriculum Development and Renewal Process, the Common Core Standards are incorporated into all curriculum guides and classroom instruction.</p>
 <p>Clubs and Activities:</p>	<p>We have many extracurricular activities. Our clubs include a STEM club, math club, and literacy club. We have a drama presentation in the spring. In addition, students publish a yearbook. Selected fifth graders serve as members of our safety patrol. They participate in random acts of kindness and community service projects throughout the year.</p>





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 <div>Before and After School Programs:</div>	<p>We have a grant funded after school program through the Family Friendly Center. Students in this program receive tutoring from certified teachers. They also participate in character education lessons and physical education activities. The program culminates with a one-month summer enrichment program.</p>
 <div>Staff and Professional Learning:</div>	<p>Sabater teachers have been actively involved in reviewing and revising curriculum. They have also attended in-service training workshops that focus on methods of increasing student achievement. We focus stringently on the improvement of our language arts and mathematics instruction each year by gathering, analyzing and comparing test data. Teachers also participate in grade level Professional Learning Communities that investigate and share best practices in instruction.</p>





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 <div>Student Supports and Services:</div>	The programs offered to help children in need include Elementary Guidance, Crisis Team, Child Study Team, Occupational Therapy and Speech Therapy. We have a dedicated team of Basic Skills teachers who implement a program for children in need of intensive academic intervention through initial screening and progress monitoring in Reading and Mathematics. Our bilingual team includes ESL teachers, who work with our English Language Learners.
 <div>Parent and Community Involvement:</div>	Another initiative at Sabater School focuses on increasing communication with our families. We have an active PTO which helps to fund our field trips and other activities. Student Agenda Notebooks serve as a tool to promote good home-school communication. In addition, we have a parent portal that provides current access to student academic progress.




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 <div>Facilities:</div>	<p>Sabater School, built in the heart of center city Vineland as a state demonstration community school project, is a true “neighborhood” school, with a city park on the property and a community swimming pool located inside the building itself and monitored by the Recreation Department of the City of Vineland. In addition, the building shares space with Dallago Preschool, which serves 3-4 year-olds in our district’s early childhood program.</p>
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John H. Winslow Elementary School
(11-5390-115)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**John H. Winslow Elementary School**

(11-5390-115)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Ms. Renee Braxton
Address	1335 MAGNOLIA RD VINELAND, NJ 08360-6578
Phone Number	856-794-6973
Email Address	rbraxton@vineland.org
Website	http://www.vineland.org/john-h-winslow/
Facebook	https://www.facebook.com/Dr.JohnH.WinslowSchool/



John H. Winslow Elementary School

(11-5390-115)

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	69	78	82
1	94	78	81
2	74	88	67
3	82	71	88
4	74	80	72
5	67	69	75
Total	460	464	465

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

Student Group	2016-17	2017-18	2018-19
Female	48.5%	47.4%	49.9%
Male	51.5%	52.6%	50.1%
Economically Disadvantaged Students	49.1%	46.1%	52.9%
Students with Disabilities	22.6%	20.7%	18.3%
English Learners	0.4%	1.3%	1.5%
Homeless Students	1.1%	1.3%	0.4%
Students in Foster Care	1.3%	0.6%	0.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.4%

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	43.3%	41.4%	36.3%
Hispanic	33.5%	35.3%	41.1%
Black or African American	14.3%	13.6%	16.6%
Asian	5.0%	5.0%	2.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.2%
American Indian or Alaska Native	1.1%	0.6%	0.2%
Two or More Races	2.6%	3.9%	3.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	69	78	82

Enrollment by Home Language

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

Home Language	% of Students
English	91.2%
Spanish	6.2%
Other Languages	2.6%



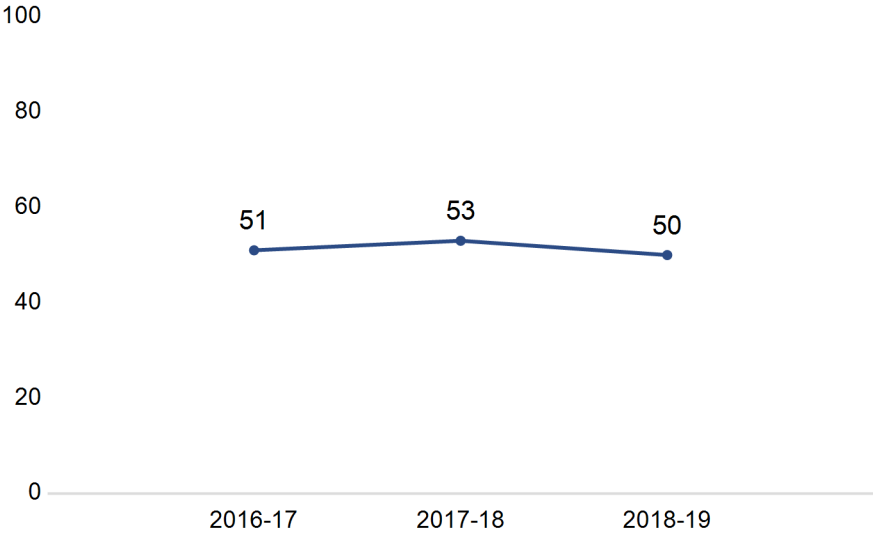
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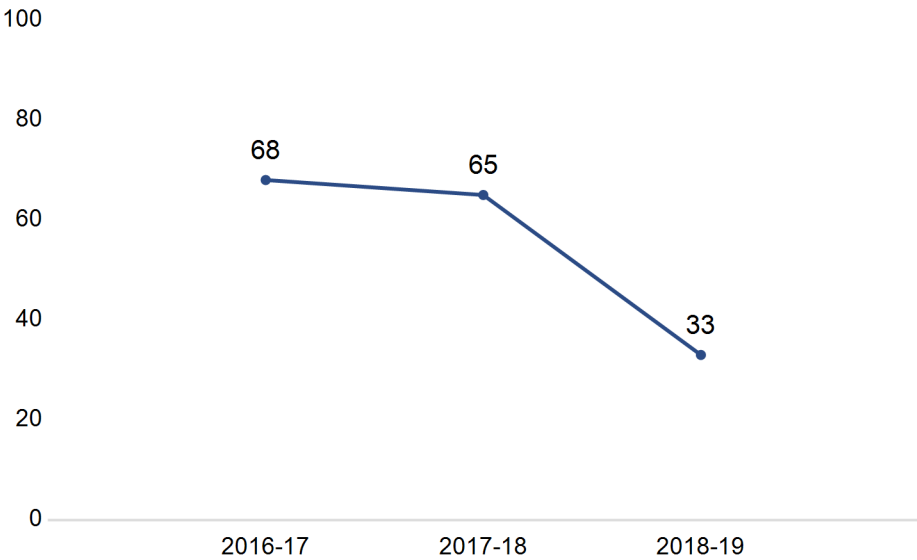
Student Growth Trends and Progress

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

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	51	53	50	68	65	33
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds 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	50	41	50	Met Standard	33	44	50	Not Met
White	55	42	50	Met Standard	32	46	52	Not Met
Hispanic	55.5	41.5	49	Met Standard	33	44	47	Not Met
Black or African American	35	39	45	Not Met	37	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	N	65	56	**	N	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	52	45	53	N	33	44	50	N
Male	46	38	47	N	35	44	51	N
Economically Disadvantaged Students	53	41	48	Met Standard	36	44	46	Not Met
Students with Disabilities	28	37	43	Not Met	41	43	45	Met Standard
English Learners	*	44	52	**	*	46	50	**
Homeless Students	N	36	43	N	N	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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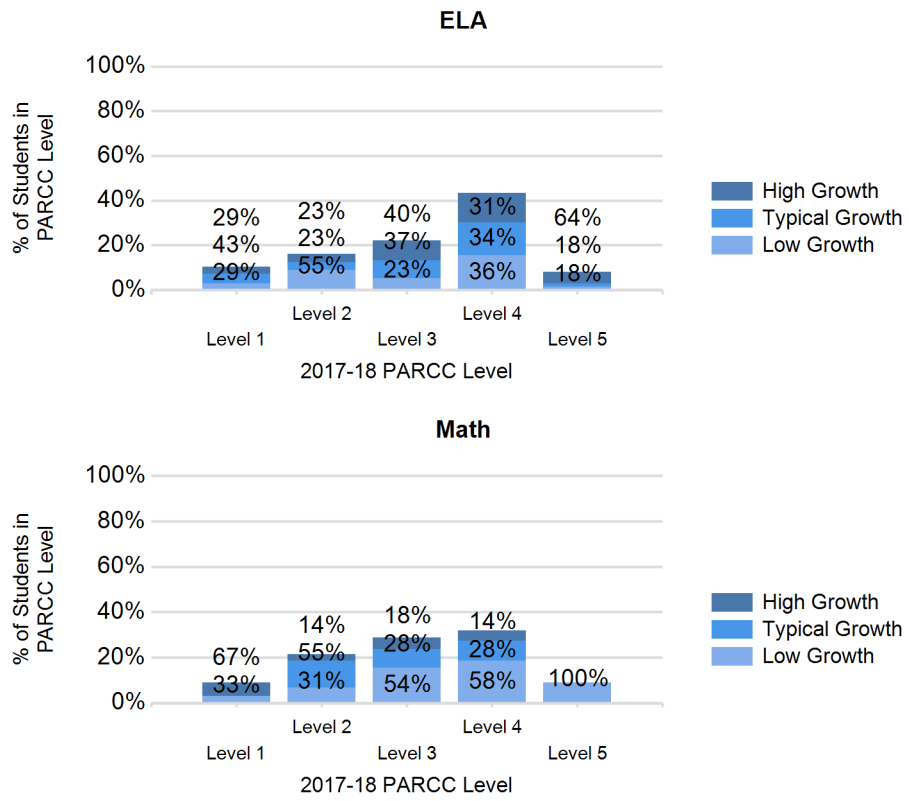
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

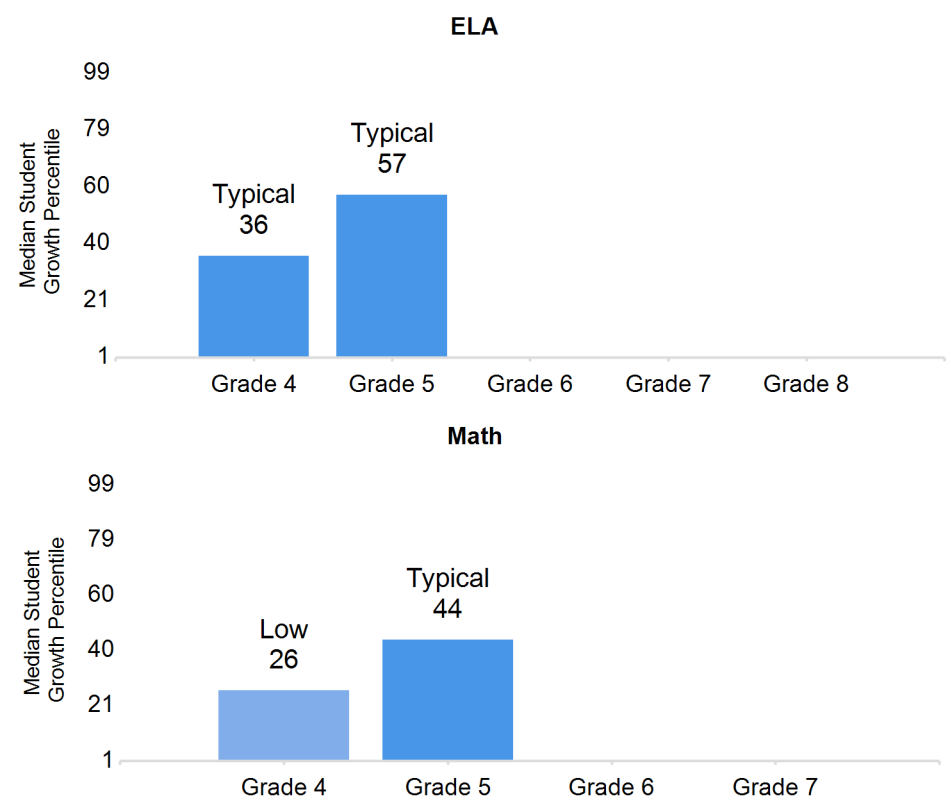
Student Growth by Performance Level

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



Student Growth by Grade

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





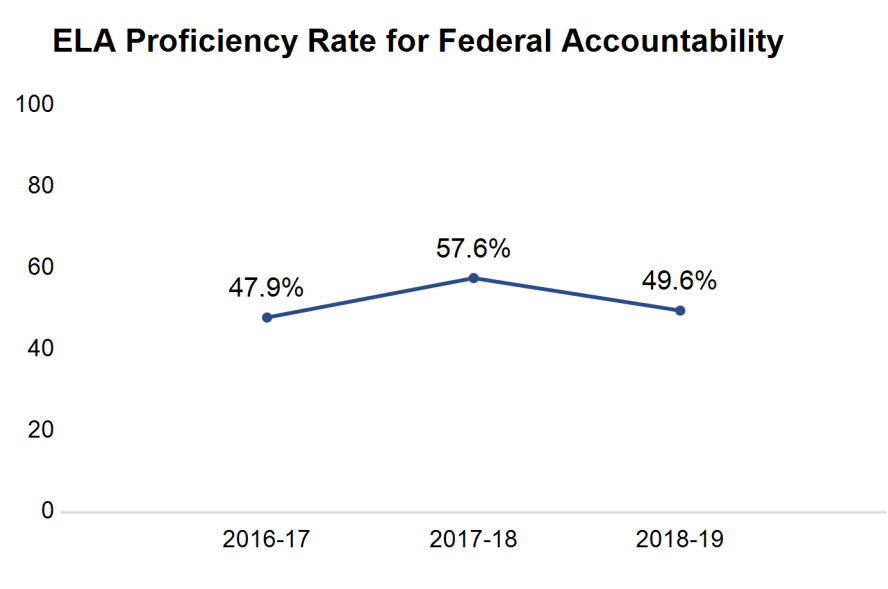
John H. Winslow Elementary School
(11-5390-115)
Grades Offered: KG-05
2018-2019

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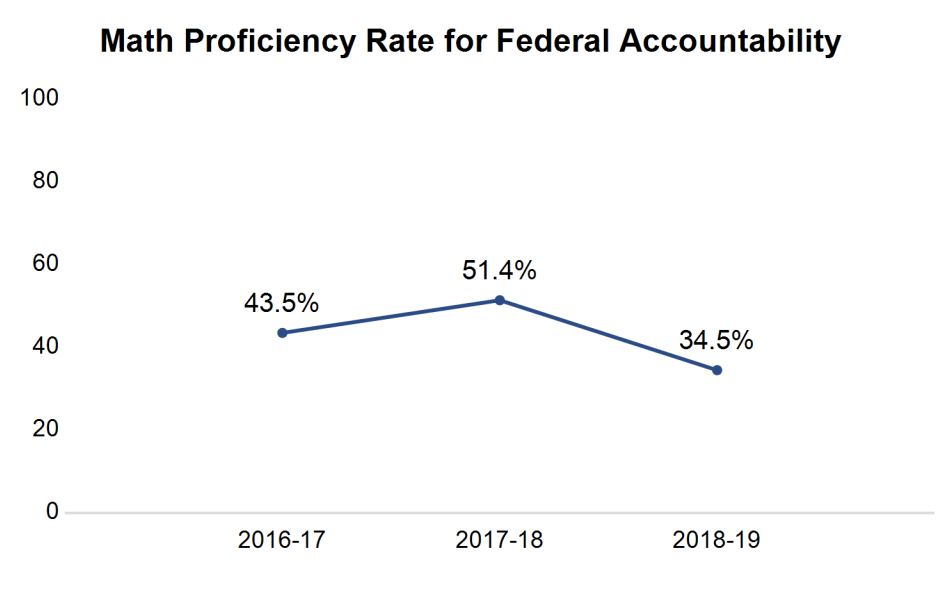
English Language Arts and Mathematics Performance Trends

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	47.9%	57.6%	49.6%	43.5%	51.4%	34.5%
Annual Target	46.5%	48.2%	50.0%	40.2%	42.3%	44.4%
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	232	100.0	49.6	33.9	57.9	49.6	50	Met Target†
White	86	100.0	66.3	48.1	66.9	66.3	55.4	Met Target
Hispanic	88	100.0	40.9	28.5	43.9	40.9	39.5	Met Target
Black or African American	48	100.0	33.3	*	38.5	33.3	46	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	109	100.0	56.0	39.7	64.8	56.0		
Male	123	100.0	43.9	28.4	51.3	43.9		
Economically Disadvantaged Students	119	100.0	41.2	28.1	40.0	41.2	39.5	Met Target
Non-Economically Disadvantaged Students	113	100.0	58.4	44.9	67.9	58.4		
Students with Disabilities	51	100.0	15.7	12.3	22.7	15.7	28.7	Not Met
Students without Disabilities	181	100.0	59.1	40.5	65.1	59.1		
English Learners	*	*	*	14.8	29.3	*	**	**
Non-English Learners	*	*	*	37.4	60.6	*		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



John H. Winslow Elementary School

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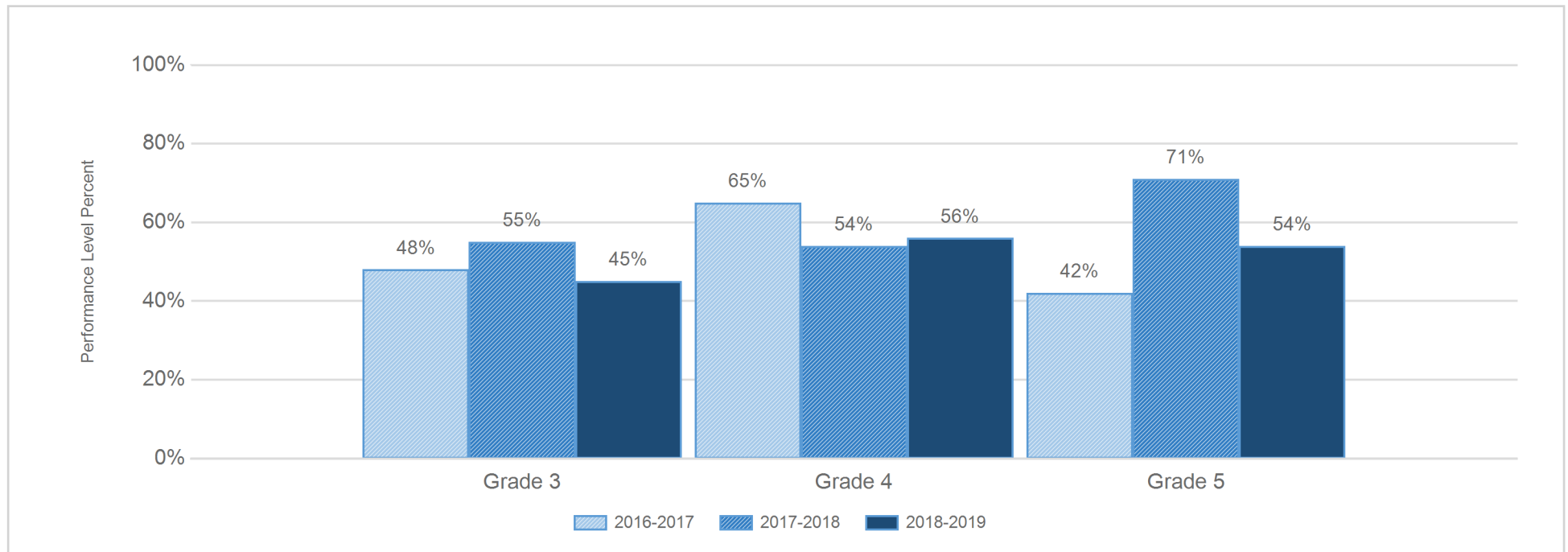
** Accountability calculations require 20 or more students

N No Data is available to display

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

English Language Arts Assessment - Performance 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	86	743	738	748	*	20%	27%	*	*	45%	50%
White	32	750	752	757	*	*	*	63%	0%	63%	60%
Hispanic	30	737	733	734	*	*	33%	37%	0%	37%	36%
Black or African American	19	735	731	731	*	*	*	*	*	32%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	41	742	742	753	*	*	*	*	*	46%	55%
Male	45	743	734	743	*	*	*	*	*	44%	46%
Economically Disadvantaged Students	43	734	732	731	*	*	28%	*	*	30%	33%
Non-Economically Disadvantaged Students	43	752	750	759	*	*	26%	*	*	60%	61%
Students with Disabilities	13	721	714	719	*	*	*	*	*	23%	24%
Students without Disabilities	73	747	744	754	*	*	*	*	*	49%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	751	737	755	*	14%	18%	*	*	56%	57%
White	28	760	747	763	*	*	*	*	*	71%	67%
Hispanic	31	747	732	743	*	*	*	*	*	45%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	37	758	*	760	*	*	*	*	*	70%	62%
Male	34	742	*	750	*	*	*	*	*	41%	53%
Economically Disadvantaged Students	29	741	732	740	*	*	*	*	*	45%	40%
Non-Economically Disadvantaged Students	42	757	745	765	*	*	*	*	*	64%	69%
Students with Disabilities	16	714	*	725	*	*	*	*	*	19%	25%
Students without Disabilities	55	761	*	761	*	*	*	*	*	67%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	N	N	724	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	752	741	756	*	16%	26%	*	*	54%	58%
White	27	763	753	764	0%	*	*	*	*	70%	68%
Hispanic	23	750	736	743	*	*	*	*	*	48%	44%
Black or African American	17	738	739	739	0%	*	*	*	*	35%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	32	752	747	761	*	*	*	*	*	53%	64%
Male	38	753	736	750	*	*	*	*	*	55%	52%
Economically Disadvantaged Students	45	751	737	740	*	*	*	*	*	53%	39%
Non-Economically Disadvantaged Students	25	755	750	766	*	*	*	*	*	56%	69%
Students with Disabilities	13	721	716	724	*	*	*	*	*	15%	23%
Students without Disabilities	57	760	748	762	*	*	*	*	*	63%	65%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	717	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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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	232	100.0	34.5	*	44.5	34.5	44.4	Not Met
White	86	100.0	46.5	39.9	54.1	46.5	49	Met Target†
Hispanic	88	100.0	28.4	*	28.8	28.4	38.4	Not Met
Black or African American	48	100.0	20.8	19.7	23.0	20.8	34.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	109	100.0	32.1	*	44.9	32.1		
Male	123	100.0	36.6	*	44.2	36.6		
Economically Disadvantaged Students	119	100.0	21.8	*	26.3	21.8	41.2	Not Met
Non-Economically Disadvantaged Students	113	100.0	47.8	*	54.9	47.8		
Students with Disabilities	51	100.0	15.7	11.5	17.4	15.7	30.4	Not Met
Students without Disabilities	181	100.0	39.8	30.4	50.0	39.8		
English Learners	*	*	*	14.6	25.0	*	**	**
Non-English Learners	*	*	*	28.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

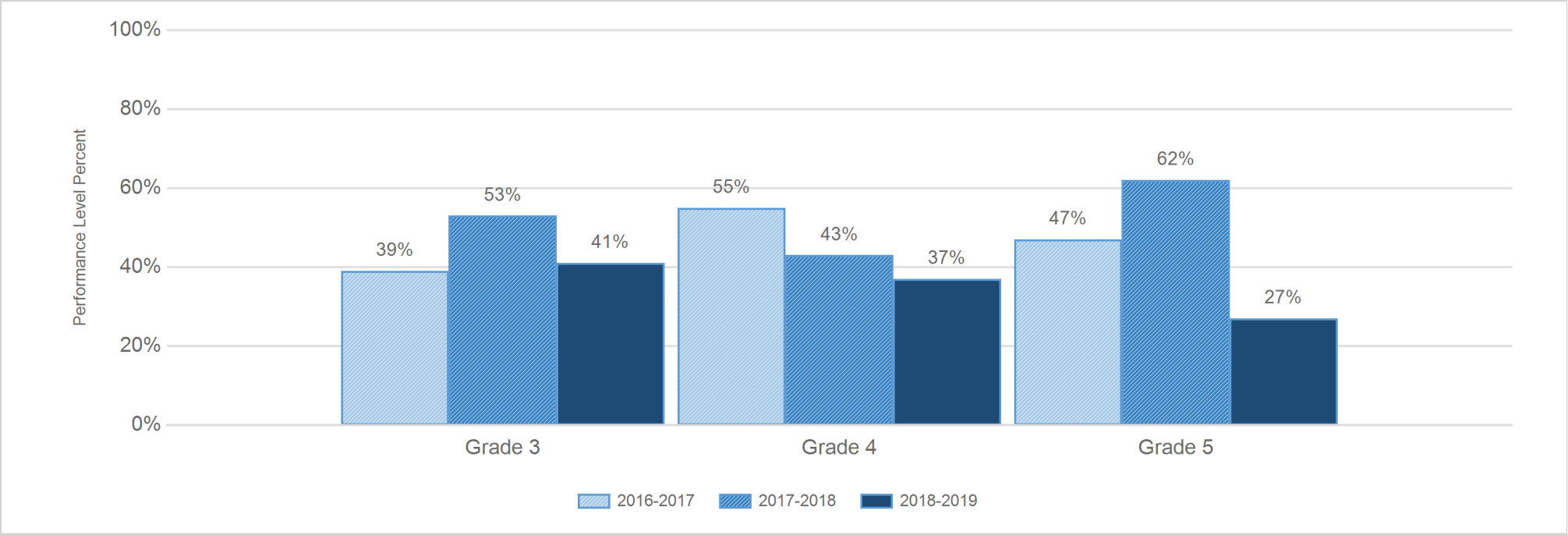


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	745	743	752	*	12%	40%	*	*	41%	55%
White	32	747	753	760	*	*	41%	*	*	44%	66%
Hispanic	30	741	740	739	*	*	50%	*	*	30%	40%
Black or African American	19	741	736	735	*	*	*	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	41	739	744	751	*	*	44%	*	*	34%	54%
Male	45	749	742	752	*	*	36%	*	*	47%	56%
Economically Disadvantaged Students	43	739	739	737	*	*	47%	*	*	28%	37%
Non-Economically Disadvantaged Students	43	751	751	761	*	*	33%	*	*	53%	67%
Students with Disabilities	13	738	727	731	*	*	*	*	*	31%	31%
Students without Disabilities	73	746	747	756	*	*	*	*	*	42%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	737	734	749	*	25%	30%	*	*	37%	51%
White	28	749	742	757	*	*	*	*	*	61%	62%
Hispanic	31	732	730	737	*	39%	*	*	*	29%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	37	740	*	749	*	*	*	*	*	41%	50%
Male	34	735	*	749	*	*	*	*	*	32%	52%
Economically Disadvantaged Students	29	724	729	734	*	*	*	*	*	14%	32%
Non-Economically Disadvantaged Students	42	746	742	759	*	*	*	*	*	52%	63%
Students with Disabilities	16	720	*	726	*	*	*	*	*	13%	25%
Students without Disabilities	55	742	*	754	*	*	*	*	*	44%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	N	N	721	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	70	734	732	747	*	40%	30%	*	*	27%	47%
White	27	740	743	755	*	*	48%	*	*	33%	58%
Hispanic	23	732	729	735	0%	61%	*	*	*	30%	30%
Black or African American	17	725	726	729	*	59%	*	*	*	12%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	32	733	732	747	*	38%	*	*	*	19%	47%
Male	38	735	733	747	*	42%	*	*	*	34%	47%
Economically Disadvantaged Students	45	732	729	732	*	*	*	*	*	22%	27%
Non-Economically Disadvantaged Students	25	738	739	757	*	*	*	*	*	36%	59%
Students with Disabilities	13	719	718	725	*	*	*	*	*	*	19%
Students without Disabilities	57	737	736	752	*	*	*	*	*	*	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	N	N	721	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



John H. Winslow Elementary School
(11-5390-115)
Grades Offered: KG-05
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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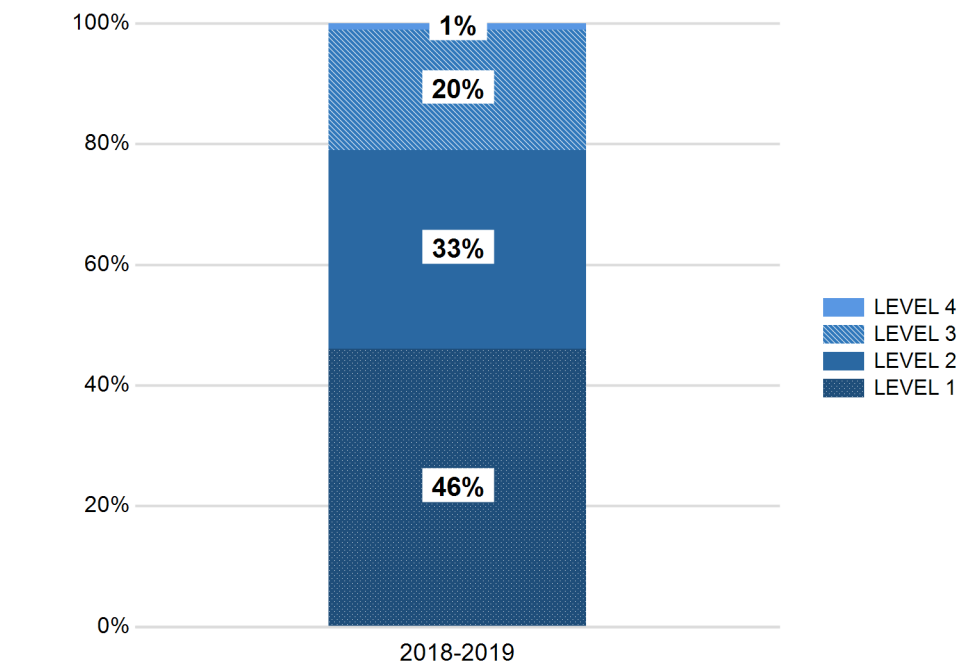
2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	33	20	1
White	30	37	33	0
Hispanic	52	30	13	4
Black or African American	65	24	12	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	56	31	13	0
Male	37	34	26	3
Economically Disadvantaged Students	47	36	18	0
Non-Economically Disadvantaged Students	44	28	24	4
Students with Disabilities	77	15	8	0
Students without Disabilities	39	37	23	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

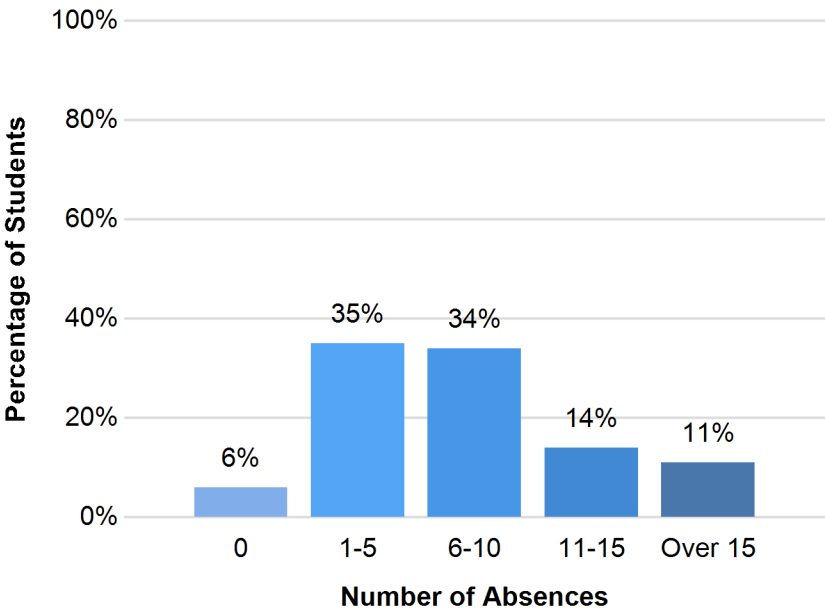
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	36	7.7	8.9	Met
White	10	5.8	8.9	Met
Hispanic	14	7.3	8.9	Met
Black or African American	10	13.0	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	2	13.3	**	**
Female	16	7.0		
Male	20	8.5		
Economically Disadvantaged Students	28	11.3	8.9	Not Met
Students with Disabilities	11	12.8	8.9	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





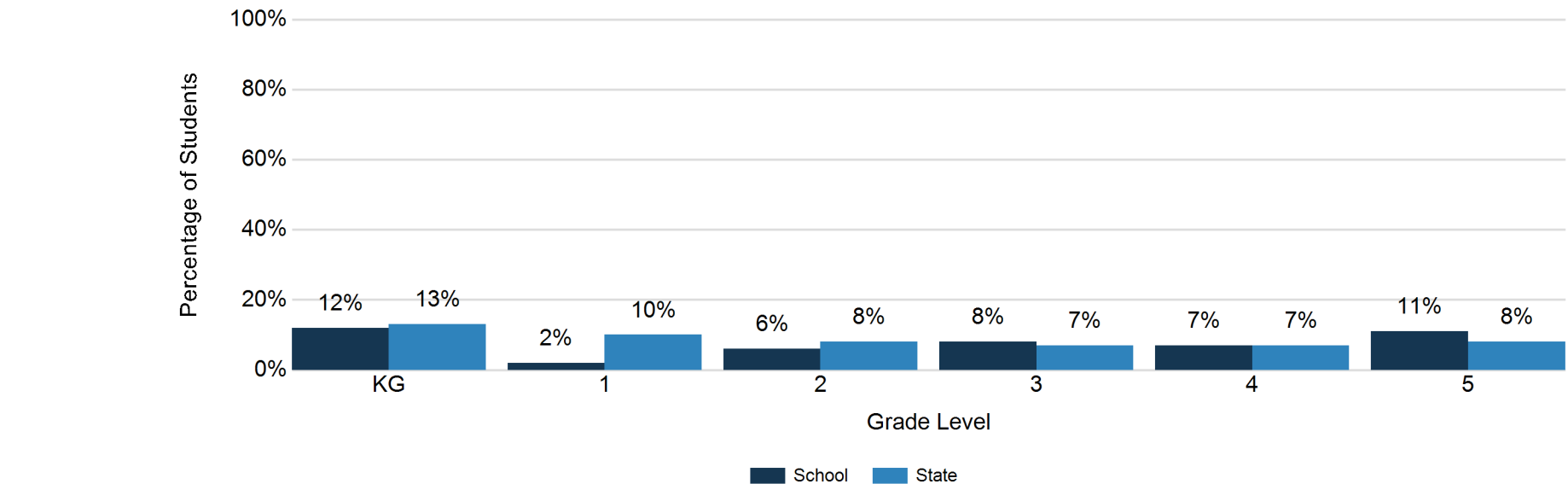
John H. Winslow Elementary School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

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	13	2.8%
Any Suspension	13	2.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

21



John H. Winslow 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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	41	118,214
Average years experience in public schools	16.1	12.1
Average years experience in district	16.1	10.8
Percentage of Teachers with 4 or more years experience in the district	87.8%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	465:1	226:1
Teachers to Administrators	41:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	49.9%	90.2%	100.0%	48.4%	77.1%	54.9%
Male	50.1%	9.8%	0.0%	51.6%	22.9%	45.1%
White	36.3%	92.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	41.1%	4.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.6%	2.4%	100.0%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.4%	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.

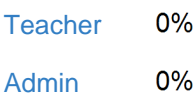
Bachelor's Degree



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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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	47.9%	57.6%	49.6%
Math Proficiency	43.5%	51.4%	34.5%
ELA Growth	51	53	50
Math Growth	68	65	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	11.1%	10.5%	7.7%

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



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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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Grades Offered: KG-05
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.

 <div>Highlights:</div>	<ul style="list-style-type: none"> • Technology integration is a major focus our day, with all students utilizing 1:1 personal devices • As a school we implement the Bucket Filler character education model • We have an inclusive school community where we promote awareness and acceptance of others
 <div>Mission, Vision, Theme:</div>	<p>Dr. John H. Winslow Elementary School is founded on the belief that all students can learn. We recognize that learning is the result of a strong partnership of parents, teachers and the community, as students are challenged to become active participants in the quest for excellence. Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. We expect the best from our students and will give no less of ourselves.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Winslow School was the highest ranked school in Cumberland County based on student performance, student growth and attendance. Housing one of the most comprehensive programs for students with autism, Winslow holds an annual Bubble Day to bring awareness and acceptance of special needs students. In 2015 our school was awarded Whole Kids Grant for \$2,000 to create a school garden. Each April we celebrate Autism awareness by participating in the national bubble day. Throughout the day students participate in activities to promote awareness. In 2016 and 2017, our 4th and 5th grade teachers were recognized by the NJDOE for student growth percentiles on PARCC.</p>





John H. Winslow Elementary School
(11-5390-115)
Grades Offered: KG-05
2018-2019

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 <div>Courses, Curriculum, Instruction:</div>	Over the past few years, the Vineland Public Schools have made dramatic revisions in curriculum to assure that students are challenged to meet the highest standards needed to prepare them for the future. Through the district’s Curriculum Development and Renewal Process, the Common Core Standards are incorporated into all curriculum guides and classroom instruction.
 <div>Clubs and Activities:</div>	We have many extracurricular activities. Some of our clubs include a Sign Language Club, Garden Club, Multicultural Club, Drama Club, Chorus, Art Club, two STEM clubs, and LEGO Club, and Band. Each Spring we have a drama club presentation. In addition, students publish a yearbook. Selected fifth graders serve as members of our safety patrol. They participate in random acts of kindness and community service projects throughout the year.





John H. Winslow Elementary School
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 <div>Before and After School Programs:</div>	<p>Dr. John H. Winslow School offers a before and after school program through the Vineland YMCA. This program runs before school from 7am until 9am and again after school from 4-6pm.</p>
 <div>Staff and Professional Learning:</div>	<p>Dr. John H. Winslow teachers have been actively involved in reviewing and revising curriculum. They have also attended in-service training workshops that focus on methods of increasing student achievement. We focus stringently on the improvement of our language arts and mathematics instruction each year by gathering, analyzing and comparing test data. Teachers also participate in grade level Professional Learning Communities that investigate and share best practices in instruction.</p>



John H. Winslow Elementary School
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Student Supports and Services:

Many programs are in place to assist students on a daily basis, such as Guidance Counselor, Social Worker, Crisis Team, Child Study Team, Speech Therapy, Occupational and Physical Therapy. A dedicated team of Basic Skills teachers provides supplemental instruction daily to those children in need of academic intervention. In addition we have an English as a Second Language Teacher and (7) Special Education Teachers who work to provide individualized instruction.



Student Health and Wellness:

Dr. John H. Winslow School believes that social-emotional health is just as important as academic skills. Students learn about the Growth Mindset along with mindfulness strategies to improve personal success. Our school nurse is available daily to assist students in need, as our Guidance Team works with students in small groups and individually. Family events are centered around student health and wellness.



Parent and Community Involvement:

Dr. John H. Winslow School focuses on increasing communication with our families. We have an active PTA which helps to fund our field trips and other activities. Our PTA works in collaboration with the staff to organize end of year rewards and Field Day. Student Agenda Notebooks serve as a tool to promote good home-school communication. In addition, we have a parent portal that provides current access to student academic progress.






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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, Dr. John H. Winslow School anonymously surveys students, parents, and staff regarding their feelings on climate, culture, and safety. Over 85% of students, parents, and staff feel that our school is a positive, safe, and secure learning environment.
 Facilities:	School was built in 1966 and serves students from Kindergarten through grade 5. The building houses an art and music room, a media center and an All Purpose room.
 School Safety:	School safety is a high priority at Dr. John H. Winslow School. All staff members are trained in crisis response techniques. Our security guard is familiar with all of our students and families. Monthly drills take place for fire and emergency safety.




John H. Winslow Elementary School
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 <div>Technology and STEM:</div>	<p>Dr. John H. Winslow is a 1:1 device school Kindergarten through 5th grade. Devices include Chromebooks; Smartboards and/or Apple TVs and iPads in all classrooms supported by a wireless internet. Students learn skills in word processing, coding, Google docs, Google classroom, and much more. Technology is integrated throughout the instructional day in order to increase student achievement and engagement.</p>
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Johnstone Elementary School

(11-5390-120)

Grades Offered: 05-08

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 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:



Johnstone Elementary School
(11-5390-120)
Grades Offered: 05-08
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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Suzette Demarchi
Address	165 S BREWSTER RD VINELAND, NJ 08361-7871
Phone Number	856-794-6967
Email Address	sdemarchi@vineland.org
Website	http://www.vineland.org/johnstone/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	62	68	0
1	84	71	0
2	88	88	0
3	90	99	0
4	42	78	0
5	43	42	37
Total	409	447	153

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	40.6%	41.2%	45.1%
Male	59.4%	58.8%	54.9%
Economically Disadvantaged Students	79.7%	81.7%	30.7%
Students with Disabilities	18.8%	18.1%	3.9%
English Learners	40.1%	40.7%	0.0%
Homeless Students	2.4%	2.9%	0.0%
Students in Foster Care	1.2%	2.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	15.6%	15.9%	54.2%
Hispanic	68.0%	69.4%	25.5%
Black or African American	11.7%	11.2%	9.8%
Asian	1.5%	0.9%	9.2%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	1.0%	0.9%	0.0%
Two or More Races	2.0%	1.6%	1.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	N
KG - Full Day	62	68	N

Enrollment by Home Language

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

Home Language	% of Students
English	91.5%
Spanish	5.2%
Chinese	1.3%
Other Languages	2.0%



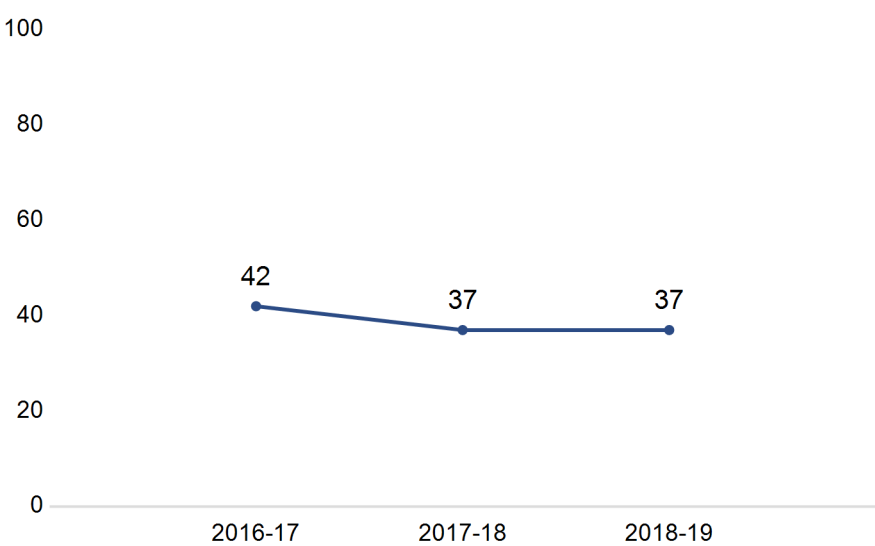
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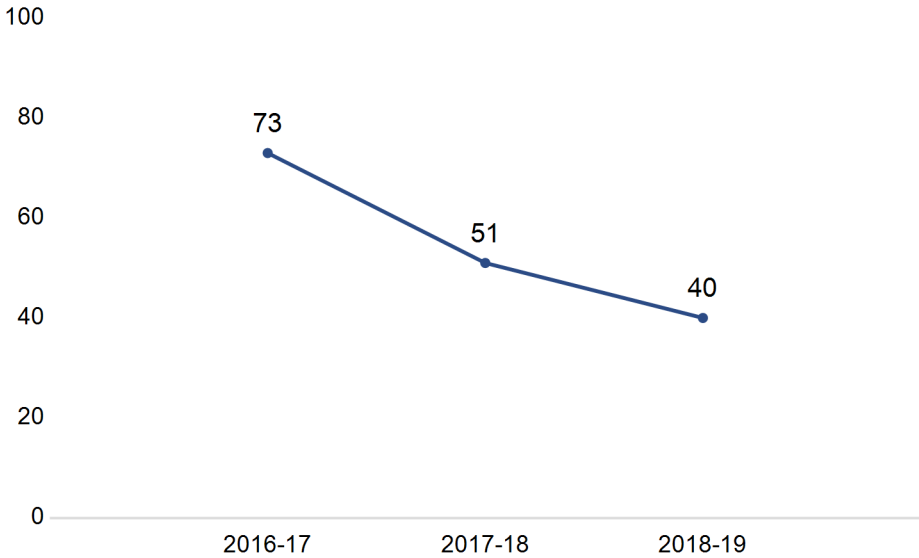
Student Growth Trends and Progress

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

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	42	37	37	73	51	40
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Exceeds Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	37	41	50	Not Met	40	44	50	Met Standard
White	34	42	50	Not Met	38	46	52	Not Met
Hispanic	55.5	41.5	49	Met Standard	44	44	47	Met Standard
Black or African American	27.5	39	45	**	36	42	43	**
Asian, Native Hawaiian, or Pacific Islander	58.5	47.5	59	**	62	55.5	60	**
American Indian or Alaska Native	N	65	56	**	N	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	57	45	53	N	38.5	44	50	N
Male	28	38	47	N	40	44	51	N
Economically Disadvantaged Students	62	41	48	Exceeds Standard	29.5	44	46	Not Met
Students with Disabilities	*	37	43	**	*	43	45	**
English Learners	*	44	52	**	*	46	50	**
Homeless Students	N	36	43	N	N	43	44	N
Students in Foster Care	N	57.5	42	N	N	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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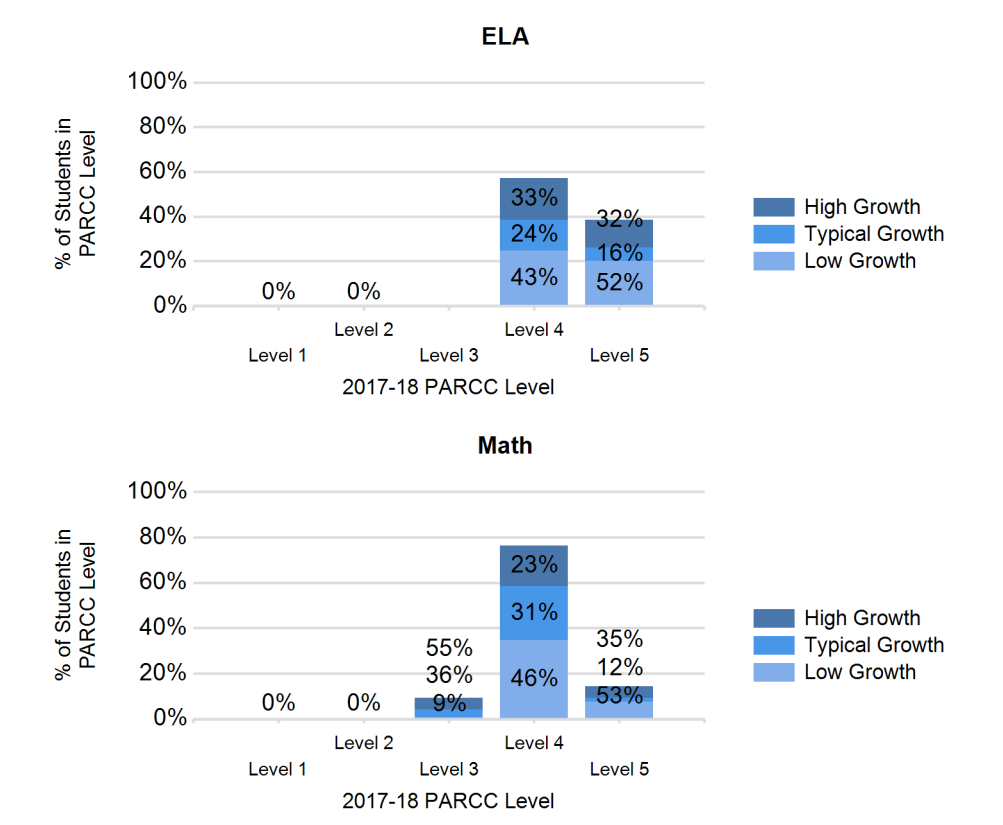
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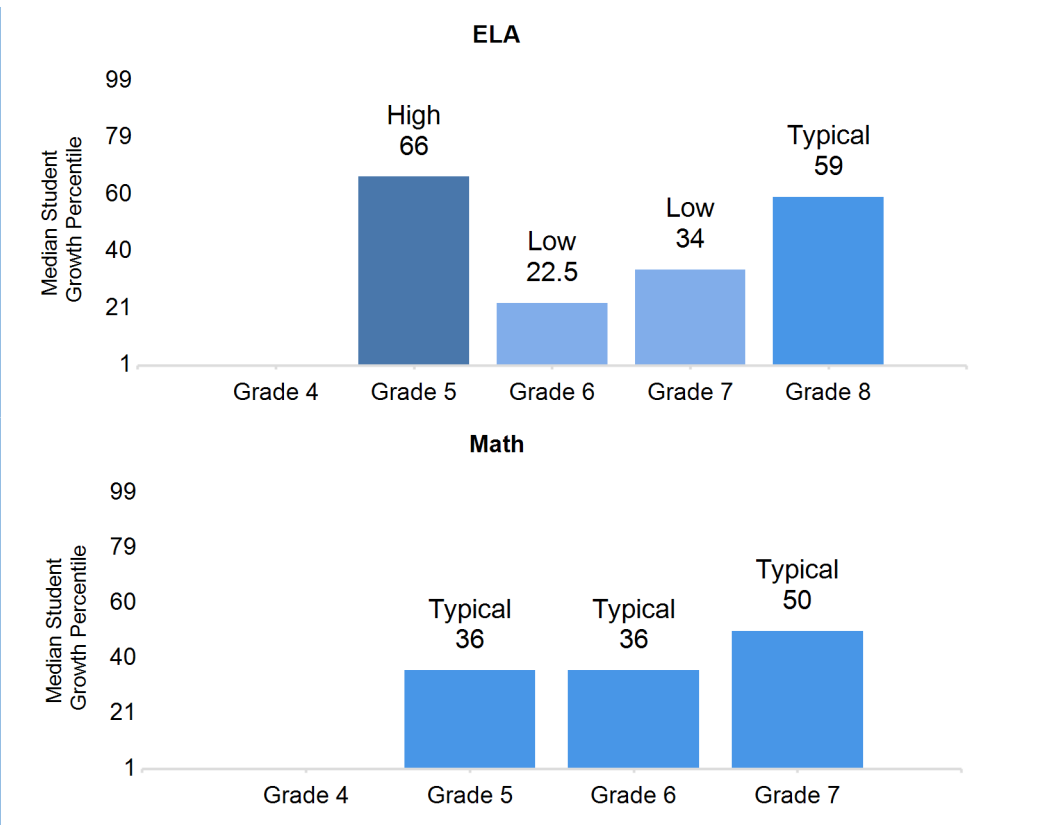
Student Growth by Performance Level

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.



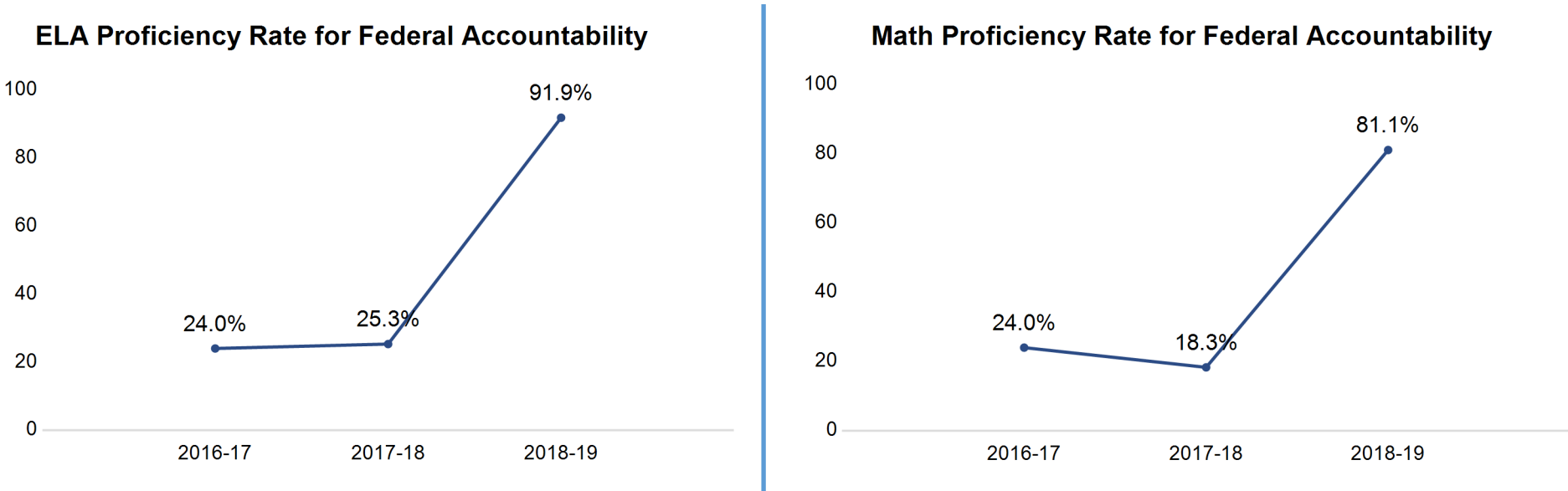


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	95.9%	98.7%	99.4%	95.7%	98.7%
Proficiency Rate for Federal Accountability	24.0%	25.3%	91.9%	24.0%	18.3%	81.1%
Annual Target	39.4%	41.6%	N	25.9%	28.7%	N
Met Annual Target?	Not Met	Not Met	N	Met Target†	Not Met	N
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	148	98.7	91.9	33.9	57.9	91.9	N	N
White	79	97.6	91.1	48.1	66.9	91.1	N	N
Hispanic	39	100.0	89.7	28.5	43.9	89.7	N	N
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	28.6	56.0	N	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	68	100.0	97.1	39.7	64.8	97.1		
Male	80	97.6	87.5	28.4	51.3	87.5		
Economically Disadvantaged Students	46	100.0	93.5	28.1	40.0	93.5	N	N
Non-Economically Disadvantaged Students	102	98.1	91.2	44.9	67.9	91.2		
Students with Disabilities	*	*	*	12.3	22.7	*	**	**
Students without Disabilities	*	*	*	40.5	65.1	*		
English Learners	*	*	*	14.8	29.3	*	**	**
Non-English Learners	*	*	*	37.4	60.6	*		
Homeless Students	N	N	N	17.0	29.1	N		
Students In Foster Care	N	N	N	24.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

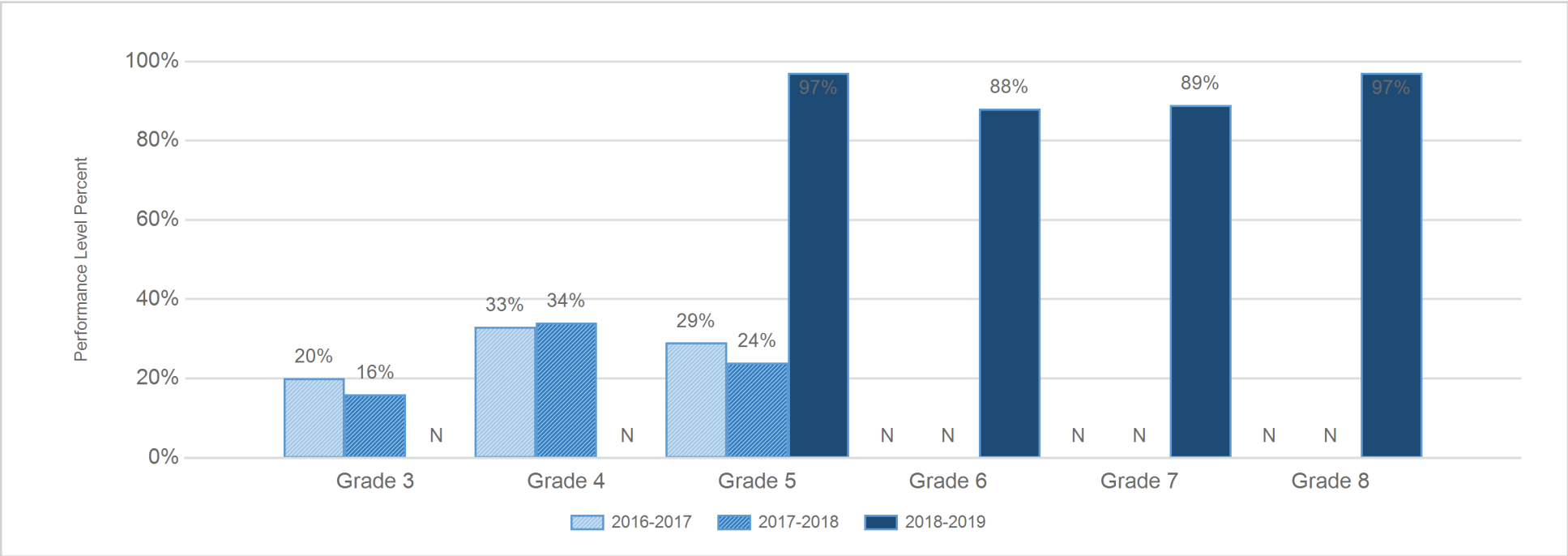


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	785	741	756	0%	0%	*	*	*	97%	58%
White	17	785	753	764	0%	0%	*	*	*	94%	68%
Hispanic	12	787	736	743	0%	0%	0%	*	*	100%	44%
Black or African American	*	*	739	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	15	798	747	761	0%	0%	*	*	*	100%	64%
Male	22	777	736	750	0%	0%	*	*	*	95%	52%
Economically Disadvantaged Students	14	795	737	740	0%	0%	*	*	*	100%	39%
Non-Economically Disadvantaged Students	23	780	750	766	0%	0%	*	*	*	96%	69%
Students with Disabilities	*	*	716	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	748	762	*	*	*	*	*	*	65%
English Learners	N	N	705	713	N	N	N	N	N	N	11%
Non-English Learners	37	785	745	758	0%	0%	*	*	*	97%	60%
Homeless Students	N	N	717	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	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	48	777	739	754	0%	0%	*	*	*	88%	56%
White	25	782	753	762	0%	0%	*	*	*	92%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	24	784	747	762	0%	0%	*	*	*	92%	64%
Male	24	771	732	748	0%	0%	*	*	*	83%	48%
Economically Disadvantaged Students	15	769	734	740	0%	0%	*	*	*	87%	39%
Non-Economically Disadvantaged Students	33	781	750	763	0%	0%	*	*	*	88%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	N	N	692	710	N	N	N	N	N	N	*
Non-English Learners	48	777	742	756	0%	0%	*	*	*	88%	*
Homeless Students	N	N	714	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



Johnstone Elementary School
(11-5390-120)
Grades Offered: 05-08
2018-2019

Report Key:
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N No Data is available to display
† This indicates a table specific note,see note below table

English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	780	730	761	0%	*	*	42%	47%	89%	63%
White	18	772	741	769	0%	0%	*	*	*	83%	72%
Hispanic	13	789	726	747	0%	*	0%	*	*	92%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	16	791	738	769	0%	*	*	*	*	100%	71%
Male	20	772	722	753	0%	*	*	*	*	80%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	N	N	690	706	N	N	N	N	N	N	12%
Non-English Learners	36	780	732	763	0%	*	*	42%	47%	89%	65%
Homeless Students	N	N	695	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Johnstone Elementary School
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Grades Offered: 05-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	29	791	734	762	0%	*	0%	*	*	97%	63%
White	20	793	747	770	0%	*	0%	*	*	95%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	725	769	N	N	N	N	N	N	69%
Female	14	801	742	771	0%	*	0%	*	*	100%	71%
Male	15	782	726	753	0%	*	0%	*	*	93%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	N	N	703	721	N	N	N	N	N	N	22%
Students without Disabilities	29	791	742	770	0%	*	0%	*	*	97%	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	29	791	*	764	0%	*	0%	*	*	97%	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	148	98.7	81.1	*	44.5	81.1	N	N
White	79	97.6	78.5	39.9	54.1	78.5	N	N
Hispanic	39	100.0	84.6	*	28.8	84.6	N	N
Black or African American	*	*	*	19.7	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	23.8	42.7	N	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	68	100.0	77.9	*	44.9	77.9		
Male	80	97.6	83.8	*	44.2	83.8		
Economically Disadvantaged Students	46	100.0	80.4	*	26.3	80.4	N	N
Non-Economically Disadvantaged Students	102	98.1	81.4	*	54.9	81.4		
Students with Disabilities	*	*	*	11.5	17.4	*	**	**
Students without Disabilities	*	*	*	30.4	50.0	*		
English Learners	*	*	*	14.6	25.0	*	**	**
Non-English Learners	*	*	*	28.1	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	10.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

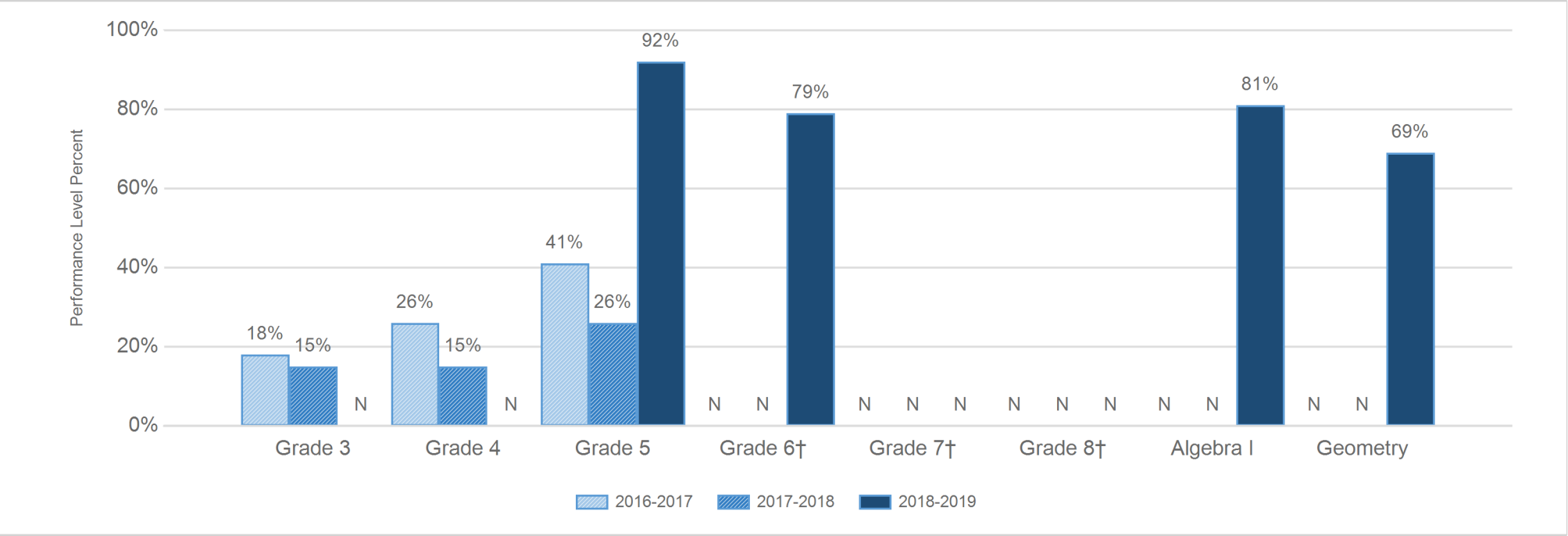


Johnstone Elementary School
(11-5390-120)
Grades Offered: 05-08
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Mathematics Assessment – Performance Trends

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.



Johnstone Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	37	770	732	747	0%	0%	*	*	*	92%	47%
White	17	773	743	755	0%	0%	0%	*	*	100%	58%
Hispanic	12	770	729	735	0%	0%	*	*	*	92%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	15	771	732	747	0%	0%	*	*	*	93%	47%
Male	22	770	733	747	0%	0%	*	*	*	91%	47%
Economically Disadvantaged Students	14	773	729	732	0%	0%	*	*	*	93%	27%
Non-Economically Disadvantaged Students	23	768	739	757	0%	0%	*	*	*	91%	59%
Students with Disabilities	*	*	718	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	736	752	*	*	*	*	*	*	52%
English Learners	N	N	714	718	N	N	N	N	N	N	12%
Non-English Learners	37	770	735	749	0%	0%	*	*	*	92%	49%
Homeless Students	N	N	721	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



Johnstone Elementary School
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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	48	763	732	741	0%	0%	21%	*	*	79%	41%
White	25	764	742	749	0%	0%	*	*	*	84%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	24	762	733	742	0%	0%	*	*	*	79%	42%
Male	24	764	731	740	0%	0%	*	*	*	79%	40%
Economically Disadvantaged Students	15	756	728	726	0%	0%	*	*	*	67%	21%
Non-Economically Disadvantaged Students	33	766	741	750	0%	0%	*	*	*	85%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	N	N	705	709	N	N	N	N	N	N	*
Non-English Learners	48	763	734	743	0%	0%	21%	*	*	79%	*
Homeless Students	N	N	719	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



Johnstone Elementary School
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	726	744	N	N	N	N	N	N	42%
White	N	N	736	751	N	N	N	N	N	N	53%
Hispanic	N	N	725	733	N	N	N	N	N	N	26%
Black or African American	N	N	720	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	N	N	*	749	N	N	N	N	N	N	51%
Female	N	N	727	744	N	N	N	N	N	N	42%
Male	N	N	726	743	N	N	N	N	N	N	42%
Economically Disadvantaged Students	N	N	723	731	N	N	N	N	N	N	24%
Non-Economically Disadvantaged Students	N	N	734	751	N	N	N	N	N	N	53%
Students with Disabilities	N	N	707	718	N	N	N	N	N	N	13%
Students without Disabilities	N	N	732	749	N	N	N	N	N	N	48%
English Learners	N	N	707	716	N	N	N	N	N	N	10%
Non-English Learners	N	N	728	745	N	N	N	N	N	N	44%
Homeless Students	N	N	709	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	723	728	N	N	N	N	N	N	29%
White	N	N	725	737	N	N	N	N	N	N	38%
Hispanic	N	N	722	722	N	N	N	N	N	N	22%
Black or African American	N	N	*	714	N	N	N	N	N	N	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	*	730	N	N	N	N	N	N	31%
Female	N	N	727	731	N	N	N	N	N	N	31%
Male	N	N	718	726	N	N	N	N	N	N	27%
Economically Disadvantaged Students	N	N	722	719	N	N	N	N	N	N	20%
Non-Economically Disadvantaged Students	N	N	724	735	N	N	N	N	N	N	36%
Students with Disabilities	N	N	700	707	N	N	N	N	N	N	10%
Students without Disabilities	N	N	731	734	N	N	N	N	N	N	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	N	N	*	730	N	N	N	N	N	N	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	36	768	723	744	0%	0%	*	*	*	81%	42%
White	18	766	*	752	0%	0%	*	*	*	72%	53%
Hispanic	13	765	*	728	0%	0%	*	*	*	85%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	16	763	*	745	0%	0%	*	*	*	81%	44%
Male	20	772	*	743	0%	0%	*	*	*	80%	41%
Economically Disadvantaged Students	*	*	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	36	768	*	745	0%	0%	*	*	*	81%	*
Homeless Students	N	N	714	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%



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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	29	756	719	737	0%	*	*	*	*	69%	35%
White	20	753	731	743	0%	*	*	*	*	60%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	14	750	721	738	0%	*	*	*	*	57%	36%
Male	15	761	718	736	0%	*	*	*	*	80%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	702	712	N	N	N	N	N	N	*
Students without Disabilities	29	756	725	741	0%	*	*	*	*	69%	*
English Learners	N	N	700	708	N	N	N	N	N	N	*
Non-English Learners	29	756	721	738	0%	*	*	*	*	69%	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



Johnstone Elementary School

(11-5390-120)

Grades Offered: 05-08

2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† 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	N	N	N
3-4	N	N	N
5 or more	N	N	N



Johnstone Elementary School
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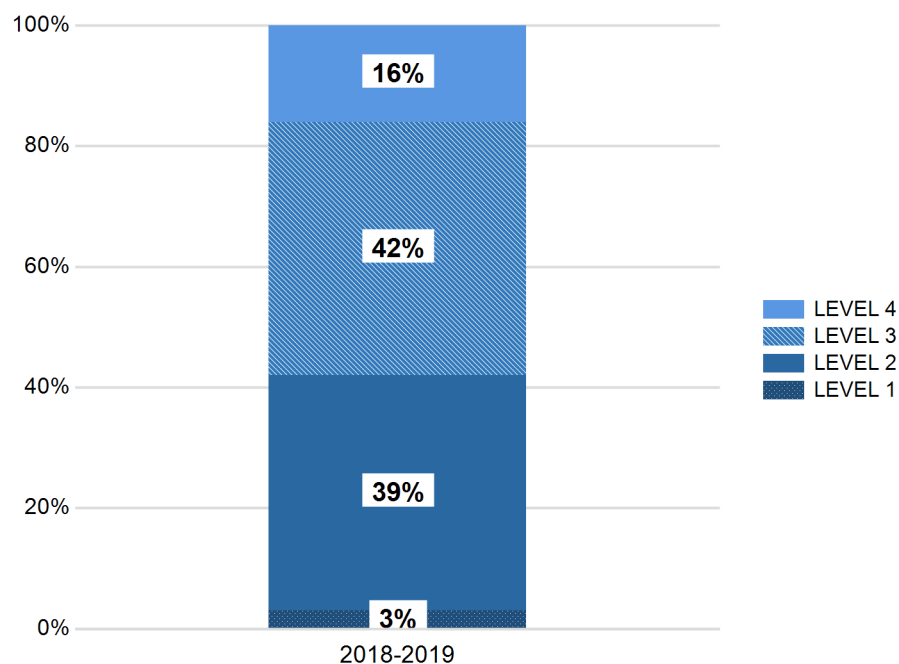
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	3	39	42	16
White	0	29	47	24
Hispanic	8	46	38	8
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	6	38	38	19
Male	0	41	45	14
Economically Disadvantaged Students	7	13	60	20
Non-Economically Disadvantaged Students	0	57	30	13
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	3	39	42	16
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



Johnstone Elementary School

(11-5390-120)

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2018-2019

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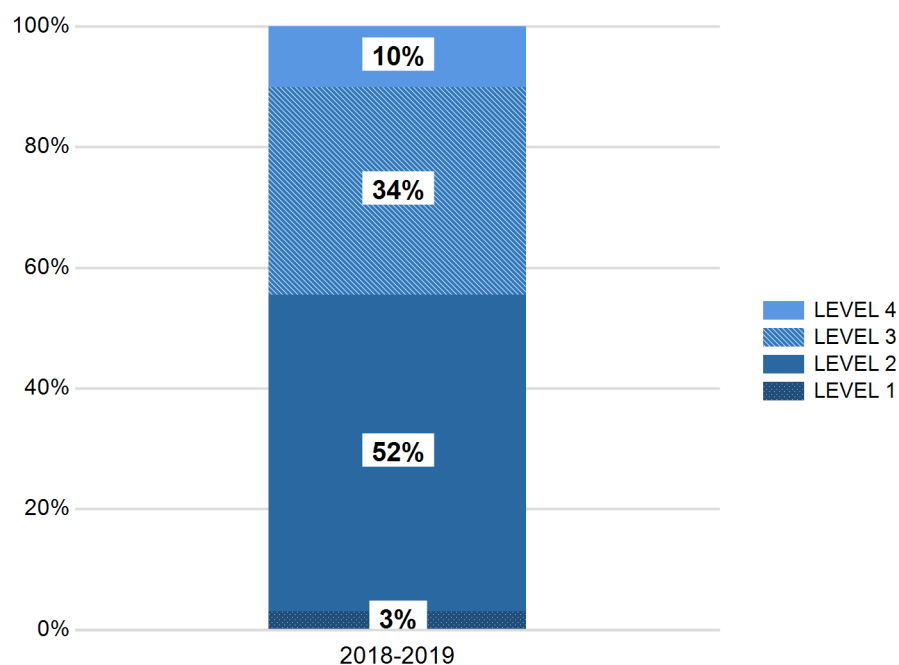
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	3	52	34	10
White	5	55	30	10
Hispanic	*	*	*	*
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	0	64	29	7
Male	7	40	40	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	N	N	N	N
Students without Disabilities	3	52	34	10
English Learners	N	N	N	N
Non-English Learners	3	52	34	10
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	50
7	36	0	0
8	0	31	0
Total	36	31	50

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	50
7	0	0	0	0	0	0	36
8	0	0	0	0	0	0	31
Total	0	0	0	0	0	0	117



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Visual and Performing Arts – Course Participation

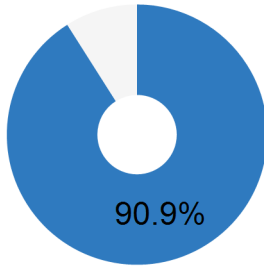
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

MUSIC	School	N	
	State		65.1%
DANCE	School	N	
	State		2.2%
DRAMA	School	N	
	State		7.1%
VISUAL ARTS	School	N	
	State		70.0%



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

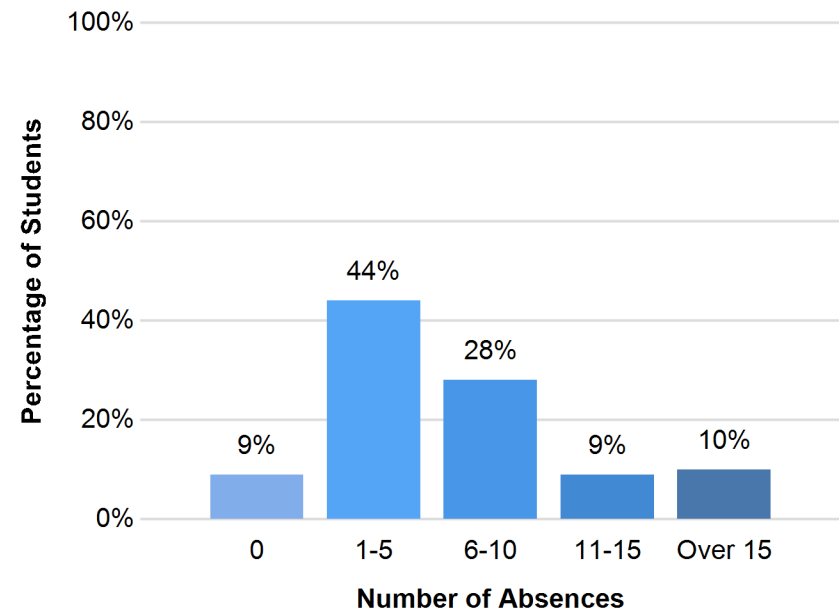
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	7	4.5	8.7	Met
White	4	4.8	8.7	Met
Hispanic	3	7.3	8.7	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	2.9		
Male	5	5.8		
Economically Disadvantaged Students	3	6.0	8.7	Met
Students with Disabilities	*	*	**	**
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





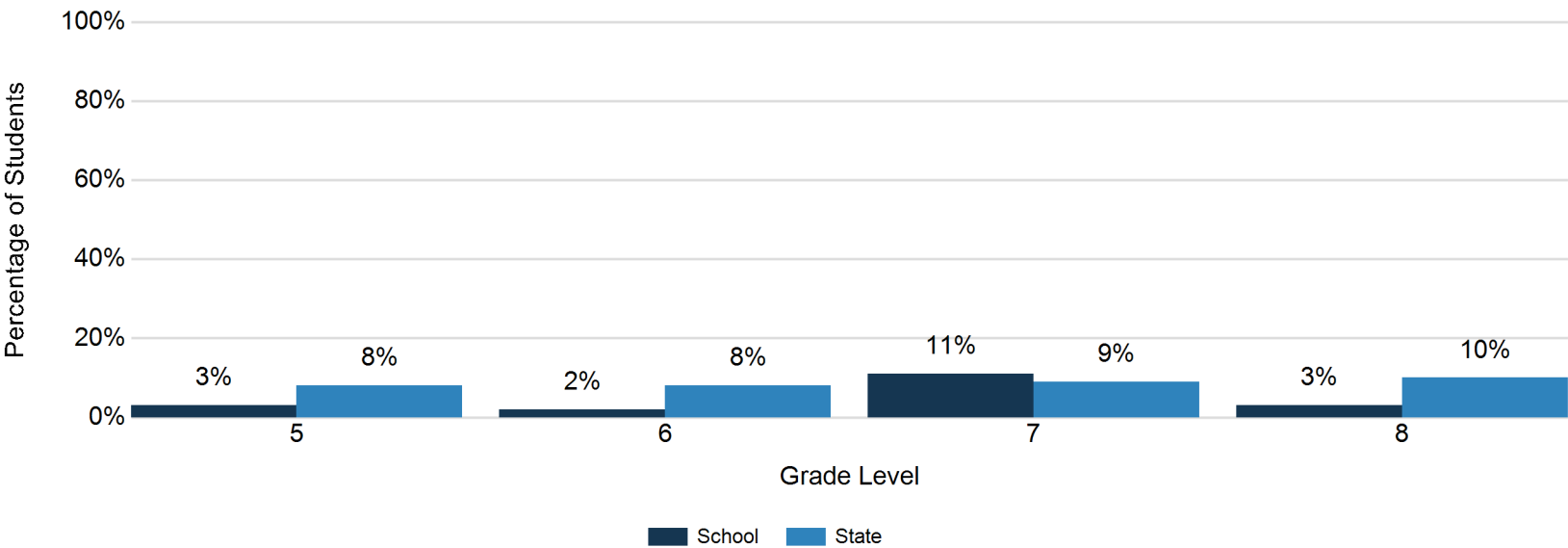
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Chronic Absenteeism by Grade

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

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



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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	5 Hrs. 22 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	18	118,214
Average years experience in public schools	12.9	12.1
Average years experience in district	12.9	10.8
Percentage of Teachers with 4 or more years experience in the district	94.4%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	9:1	14:1
Students to Administrators	77:1	226:1
Teachers to Administrators	9:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	45.1%	77.8%	50.0%	48.4%	77.1%	54.9%
Male	54.9%	22.2%	50.0%	51.6%	22.9%	45.1%
White	54.2%	83.3%	100.0%	42.4%	83.6%	77.4%
Hispanic	25.5%	11.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	5.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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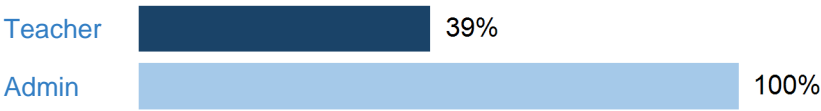
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
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	24.0%	25.3%	91.9%
Math Proficiency	24.0%	18.3%	81.1%
ELA Growth	42	37	37
Math Growth	73	51	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		55.5%	N
Chronic Absenteeism	13.2%	18.1%	4.5%

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



Johnstone Elementary School

(11-5390-120)

Grades Offered: 05-08

2018-2019

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

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

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

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

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



Johnstone Elementary School
(11-5390-120)
Grades Offered: 05-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	N	N	Not Met	Met Standard	N	Met	No
White	N	N	Not Met	Not Met	n/a	Met	No
Hispanic	N	N	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	N	N	Exceeds Standard	Not Met	n/a	Met	No
Students with Disabilities	**	**	**	**	n/a	**	No
English Learners	**	**	**	**	**	**	No

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






Johnstone 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.

 <p>Highlights:</p>	<ul style="list-style-type: none"> NJDOE Model Bilingual Program. One to one technology for each student. Technology is infused into the curriculum and utilized daily. Curriculum highlights include Go Math, Journeys reading series and use of Next Gen Science Standards. Responsive Classroom is used to promote social/emotional growth.
 <p>Mission, Vision, Theme:</p>	<p>Johnstone Vision Statement- The staff, students, parents and community will recognize Johnstone School as a compassionate, assertive, responsible, empathetic and safe learning environment. Johnstone School will be a highly visible example of student advocacy and academics while promoting active citizenship and encouraging student to embrace learning.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>The K-5 Bilingual Program was recognized as a NJDOE Model Program.</p>





Johnstone Elementary School
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 <p>Courses, Curriculum, Instruction:</p>	<p>Curriculum is revised each year to ensure students are meeting the standards. Go Math was implemented in the 2016-2017 school year. Students are continuing to received challenging instruction in math. Journeys continues to be the focal point of literacy instruction. LEAP is provided for those students who meet the criteria. Bilingual education is offered in grades K-4.</p>
 <p>Clubs and Activities:</p>	<p>Johnstone School offers before and after school clubs. Students are invited to participate in Drama Club, Chorus,Math Club, Wellness Club Big Brothers/Big Sisters and CARES club. Student mentoring opportunities and Safety Patrol are available to the fifth grade students.</p>





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 <p>Before and After School Programs:</p>	<p>YMCA provides before and after care for parents. The program serves Kindergarten through fifth grade students.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff collaborates during PLC meetings. This professional development allows staff to analyze assessment data, look at student growth and plan for effective instruction. Staff is provided opportunity to hold vertical meetings throughout the year. These meetings enable the staff to recognize any gaps in instruction. CLI is providing coaching with model classroom teachers in grades kindergarten through third. These classrooms will become model classrooms for the district.</p>



Johnstone Elementary School

(11-5390-120)

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<div>  <div>Student Supports and Services:</div> </div>	<p>English Language Learners are provided additional instruction with an ESL teacher. Third, fourth and fifth grades have an in-class resource program designed to assist students with disabilities. Basic Skills pull out and push- in instruction is provided for all grade levels. Intervention and Referral services meets monthly to review students who may be facing challenges. A-Team supports social/emotional learning and families.</p>
<div>  <div>Student Health and Wellness:</div> </div>	<p>Breakfast is served daily to all students. Breakfast and lunch menus meet the nutritional guidelines. Students have recess daily. Health and Physical Education classes are held once a week. Johnstone School receives the Fresh Fruits and Vegetable Grant. Three times a week, students are given a taste and introduced to various fruits and vegetables. Students enjoy the opportunity to try new items.</p>
<div>  <div>Parent and Community Involvement:</div> </div>	<p>Parent Outreach Programs are held approximately five times a year. POP nights focus upon providing parents information about reading strategies, math games, anti bullying, Science and other areas of interest. Additional parent events are held to promote a partnership. These activities include Family Fall Night, Grandparents Breakfast and Pizza Bingo. Johnstone's PTO provides materials and field trips for the students. All parents are encouraged to sign up for the parent portal.</p>




Johnstone Elementary School
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 <div>Technology and STEM:</div>	<p>Johnstone School provides students with one-to one technology. Technology in the classrooms includes iPads, chrome books, apple television and Chrome cast. Teachers infuse technology into the curriculum daily. The 100 Book Challenge is a program designed to increase at home reading and enhance student growth.</p>
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Marie Durand Elementary School
(11-5390-135)
Grades Offered: KG-05
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Marie Durand Elementary School**

(11-5390-135)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mr. Daniel Greco
Address	371 W FOREST GROVE RD VINELAND, NJ 08360-2060
Phone Number	856-794-6929
Email Address	dgreco@vineland.org
Website	http://www.vineland.org/marie-durand/
Facebook	https://www.facebook.com/durand.pto.9
Twitter	https://twitter.com/durand_school?lang=en



Marie Durand Elementary School

(11-5390-135)

Grades Offered: KG-05

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
KG	79	65	70
1	91	84	80
2	87	93	93
3	91	92	99
4	80	89	101
5	86	87	96
Total	514	510	539

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	48.6%	51.2%
Male	51.6%	51.4%	48.8%
Economically Disadvantaged Students	75.9%	74.7%	74.0%
Students with Disabilities	21.4%	24.7%	24.5%
English Learners	1.8%	3.3%	8.7%
Homeless Students	2.1%	1.2%	0.9%
Students in Foster Care	2.1%	0.4%	1.1%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.2%

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	20.8%	21.0%	19.3%
Hispanic	58.9%	59.6%	64.2%
Black or African American	16.9%	15.5%	13.4%
Asian	0.0%	0.0%	0.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.4%	0.4%	0.4%
Two or More Races	2.7%	3.5%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	79	65	70

Enrollment by Home Language

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

Home Language	% of Students
English	82.7%
Spanish	16.5%
Other Languages	0.7%



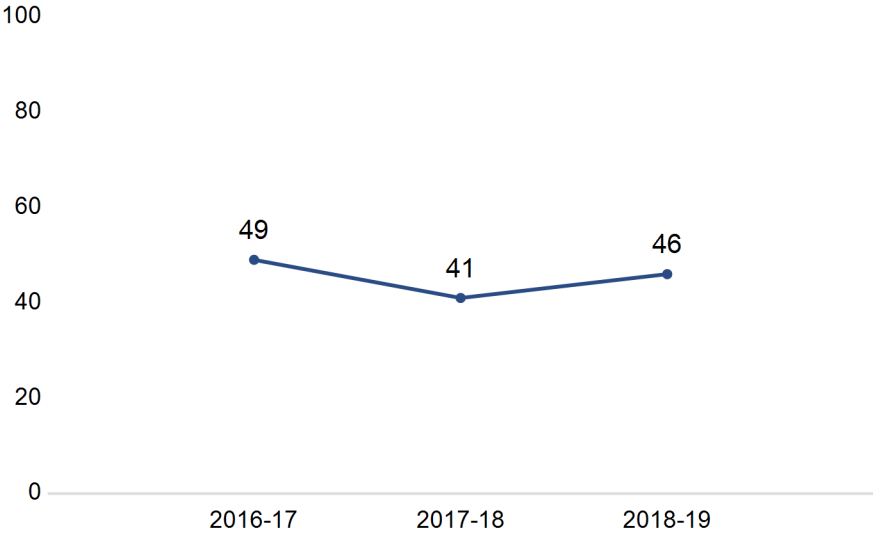
Marie Durand Elementary School
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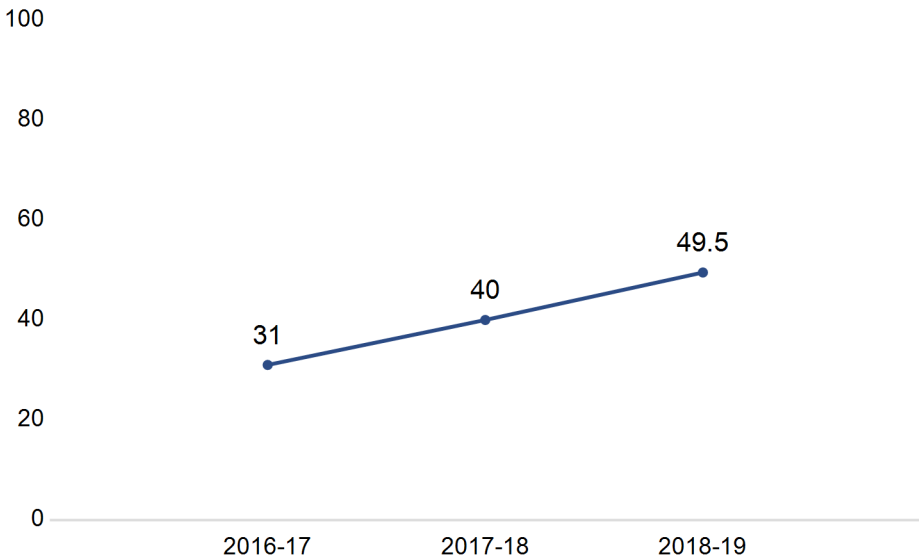
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	49	41	46	31	40	49.5
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	46	41	50	Met Standard	49.5	44	50	Met Standard
White	46	42	50	Met Standard	61.5	46	52	Exceeds Standard
Hispanic	44	41.5	49	Met Standard	47	44	47	Met Standard
Black or African American	48	39	45	Met Standard	40	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	51	45	53	N	45	44	50	N
Male	38	38	47	N	55	44	51	N
Economically Disadvantaged Students	44	41	48	Met Standard	45	44	46	Met Standard
Students with Disabilities	34	37	43	Not Met	46	43	45	Met Standard
English Learners	45.5	44	52	Met Standard	49.5	46	50	Met Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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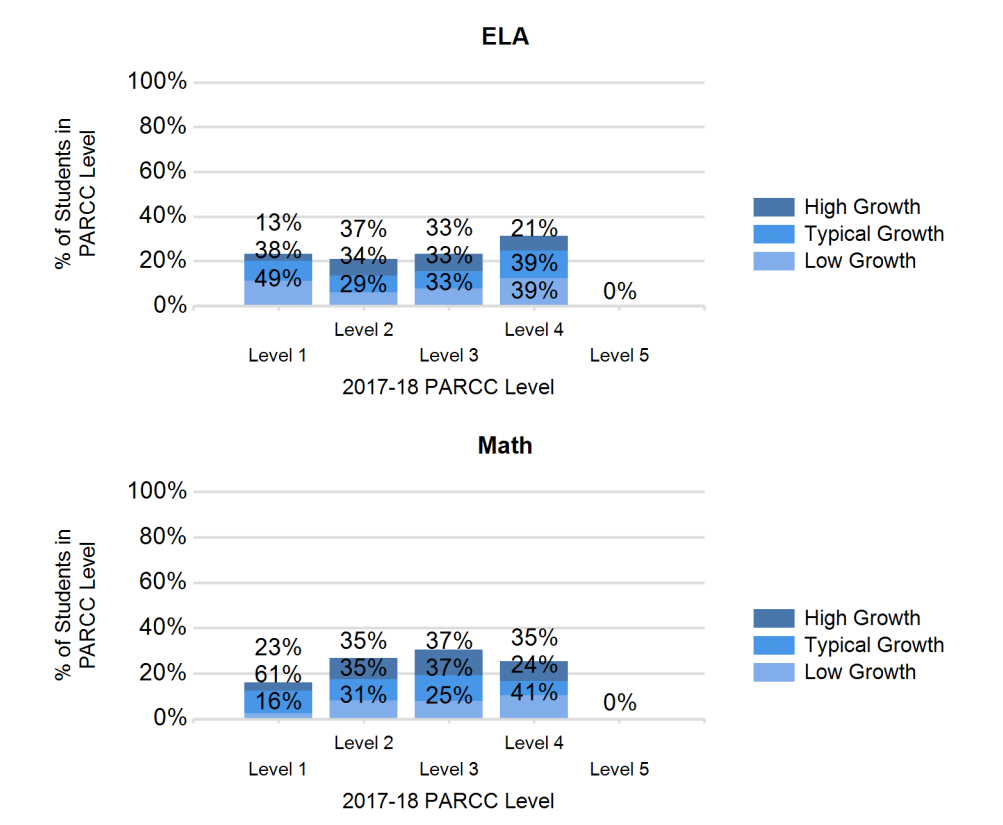
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

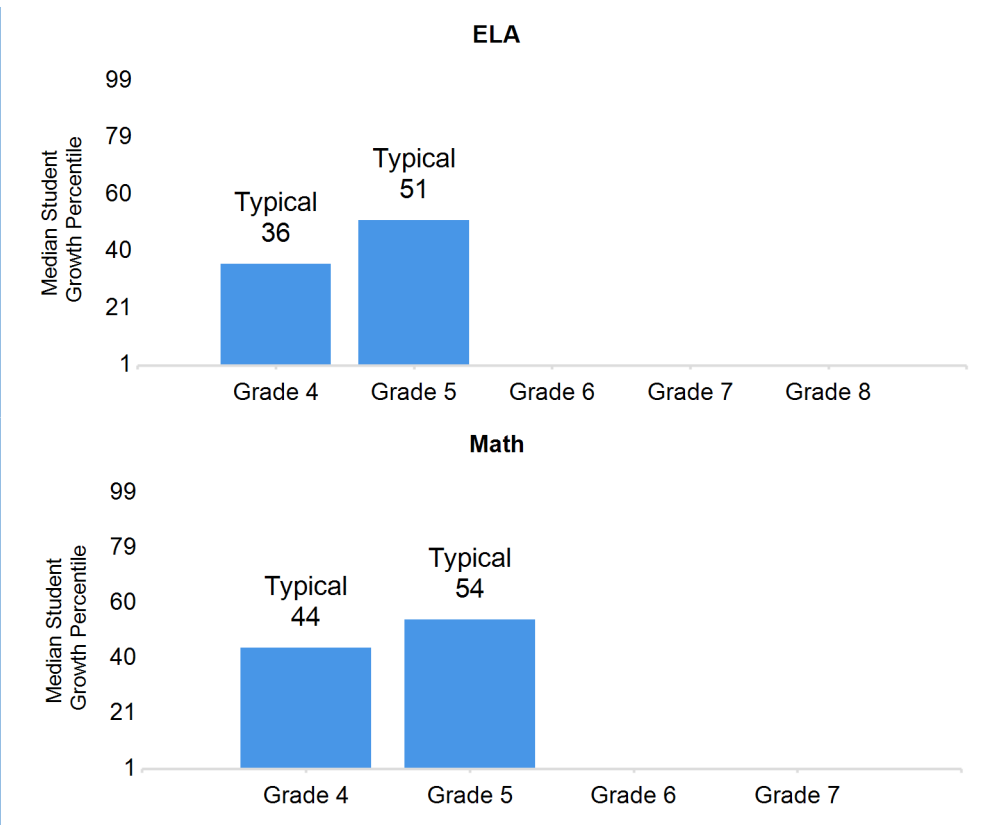
Student Growth by Performance Level

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



Student Growth by Grade

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





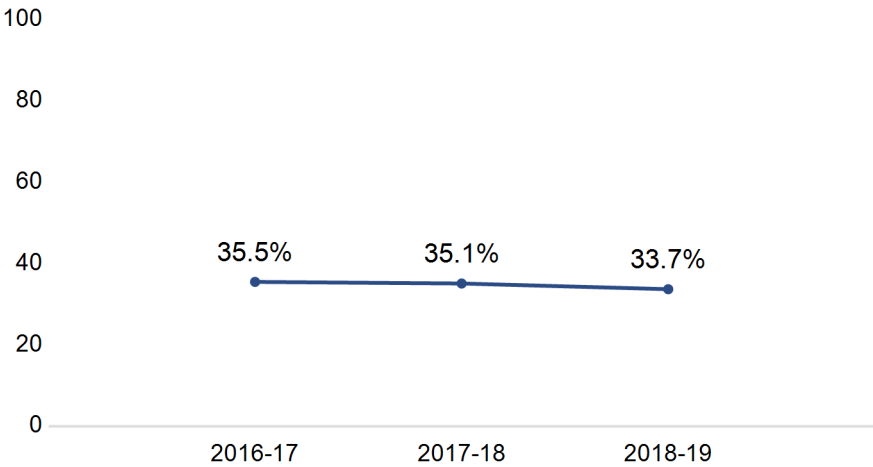
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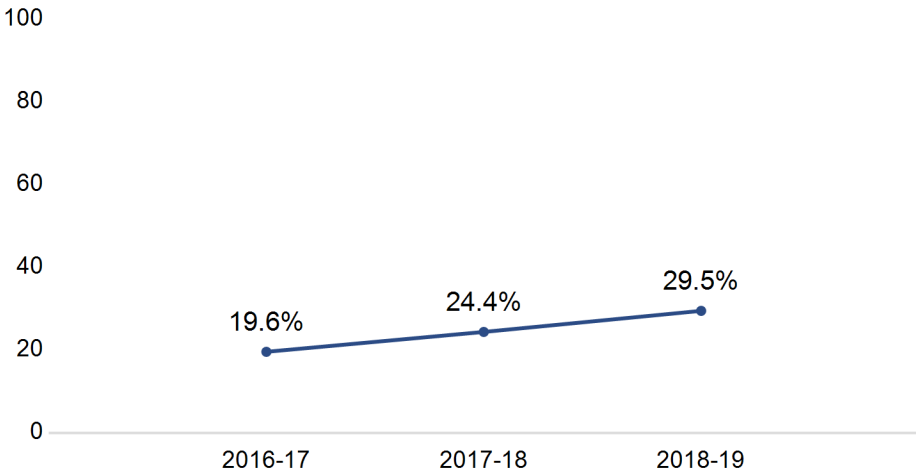
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	98.2%	99.7%	100.0%	98.2%	99.7%
Proficiency Rate for Federal Accountability	35.5%	35.1%	33.7%	19.6%	24.4%	29.5%
Annual Target	31.1%	33.6%	36.2%	28.5%	31.2%	33.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	285	99.7	33.7	33.9	57.9	33.7	36.2	Met Target†
White	61	100.0	45.9	48.1	66.9	45.9	42.3	Met Target
Hispanic	170	100.0	29.4	28.5	43.9	29.4	32.7	Met Target†
Black or African American	42	100.0	35.7	*	38.5	35.7	38.4	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	135	100.0	38.5	39.7	64.8	38.5		
Male	150	99.4	29.3	28.4	51.3	29.3		
Economically Disadvantaged Students	198	99.5	28.8	28.1	40.0	28.8	30.9	Met Target†
Non-Economically Disadvantaged Students	87	100.0	44.8	44.9	67.9	44.8		
Students with Disabilities	87	100.0	10.3	12.3	22.7	10.3	21.6	Not Met
Students without Disabilities	198	99.5	43.9	40.5	65.1	43.9		
English Learners	38	100.0	26.3	14.8	29.3	26.3	32.5	Met Target†
Non-English Learners	247	99.6	34.8	37.4	60.6	34.8		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

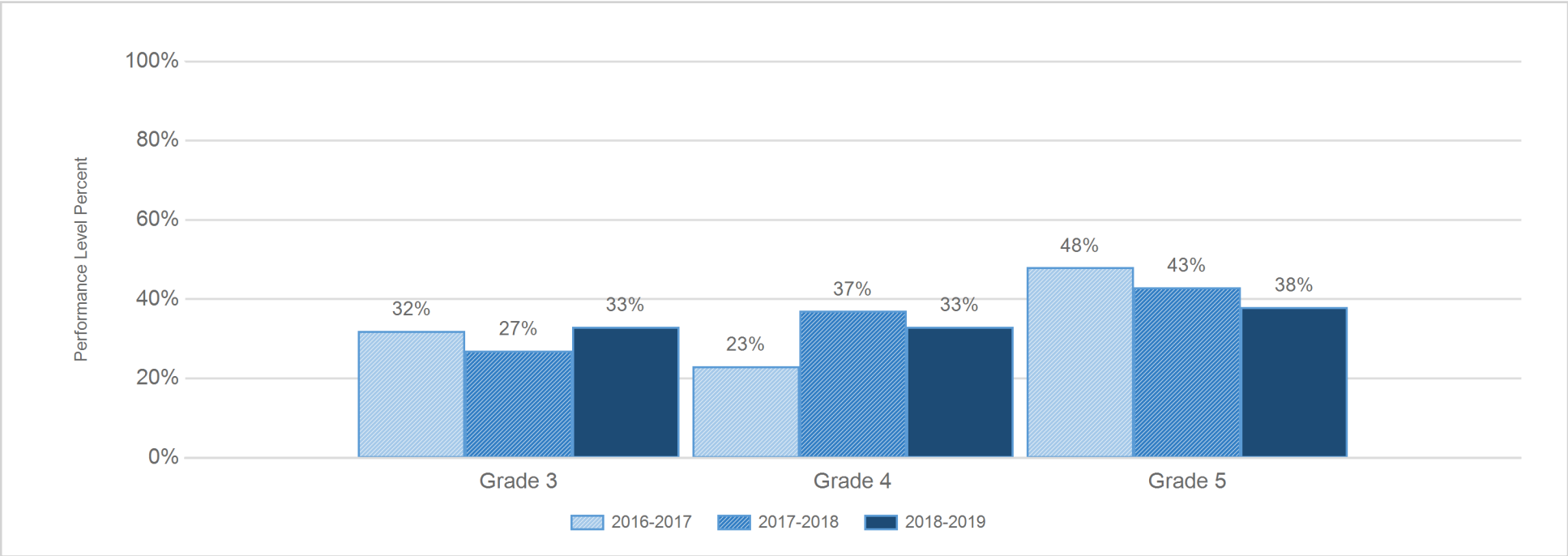


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English Language Arts Assessment - Performance Trends

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.





Marie Durand Elementary School

(11-5390-135)

Grades Offered: KG-05

2018-2019

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	99	731	738	748	20%	16%	30%	*	*	33%	50%
White	20	747	752	757	*	*	*	*	*	45%	60%
Hispanic	56	728	733	734	21%	18%	32%	29%	0%	29%	36%
Black or African American	19	725	731	731	*	*	*	*	*	37%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	45	729	742	753	*	*	33%	*	*	29%	55%
Male	54	733	734	743	*	*	28%	*	*	37%	46%
Economically Disadvantaged Students	71	726	732	731	*	*	*	*	*	25%	33%
Non-Economically Disadvantaged Students	28	745	750	759	*	*	*	*	*	54%	61%
Students with Disabilities	32	701	714	719	*	*	*	*	*	13%	24%
Students without Disabilities	67	746	744	754	*	*	*	*	*	43%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Marie Durand Elementary School
(11-5390-135)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	102	733	737	755	22%	21%	25%	*	*	33%	57%
White	25	736	747	763	*	*	*	*	*	36%	67%
Hispanic	58	732	732	743	19%	29%	17%	*	*	34%	44%
Black or African American	13	728	736	739	*	*	*	*	*	23%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	51	745	*	760	*	*	25%	*	*	47%	62%
Male	51	720	*	750	*	*	24%	*	*	20%	53%
Economically Disadvantaged Students	69	729	732	740	*	*	*	*	*	26%	40%
Non-Economically Disadvantaged Students	33	740	745	765	*	*	*	*	*	48%	69%
Students with Disabilities	32	705	*	725	*	*	*	*	*	13%	25%
Students without Disabilities	70	745	*	761	*	*	*	*	*	43%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Marie Durand Elementary School
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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	95	735	741	756	18%	14%	31%	38%	0%	38%	58%
White	20	740	753	764	*	0%	*	60%	0%	60%	68%
Hispanic	59	734	736	743	17%	19%	34%	31%	0%	31%	44%
Black or African American	14	734	739	739	*	*	*	*	*	43%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	46	741	747	761	*	*	33%	46%	0%	46%	64%
Male	49	730	736	750	*	*	29%	31%	0%	31%	52%
Economically Disadvantaged Students	66	733	737	740	*	*	29%	36%	0%	36%	39%
Non-Economically Disadvantaged Students	29	740	750	766	*	*	34%	41%	0%	41%	69%
Students with Disabilities	27	702	716	724	*	*	*	*	*	*	23%
Students without Disabilities	68	748	748	762	*	*	*	*	*	*	65%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	N	N	717	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



Marie Durand Elementary School
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Grades Offered: KG-05
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	285	99.7	29.5	*	44.5	29.5	33.9	Met Target†
White	61	100.0	37.7	39.9	54.1	37.7	35	Met Target
Hispanic	170	100.0	29.4	*	28.8	29.4	32.1	Met Target†
Black or African American	42	100.0	16.7	19.7	23.0	16.7	36.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	135	100.0	25.9	*	44.9	25.9		
Male	150	99.4	32.7	*	44.2	32.7		
Economically Disadvantaged Students	198	99.5	26.3	*	26.3	26.3	33.9	Not Met
Non-Economically Disadvantaged Students	87	100.0	36.8	*	54.9	36.8		
Students with Disabilities	87	100.0	11.5	11.5	17.4	11.5	17.9	Not Met
Students without Disabilities	198	99.5	37.4	30.4	50.0	37.4		
English Learners	38	100.0	15.8	14.6	25.0	15.8	26.6	Not Met
Non-English Learners	247	99.6	31.6	28.1	46.5	31.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

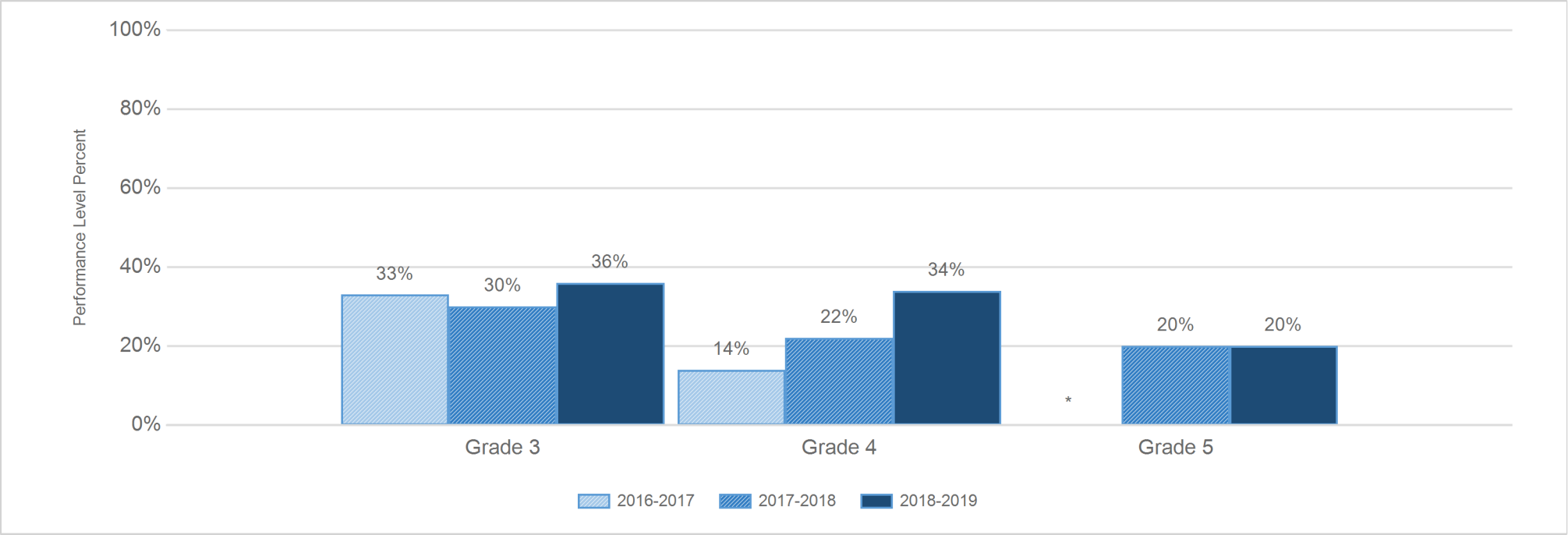


Marie Durand Elementary School
(11-5390-135)
Grades Offered: KG-05
2018-2019

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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.



Marie Durand Elementary School

(11-5390-135)

Grades Offered: KG-05

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	99	740	743	752	10%	21%	32%	*	*	36%	55%
White	20	746	753	760	*	*	*	*	*	45%	66%
Hispanic	56	740	740	739	*	23%	34%	*	*	34%	40%
Black or African American	19	730	736	735	*	*	*	*	*	32%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	45	738	744	751	*	*	38%	*	*	31%	54%
Male	54	741	742	752	*	*	28%	*	*	41%	56%
Economically Disadvantaged Students	71	736	739	737	*	*	*	*	*	30%	37%
Non-Economically Disadvantaged Students	28	748	751	761	*	*	*	*	*	54%	67%
Students with Disabilities	32	723	727	731	*	*	*	*	*	19%	31%
Students without Disabilities	67	748	747	756	*	*	*	*	*	45%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Marie Durand Elementary School
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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	102	735	734	749	18%	17%	31%	*	*	34%	51%
White	25	741	742	757	*	*	*	44%	0%	44%	62%
Hispanic	58	735	730	737	17%	19%	29%	*	*	34%	36%
Black or African American	13	721	730	731	*	*	*	*	*	15%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	51	737	*	749	*	*	39%	*	*	37%	50%
Male	51	733	*	749	*	*	24%	*	*	31%	52%
Economically Disadvantaged Students	69	731	729	734	*	*	*	*	*	26%	32%
Non-Economically Disadvantaged Students	33	744	742	759	*	*	*	*	*	52%	63%
Students with Disabilities	32	708	*	726	*	*	*	*	*	13%	25%
Students without Disabilities	70	747	*	754	*	*	*	*	*	44%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	730	732	747	*	36%	37%	*	*	20%	47%
White	20	736	743	755	*	*	*	*	*	25%	58%
Hispanic	59	730	729	735	*	31%	36%	*	*	24%	30%
Black or African American	14	722	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	46	729	732	747	*	33%	48%	*	*	13%	47%
Male	49	731	733	747	*	39%	27%	*	*	27%	47%
Economically Disadvantaged Students	66	729	729	732	*	36%	30%	*	*	23%	27%
Non-Economically Disadvantaged Students	29	732	739	757	*	34%	52%	*	*	14%	59%
Students with Disabilities	27	710	718	725	*	*	*	*	*	*	19%
Students without Disabilities	68	738	736	752	*	*	*	*	*	*	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	N	N	721	723	N	N	N	N	N	N	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	65.2%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	*	*	*
3-4	12	*	*
5 or more	22	63.6%	36.4%



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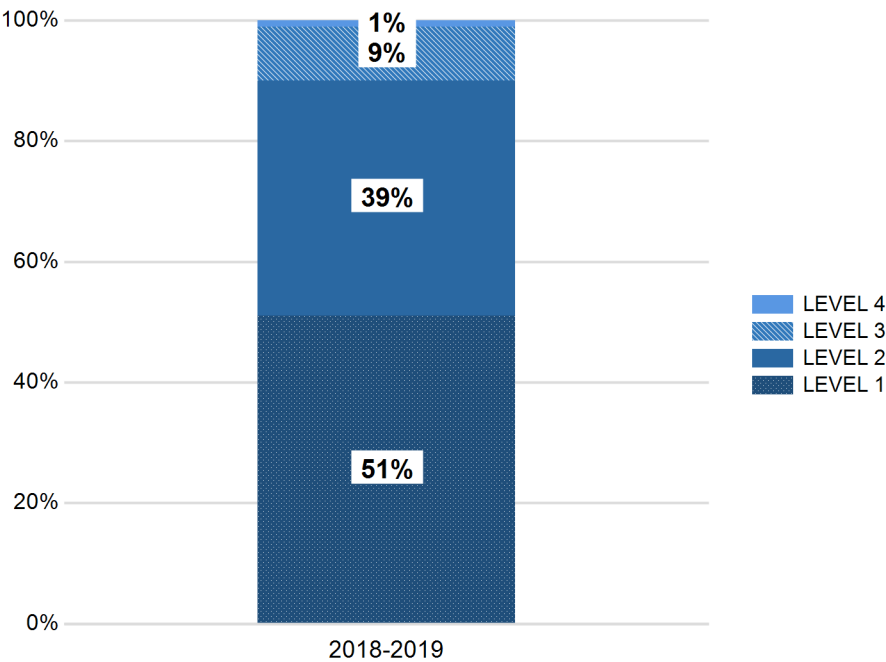
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† This indicates a table specific note,see note below table

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	39	9	1
White	30	55	10	5
Hispanic	52	36	12	0
Black or African American	64	36	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	48	48	4	0
Male	53	31	14	2
Economically Disadvantaged Students	50	38	10	1
Non-Economically Disadvantaged Students	52	41	7	0
Students with Disabilities	81	15	4	0
Students without Disabilities	38	49	12	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

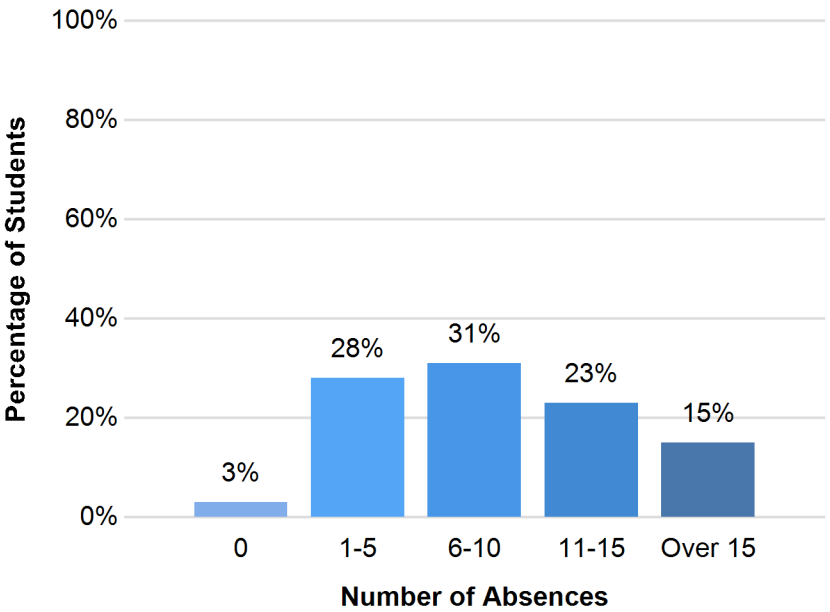
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	49	9.3	8.9	Not Met
White	10	9.9	8.9	Not Met
Hispanic	31	9.2	8.9	Not Met
Black or African American	7	9.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	1	8.3	**	**
Female	26	9.5		
Male	23	9.2		
Economically Disadvantaged Students	40	10.3	8.9	Not Met
Students with Disabilities	24	21.1	8.9	Not Met
English Learners	5	10.9	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





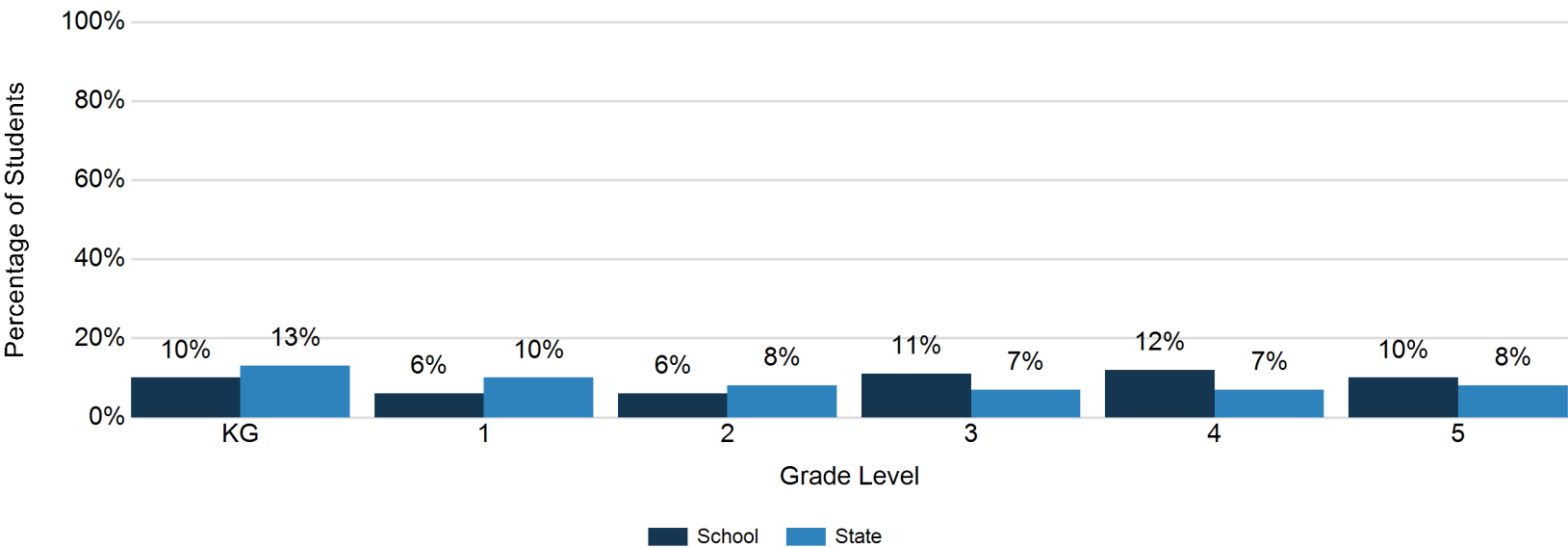
Marie Durand Elementary School
(11-5390-135)
Grades Offered: KG-05
2018-2019

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

Chronic Absenteeism by Grade

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





Marie Durand Elementary School

(11-5390-135)

Grades Offered: KG-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	10	1.9%
Any Suspension	10	1.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

18



Marie Durand 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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	40	118,214
Average years experience in public schools	14.9	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	87.5%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	270:1	226:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	95.0%	50.0%	48.4%	77.1%	54.9%
Male	48.8%	5.0%	50.0%	51.6%	22.9%	45.1%
White	19.3%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	64.2%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	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	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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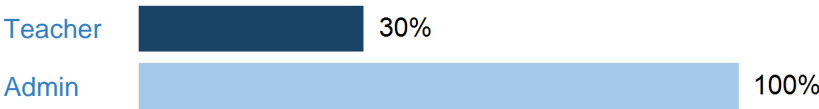
Teachers and Administrators - Level of Education

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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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	97.6%



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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	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.5%	35.1%	33.7%
Math Proficiency	19.6%	24.4%	29.5%
ELA Growth	49	41	46
Math Growth	31	40	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	65.2%
Chronic Absenteeism	15.6%	12.5%	9.3%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target†	Met Target†	Met Standard	Met Standard	Met Target	Not Met	No
White	Met Target	Met Target	Met Standard	Exceeds Standard	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not 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	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:	<ul style="list-style-type: none">• 1:1 accessibility to technology for all students. Chromebooks, laptops and ipads are all utilized on a daily basis.• Annual recipient of the Healthy U.• Numerous before, during and after school clubs offered. Including Coding, STEM, Choir, Sports and Kids Care Club
Mission, Vision, Theme:	<p>Our teachers share a common mission, to educate the “whole child” while inspiring them to become life-long learners. We believe in setting high expectations and providing the necessary tools for every student to be successful.</p>




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 <div>Clubs and Activities:</div>	Clubs: STEM, Art, Sports, Coding, Say Yes to Education, Kids Care Club, Walkers, Choir, Talent Show, Band, String Instrumental, TV Crew (produce our own school-based Television Show Activities: Fall Festival, Spring Carnival, Durand Run (41th Annual), Talent Show, Winter and Spring Concerts/Musicals
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 <div>Before and After School Programs:</div>	YMCA school based before/after school program. Big Brothers/Big Sisters school and community based program.
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 <div>Student Supports and Services:</div>	<p>Basic Skills Instruction for struggling learners in both math and reading (daily "push-in" model K-3rd), ESL services, Various Guidance Groups (Social Skills, Organizational, Grief) and individual counseling offered. Newly created "Developmental First Grade" program focused on providing individualized interventions in a classroom setting in order to have those identified students performing on grade level by the start of 2nd grade.</p>
 <div>Student Health and Wellness:</div>	<p>Several programs focused on creating healthy lifestyles. Healthy U School in conjunction with Vineland YMCA. Focus on fitness and nutrition. Creation of a school based Fresh Fruits and Vegetables program. School-wide Mileage Club.</p>
 <div>Parent and Community Involvement:</div>	<p>PTO involved in numerous school-based activities and events. Monthly school-wide parental involvement events, as well as biannual grade level activities are held.Maintain several partnerships with community organizations including the Rotary Club, Big Brothers/ Big Sisters and local produce vendors.</p>




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<div><div>Technology and STEM:</div></div>	Before/After School as well as a four week Summer STEM enrichment program.
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Pauline J. Petway Elementary School
(11-5390-270)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Pauline J. Petway Elementary School**

(11-5390-270)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Jennifer Frederico
Address	1115 SO LINCOLN AVE VINELAND, NJ 08361-6601
Phone Number	856-362-8855
Email Address	jf Frederico@vineland.org
Website	http://www.vineland.org/petway/homepage
Facebook	https://www.facebook.com/Pauline-Petway-Elementary-School-645357285850483/



Pauline J. Petway Elementary School

(11-5390-270)

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2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	78	84	90
1	86	86	79
2	86	87	85
3	89	85	89
4	86	95	97
5	107	111	99
Total	532	548	539

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	48.7%	47.1%
Male	52.1%	51.3%	52.9%
Economically Disadvantaged Students	52.1%	53.3%	53.4%
Students with Disabilities	15.2%	13.9%	18.2%
English Learners	1.7%	1.3%	3.9%
Homeless Students	1.1%	1.1%	0.7%
Students in Foster Care	0.2%	0.9%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	39.3%	36.7%	32.5%
Hispanic	40.4%	42.5%	49.2%
Black or African American	16.0%	14.4%	10.9%
Asian	1.5%	2.0%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.2%
American Indian or Alaska Native	0.0%	0.2%	0.6%
Two or More Races	2.8%	4.2%	5.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	78	84	90

Enrollment by Home Language

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

Home Language	% of Students
English	89.2%
Spanish	7.1%
Russian	2.2%
Other Languages	1.5%



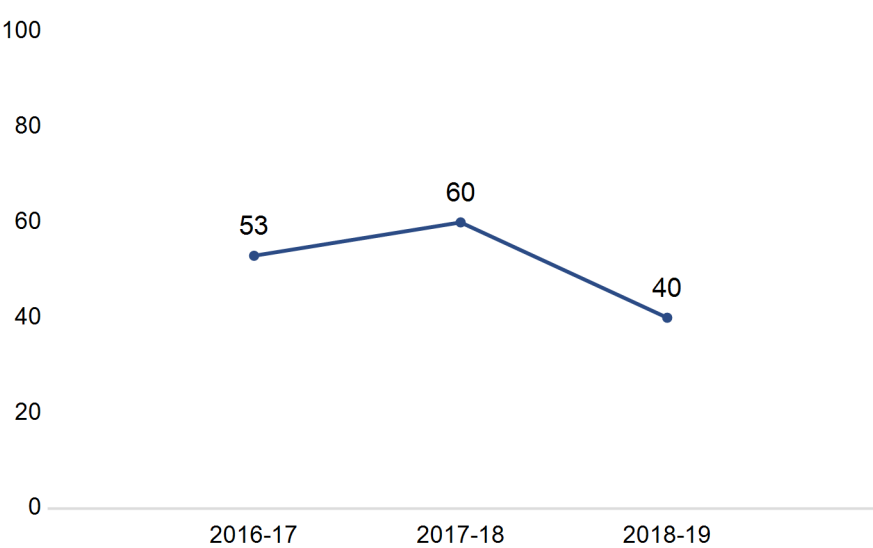
Pauline J. Petway Elementary School
(11-5390-270)
Grades Offered: KG-05
2018-2019

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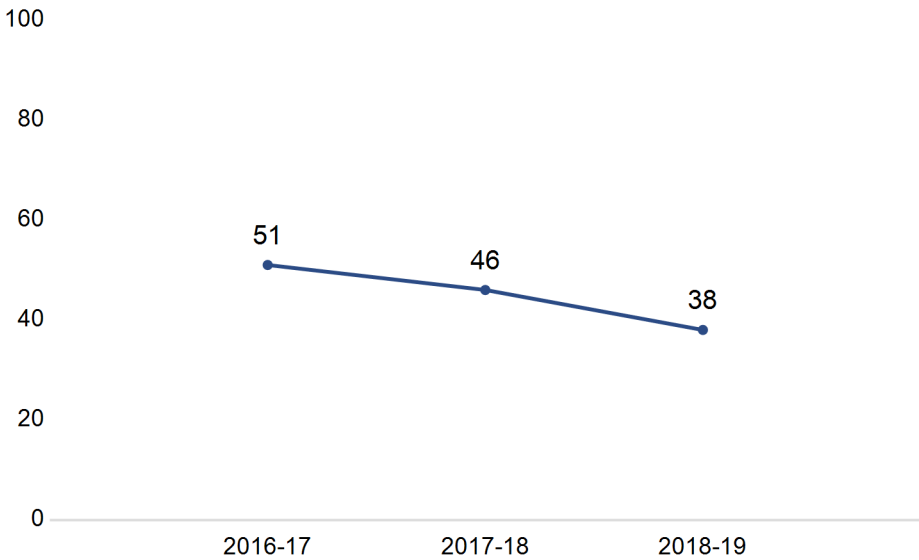
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	53	60	40	51	46	38
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	40	41	50	Met Standard	38	44	50	Not Met
White	39	42	50	Not Met	35	46	52	Not Met
Hispanic	51	41.5	49	Met Standard	39	44	47	Not Met
Black or African American	39	39	45	Not Met	55	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	50	45	53	N	44	44	50	N
Male	37	38	47	N	31.5	44	51	N
Economically Disadvantaged Students	41	41	48	Met Standard	43	44	46	Met Standard
Students with Disabilities	37.5	37	43	Not Met	55	43	45	Met Standard
English Learners	36	44	52	**	60	46	50	**
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	N	57.5	42	N	N	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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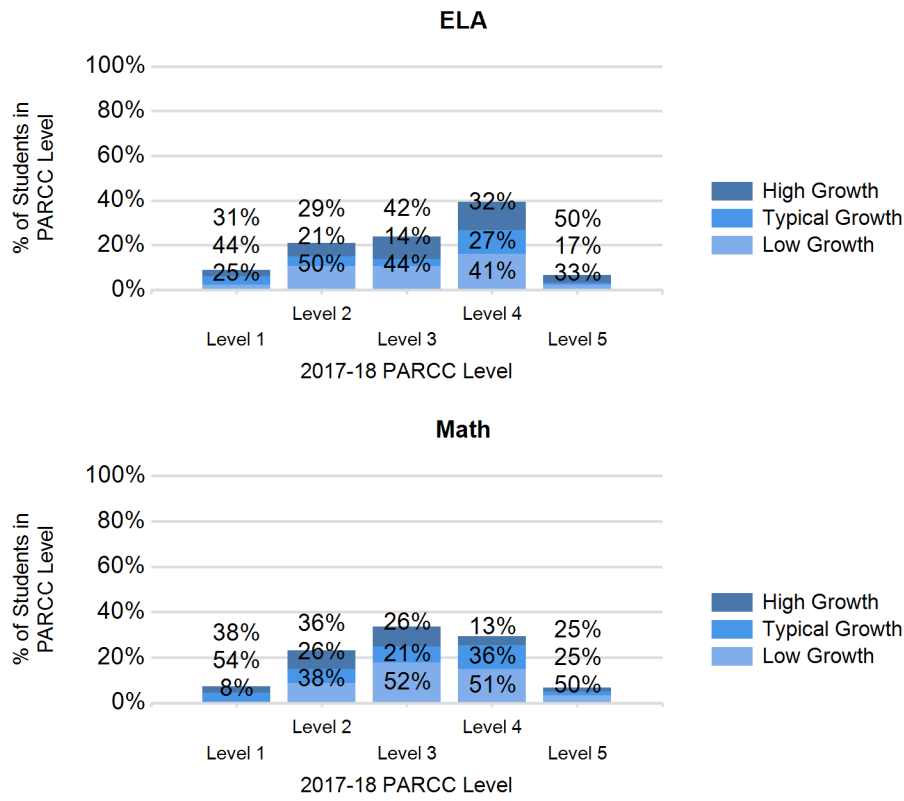
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

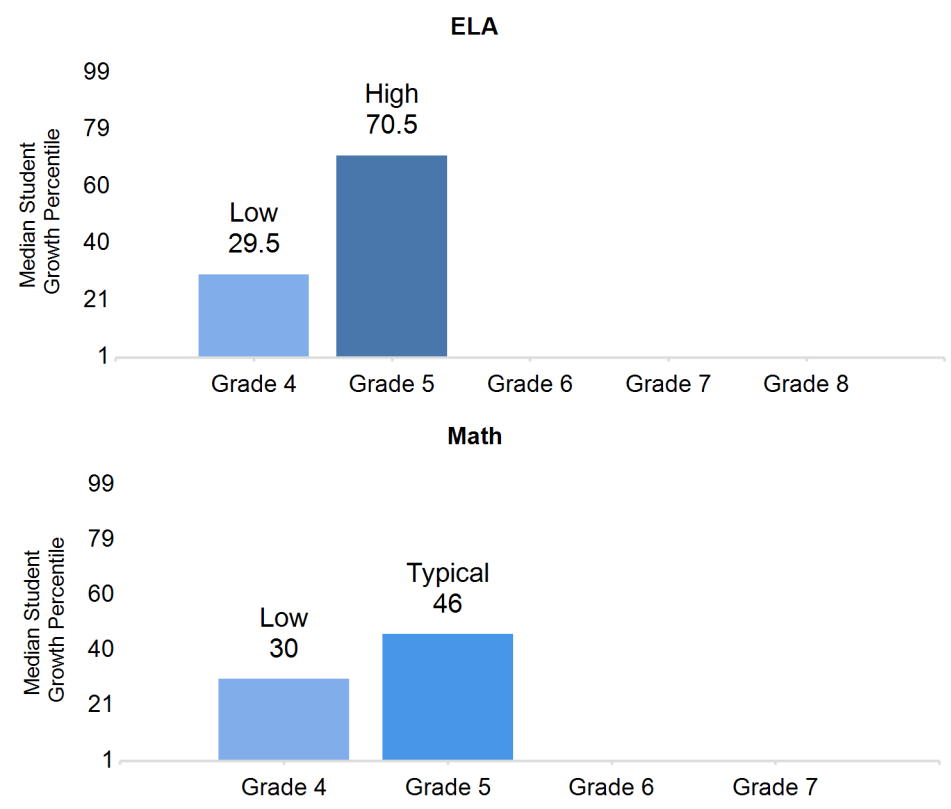
Student Growth by Performance Level

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.



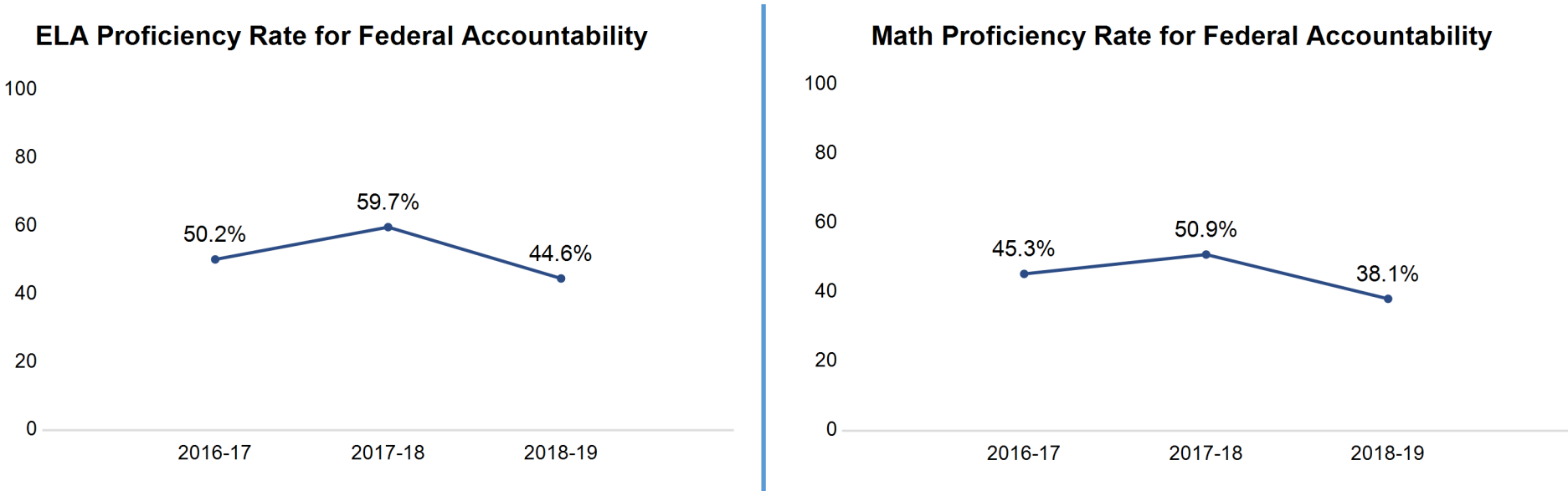


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	99.0%	98.6%	99.3%	98.7%	98.6%
Proficiency Rate for Federal Accountability	50.2%	59.7%	44.6%	45.3%	50.9%	38.1%
Annual Target	47.3%	49.0%	50.8%	45.1%	47.0%	48.8%
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	278	98.6	44.6	33.9	57.9	44.6	50.8	Not Met
White	96	97.0	49.0	48.1	66.9	49.0	61.2	Not Met
Hispanic	130	100.0	40.8	28.5	43.9	40.8	41.7	Met Target†
Black or African American	37	97.4	43.2	*	38.5	43.2	35	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	12	100.0	41.7	42.6	64.4	41.7	**	**
Female	139	98.6	51.8	39.7	64.8	51.8		
Male	139	98.6	37.4	28.4	51.3	37.4		
Economically Disadvantaged Students	136	97.2	41.9	28.1	40.0	41.9	39.5	Met Target
Non-Economically Disadvantaged Students	142	100.0	47.2	44.9	67.9	47.2		
Students with Disabilities	59	96.8	18.6	12.3	22.7	18.6	31	Not Met
Students without Disabilities	219	99.1	51.6	40.5	65.1	51.6		
English Learners	17	100.0	29.4	14.8	29.3	29.4	**	**
Non-English Learners	261	98.5	45.6	37.4	60.6	45.6		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	N	N	N	24.1	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.


Pauline J. Petway Elementary School

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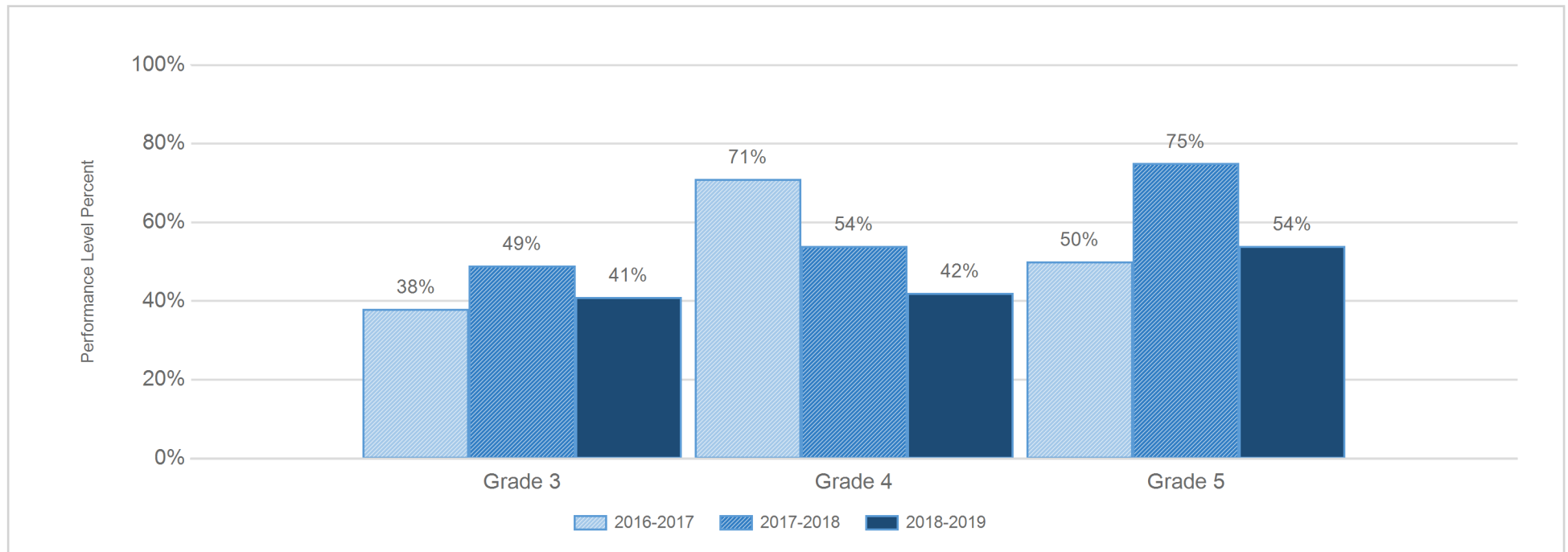
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English Language Arts Assessment - Performance Trends

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	87	744	738	748	*	21%	30%	*	*	41%	50%
White	29	746	752	757	*	*	*	*	*	41%	60%
Hispanic	41	741	733	734	*	*	34%	37%	0%	37%	36%
Black or African American	*	*	731	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	42	749	742	753	*	*	29%	*	*	50%	55%
Male	45	739	734	743	*	*	31%	*	*	33%	46%
Economically Disadvantaged Students	44	748	732	731	*	*	27%	*	*	45%	33%
Non-Economically Disadvantaged Students	43	740	750	759	*	*	33%	*	*	37%	61%
Students with Disabilities	13	731	714	719	*	*	*	*	*	23%	24%
Students without Disabilities	74	746	744	754	*	*	*	*	*	45%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	738	737	755	13%	30%	16%	*	*	42%	57%
White	40	742	747	763	*	28%	*	*	*	50%	67%
Hispanic	36	736	732	743	*	33%	*	*	*	36%	44%
Black or African American	14	730	736	739	*	*	*	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	41	743	*	760	*	29%	*	*	*	49%	62%
Male	55	733	*	750	*	31%	*	*	*	36%	53%
Economically Disadvantaged Students	44	735	732	740	*	*	*	*	*	27%	40%
Non-Economically Disadvantaged Students	52	740	745	765	*	*	*	*	*	54%	69%
Students with Disabilities	20	718	*	725	*	*	*	*	*	20%	25%
Students without Disabilities	76	743	*	761	*	*	*	*	*	47%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	92	753	741	756	*	13%	24%	*	*	54%	58%
White	28	753	753	764	*	*	*	*	*	54%	68%
Hispanic	48	753	736	743	*	*	25%	*	*	52%	44%
Black or African American	*	*	739	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	763	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	54	758	747	761	*	*	*	*	*	59%	64%
Male	38	745	736	750	*	*	*	*	*	47%	52%
Economically Disadvantaged Students	47	752	737	740	*	*	26%	*	*	55%	39%
Non-Economically Disadvantaged Students	45	754	750	766	*	*	22%	*	*	53%	69%
Students with Disabilities	19	726	716	724	*	*	*	*	*	21%	23%
Students without Disabilities	73	760	748	762	*	*	*	*	*	63%	65%
English Learners	N	N	705	713	N	N	N	N	N	N	11%
Non-English Learners	92	753	745	758	*	13%	24%	*	*	54%	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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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	281	98.6	38.1	*	44.5	38.1	48.8	Not Met
White	98	97.1	51.0	39.9	54.1	51.0	61.9	Not Met
Hispanic	130	100.0	33.1	*	28.8	33.1	37.8	Met Target†
Black or African American	38	97.5	21.1	19.7	23.0	21.1	31.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	12	100.0	25.0	25.3	53.3	25.0	**	**
Female	140	98.6	35.7	*	44.9	35.7		
Male	141	98.6	40.4	*	44.2	40.4		
Economically Disadvantaged Students	136	97.2	34.6	*	26.3	34.6	36.1	Met Target†
Non-Economically Disadvantaged Students	145	100.0	41.4	*	54.9	41.4		
Students with Disabilities	60	96.9	25.0	11.5	17.4	25.0	29.5	Met Target†
Students without Disabilities	221	99.1	41.6	30.4	50.0	41.6		
English Learners	19	100.0	47.4	14.6	25.0	47.4	N	N
Non-English Learners	262	98.5	37.4	28.1	46.5	37.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	10.3	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

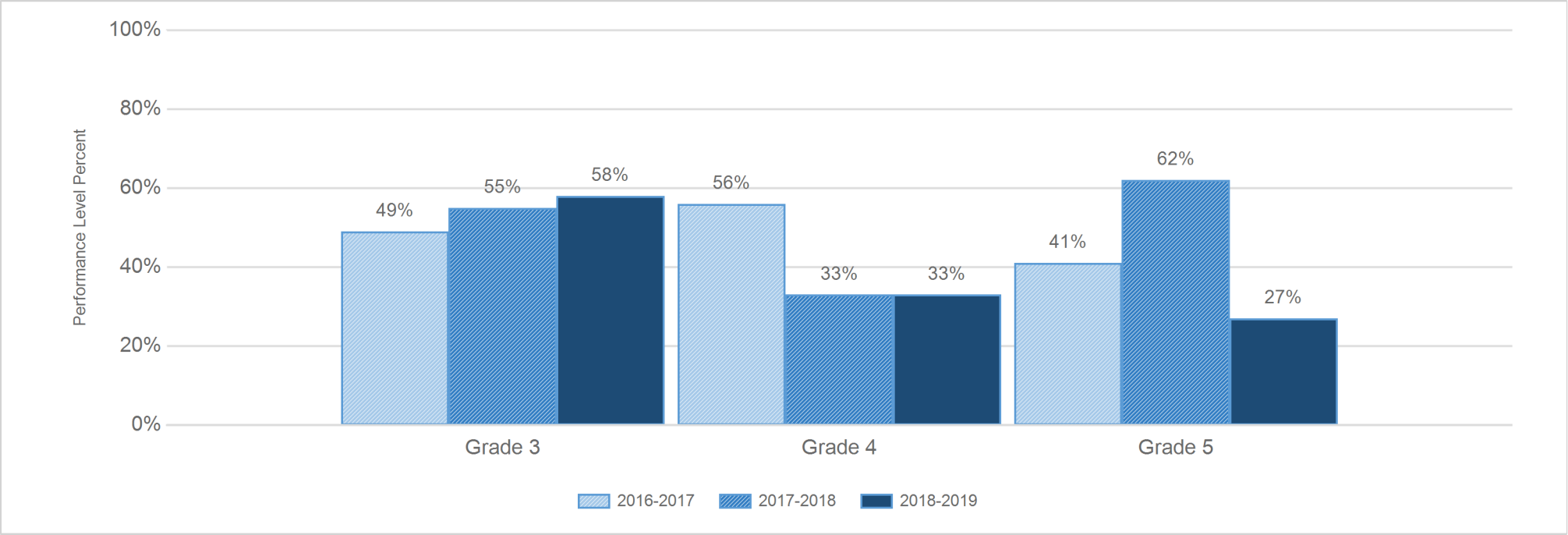


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	88	756	743	752	*	*	33%	45%	13%	58%	55%
White	30	759	753	760	*	*	*	*	*	70%	66%
Hispanic	41	754	740	739	*	*	39%	*	*	54%	40%
Black or African American	*	*	736	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	43	755	744	751	*	*	28%	*	*	58%	54%
Male	45	756	742	752	*	*	38%	*	*	58%	56%
Economically Disadvantaged Students	44	756	739	737	*	*	30%	*	*	61%	37%
Non-Economically Disadvantaged Students	44	755	751	761	*	*	36%	*	*	55%	67%
Students with Disabilities	13	748	727	731	*	*	*	*	*	62%	31%
Students without Disabilities	75	757	747	756	*	*	*	*	*	57%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Pauline J. Petway Elementary School
(11-5390-270)
Grades Offered: KG-05
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	96	736	734	749	10%	23%	33%	*	*	33%	51%
White	40	739	742	757	*	*	25%	*	*	45%	62%
Hispanic	36	732	730	737	*	*	47%	*	*	19%	36%
Black or African American	14	733	730	731	*	*	*	*	*	29%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	41	736	*	749	*	*	24%	*	*	39%	50%
Male	55	736	*	749	*	*	40%	*	*	29%	52%
Economically Disadvantaged Students	44	728	729	734	*	*	36%	*	*	20%	32%
Non-Economically Disadvantaged Students	52	743	742	759	*	*	31%	*	*	44%	63%
Students with Disabilities	20	725	*	726	*	*	*	*	*	15%	25%
Students without Disabilities	76	739	*	754	*	*	*	*	*	38%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Pauline J. Petway 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	94	735	732	747	*	39%	32%	*	*	27%	47%
White	29	742	743	755	*	*	*	*	*	38%	58%
Hispanic	48	734	729	735	*	35%	33%	*	*	29%	30%
Black or African American	*	*	726	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	752	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	54	732	732	747	*	43%	37%	*	*	19%	47%
Male	40	738	733	747	*	35%	25%	*	*	38%	47%
Economically Disadvantaged Students	47	732	729	732	*	49%	26%	*	*	23%	27%
Non-Economically Disadvantaged Students	47	738	739	757	*	30%	38%	*	*	30%	59%
Students with Disabilities	20	726	718	725	*	60%	*	*	*	20%	19%
Students without Disabilities	74	737	736	752	*	34%	*	*	*	28%	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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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	*	*

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%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



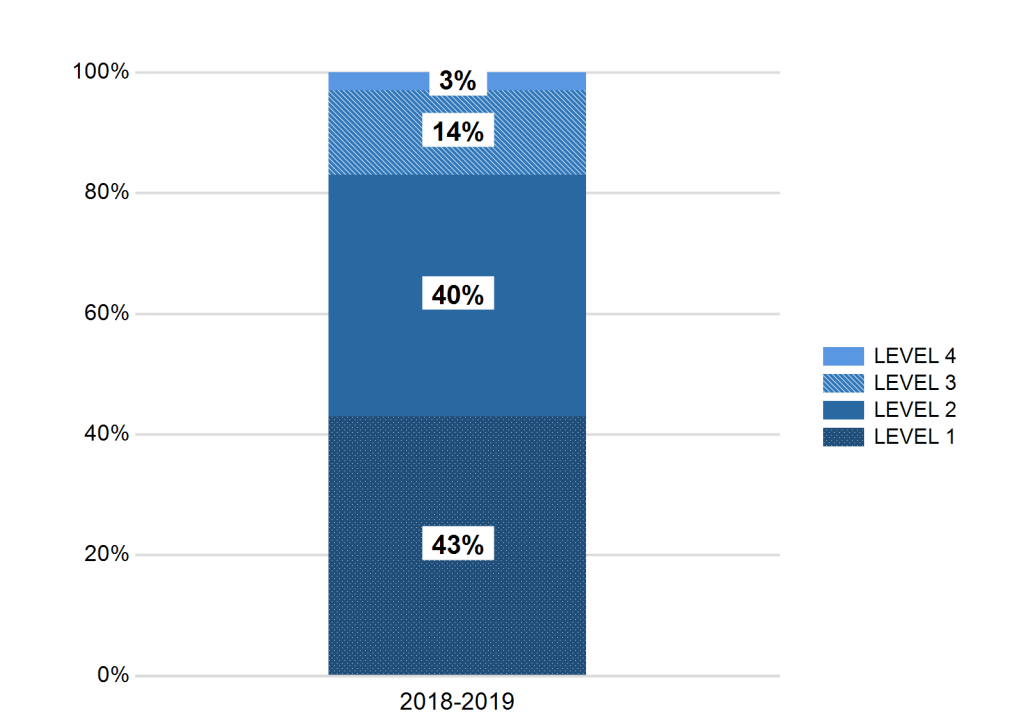
Pauline J. Petway Elementary School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	43	40	14	3
White	38	38	17	7
Hispanic	42	42	15	2
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	39	9	2
Male	33	43	20	5
Economically Disadvantaged Students	49	39	8	4
Non-Economically Disadvantaged Students	36	42	20	2
Students with Disabilities	55	35	10	0
Students without Disabilities	39	42	15	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

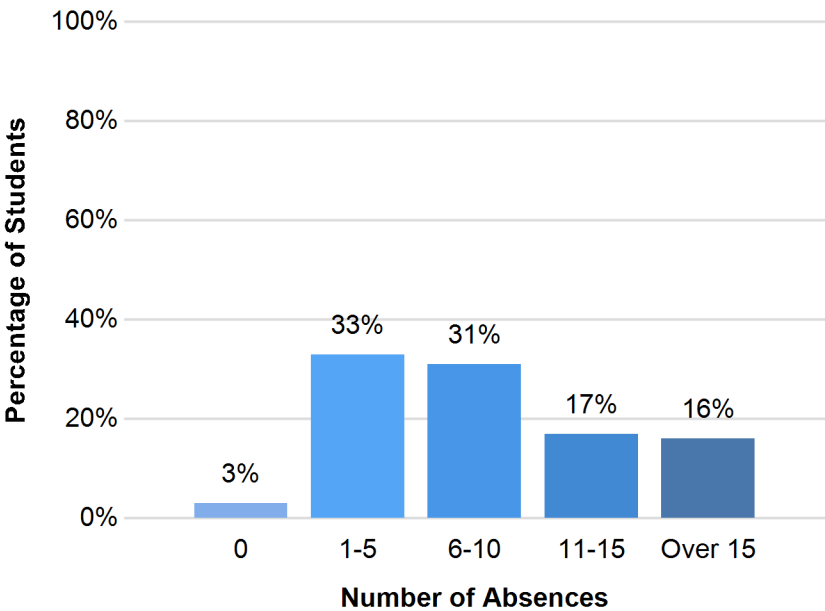
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	61	11.5	8.9	Not Met
White	17	9.8	8.9	Not Met
Hispanic	33	12.9	8.9	Not Met
Black or African American	7	11.9	8.9	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	3	10.0	8.9	Not Met
Female	33	13.0		
Male	28	10.1		
Economically Disadvantaged Students	41	14.9	8.9	Not Met
Students with Disabilities	19	21.3	8.9	Not Met
English Learners	3	15.0	8.9	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





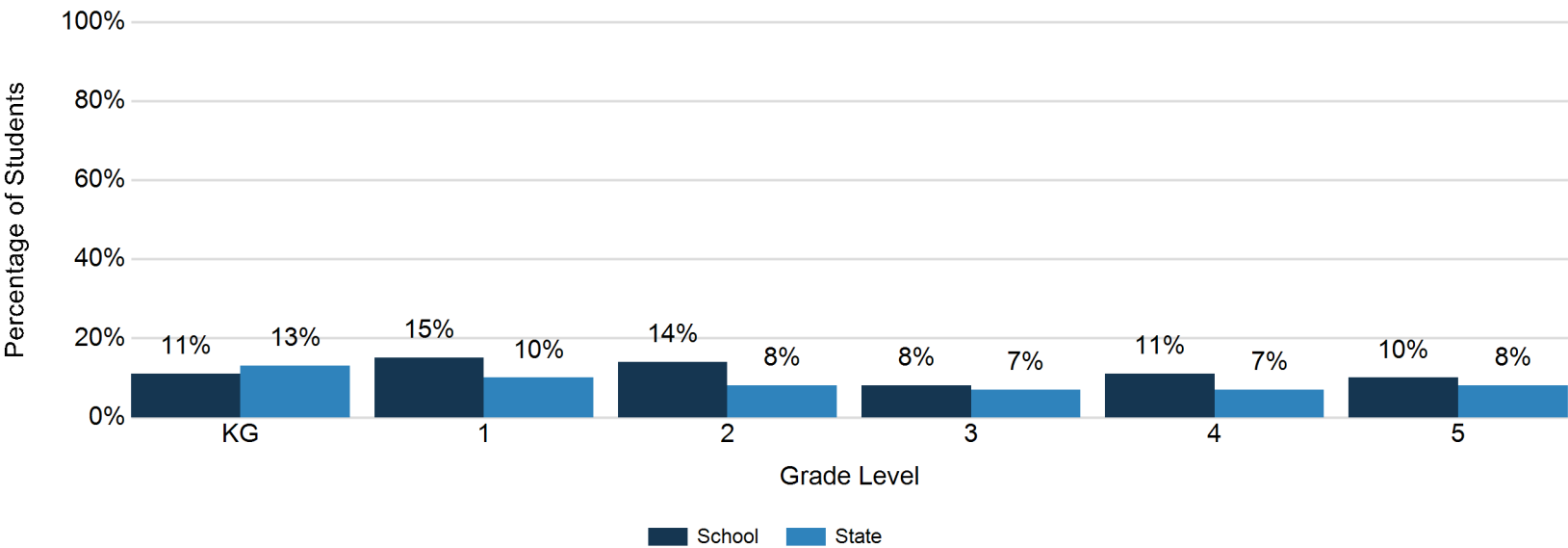
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	17	3.2%
Any Suspension	17	3.2%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
55



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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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	16.0	12.1
Average years experience in district	16.0	10.8
Percentage of Teachers with 4 or more years experience in the district	92.3%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	270:1	226:1
Teachers to Administrators	20:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	47.1%	92.3%	100.0%	48.4%	77.1%	54.9%
Male	52.9%	7.7%	0.0%	51.6%	22.9%	45.1%
White	32.5%	94.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	49.2%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.6%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.4%	0.0%	0.0%	2.1%	0.2%	0.2%



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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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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.



Pauline J. Petway Elementary School
(11-5390-270)
Grades Offered: KG-05
2018-2019

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	50.2%	59.7%	44.6%
Math Proficiency	45.3%	50.9%	38.1%
ELA Growth	53	60	40
Math Growth	51	46	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	46.2%
Chronic Absenteeism	9.8%	10.9%	11.5%

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



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2018-2019

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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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> Petway’ Pathway to Patriot Pride program is the heart of the school. The program focuses on 10 character traits. Students are encouraged to be good Petway Patriots and to always follow the Pathway. Through our mindfulness initiative, Petway teaches about the relationship between mind and body. It will help pupils increase their ability to focus, self-regulate emotions & stay calm. Petway continues to make a difference in our community through Service Learning. Pupils learn beyond the classroom & grow as they participate in organized activities & experiences tied to curriculum.
 <div>Mission, Vision, Theme:</div>	<p>Petway’s Mission is to create an educational community, to foster collaboration among staff, parents and community, and to promote a safe, respectful environment for all to achieve academically, personally and socially. Our Vision is to prepare our students to be well-rounded, independent learners who display the qualities of good citizenship and who will succeed in future academic and personal endeavors. We focus on character education and service learning to address the whole child.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Petway School is a two-time certified New Jersey (2011, 2019) and National School of Character(2014, 2019). Mrs. Frederico, principal, was named the administrator of the year in 2016. The administration of Petway has presented nationally and locally to provide quality professional development for other schools and districts.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Petway has four classrooms at each level, Kindergarten through Fifth Grade. Petway has two Auditory Impaired classes and two Moderate Intellectual Disability classes. Our curriculum has a heavy emphasis on English Language Arts, Mathematics, Science, and Social Studies. Our staff is involved in a team approach to encourage excellent behavior and character skills through our Pathway Program.</p>
 <div>Clubs and Activities:</div>	<p>Petway has a variety of clubs for students. Drama Club and Chorus perform at the school and in the community. Petway's Safety Patrol is an integral part of the school providing many services. Dance club incorporates multiple dance styles for students in 4th and 5th grade. Mythology club explores the fascinating world of Greek and Roman Mythology. Students learn about the extraordinary gods, heroes, and monsters through the many woven tales. Character Ambassadors are student leaders who contribute to the school's planning and climate initiatives. Math Club provides fun and challenging math experiences through games and activities.</p>



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<div>  <div>Before and After School Programs:</div> </div>	<div>The Cumberland County YMCA provides before and after school care for students.</div>
<div>  <div>Staff and Professional Learning:</div> </div>	<div>Petway staff participates in many professional development opportunities throughout the year. District, school and professional trainings keep staff abreast of current educational trends. Staff collaborates to share best practices and enhance teaching and learning. Recently staff has participated in Creating a Trauma-Sensitive School, Mindfulness, Assessment, and Curricular trainings. Administration furthers their education through continuing education courses.</div>






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 <div>Student Supports and Services:</div>	<p>Petway offers in class support services for students with Individualized Educational Plans. In addition, Speech, Occupational Therapy, and Physical Therapy are available. Basic Skills Instruction is provided to students who may need additional learning experiences. Counseling and Mentoring opportunities are available through Petway’s Guidance Department.</p>
 <div>Student Health and Wellness:</div>	<p>Student health and wellness is important to Petway. Students participate in physical education classes once a week. The school nurse provides health screenings throughout the year. Petway encourages a healthy lifestyle by providing a nutritious breakfast and lunch. Through our Mindfulness Initiative students learn to self-regulate emotions for greater academic and personal success.</p>
 <div>Parent and Community Involvement:</div>	<p>Parents are encouraged to participate in Petway's Parent Staff Association. The PPSA generously supports our school with their dollars and their spirit providing field trips, school programs, and special initiatives. Parents are invited to observe in the classroom, have lunch with their child and attend the many parent functions at the school.</p>



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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Each year, Petway School surveys parents, students and staff. The survey collects information on safety, learning, student and staff interactions, and behavior. Data is analyzed and results are shared with central administration, staff, and parents. Survey results show that 96% of students feel staff really care about them. 99% of parents feel staff is committed to maximizing their child's potential. 100% of staff feels they build strong relationships with students.</div>
<div>  <div>Facilities:</div> </div>	<div>Petway school opened in 2006. The school has a gymnasium, cafeteria, media center, art and music rooms. The grounds have four age appropriate playgrounds including a handicap accessible playground. The staff and students built a Butterfly Garden, which is used as an outdoor classroom. The atrium of the school features legacy tiles created by graduating fifth grade students.</div>



Sgt. Dominick Pilla Middle School
(11-5390-301)
Grades Offered: 06-08
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 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:



Sgt. Dominick Pilla Middle School
(11-5390-301)
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2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mr. Ismael Bermudez
Address	3133 S Lincoln Ave Vineland, NJ 08361-7101
Phone Number	856-691-1801
Email Address	ibermudez@vineland.org
Website	http://www.vineland.org/lincoln-ave/
Facebook	https://www.facebook.com/pillamiddleschool/



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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	0	0	235
7	0	0	235
8	0	0	218
Total	0	0	688

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	N	N	50.4%
Male	N	N	49.6%
Economically Disadvantaged Students	N	N	58.1%
Students with Disabilities	N	N	22.7%
English Learners	N	N	0.4%
Homeless Students	N	N	1.2%
Students in Foster Care	N	N	0.3%
Military-Connected Students	N	N	0.0%
Migrant Students	N	N	0.0%

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	N	N	32.1%
Hispanic	N	N	47.7%
Black or African American	N	N	15.4%
Asian	N	N	2.3%
Native Hawaiian or Pacific Islander	N	N	0.0%
American Indian or Alaska Native	N	N	0.3%
Two or More Races	N	N	2.2%

Enrollment by Home Language

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

Home Language	% of Students
English	88.1%
Spanish	10.8%
Other Languages	1.2%

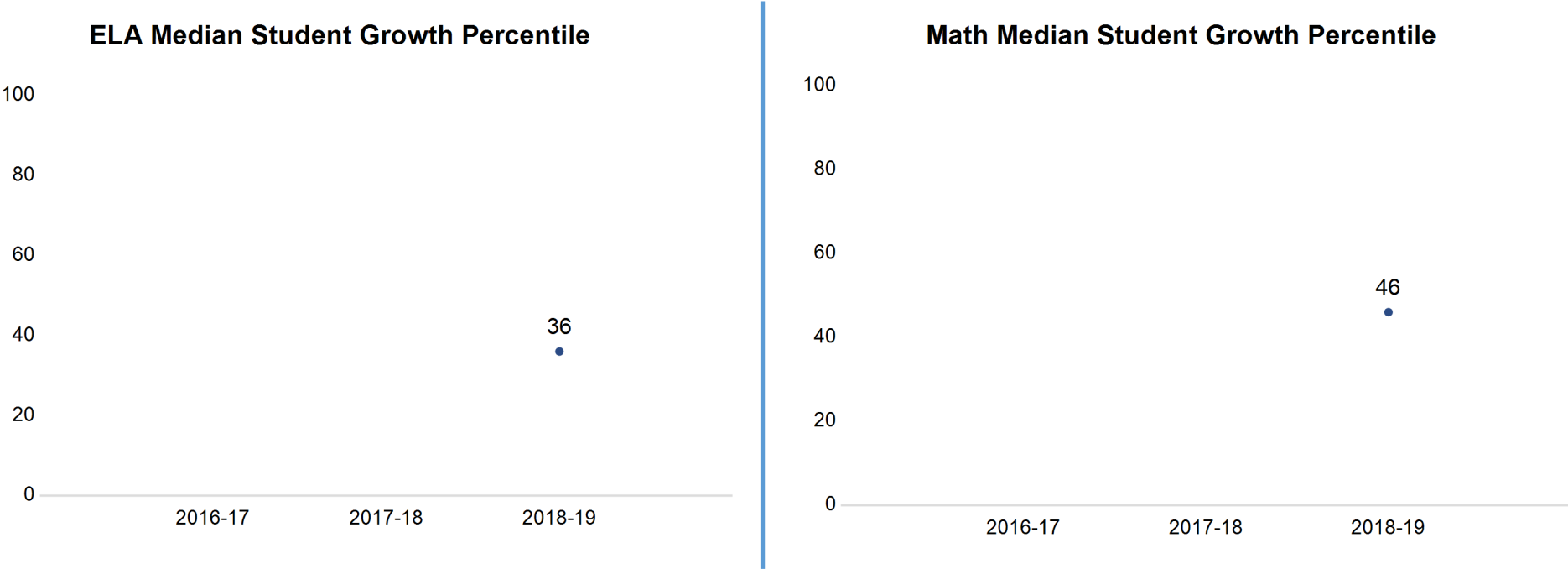


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	N	N	36	N	N	46
Met Standard (40-59.5)?	N	N	Not Met	N	N	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Sgt. Dominick Pilla Middle School

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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	36	41	50	Not Met	46	44	50	Met Standard
White	43	42	50	Met Standard	52	46	52	Met Standard
Hispanic	34.5	41.5	49	Not Met	43	44	47	Met Standard
Black or African American	29.5	39	45	Not Met	39.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	32	47.5	59	**	48	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	31.5	32	49	**	55	45	52	**
Female	39.5	45	53	N	44	44	50	N
Male	35	38	47	N	48	44	51	N
Economically Disadvantaged Students	35	41	48	Not Met	46	44	46	Met Standard
Students with Disabilities	34	37	43	Not Met	44	43	45	Met Standard
English Learners	34.5	44	52	Not Met	52.5	46	50	Met Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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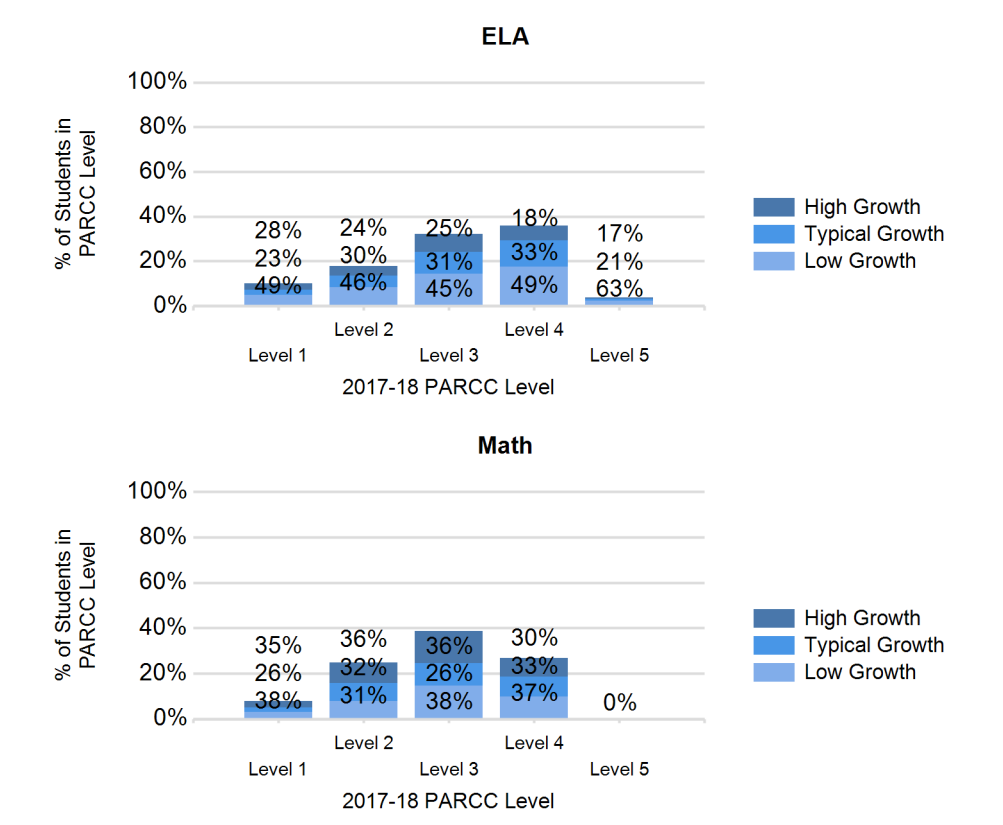
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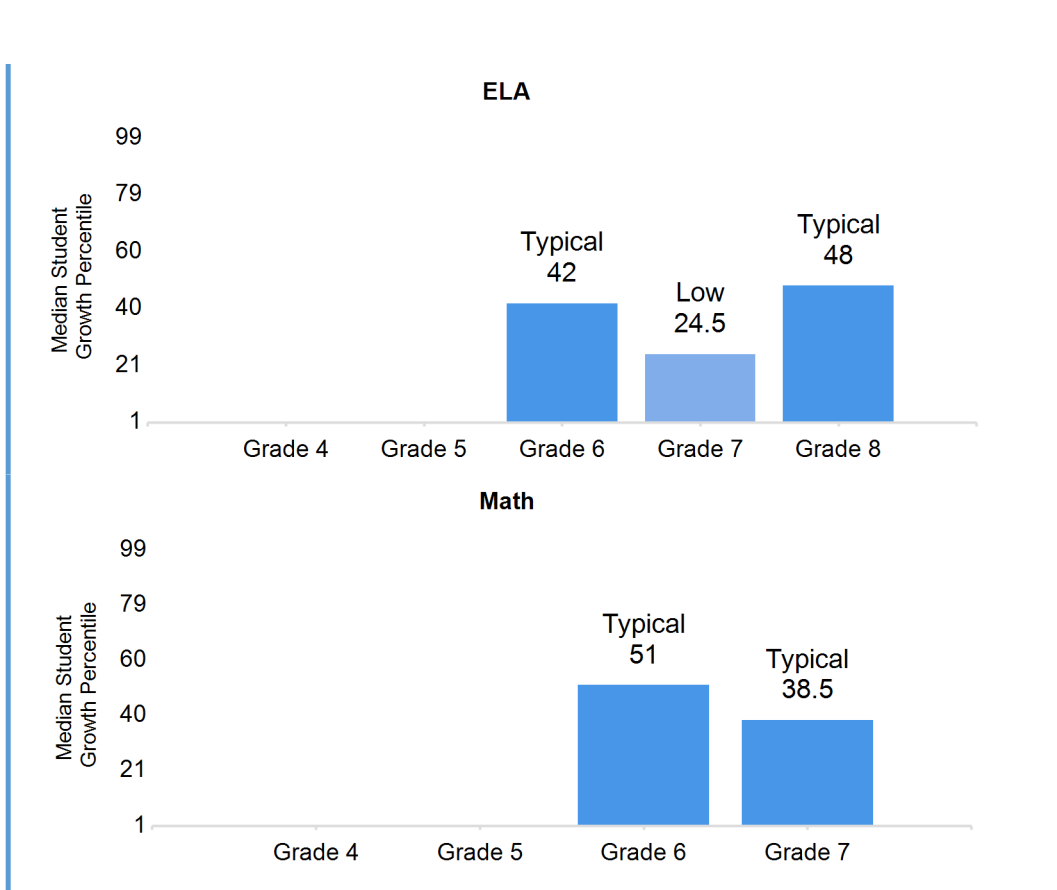
Student Growth by Performance Level

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.



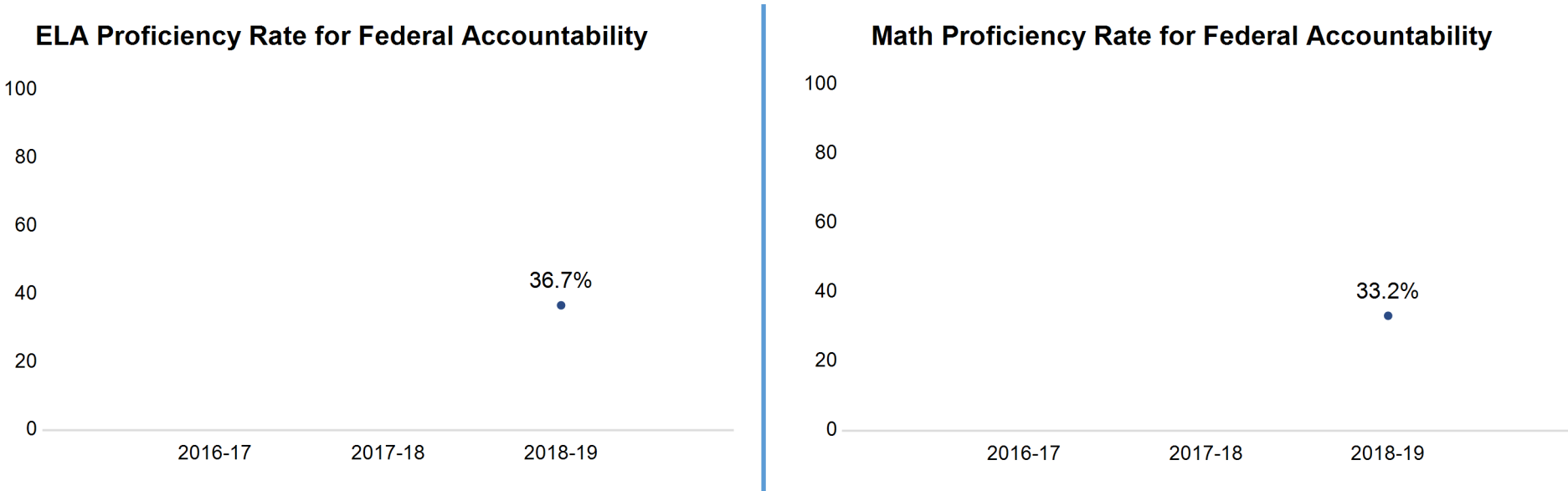


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	N	N	98.3%	N	N	98.3%
Proficiency Rate for Federal Accountability	N	N	36.7%	N	N	33.2%
Annual Target	N	N	N	N	N	N
Met Annual Target?			N			N
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	662	98.3	36.7	33.9	57.9	36.7	N	N
White	214	97.3	45.8	48.1	66.9	45.8	N	N
Hispanic	316	98.5	32.3	28.5	43.9	32.3	N	N
Black or African American	100	99.1	26.0	*	38.5	26.0	N	N
Asian, Native Hawaiian, or Pacific Islander	16	100.0	75.0	62.4	82.9	75.0	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	336	99.1	43.8	39.7	64.8	43.8		
Male	326	97.4	29.4	28.4	51.3	29.4		
Economically Disadvantaged Students	366	98.5	29.2	28.1	40.0	29.2	N	N
Non-Economically Disadvantaged Students	296	98.0	45.9	44.9	67.9	45.9		
Students with Disabilities	159	98.2	13.2	12.3	22.7	13.2	N	N
Students without Disabilities	503	98.3	44.1	40.5	65.1	44.1		
English Learners	43	95.7	16.3	14.8	29.3	16.3	N	N
Non-English Learners	619	98.5	38.1	37.4	60.6	38.1		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

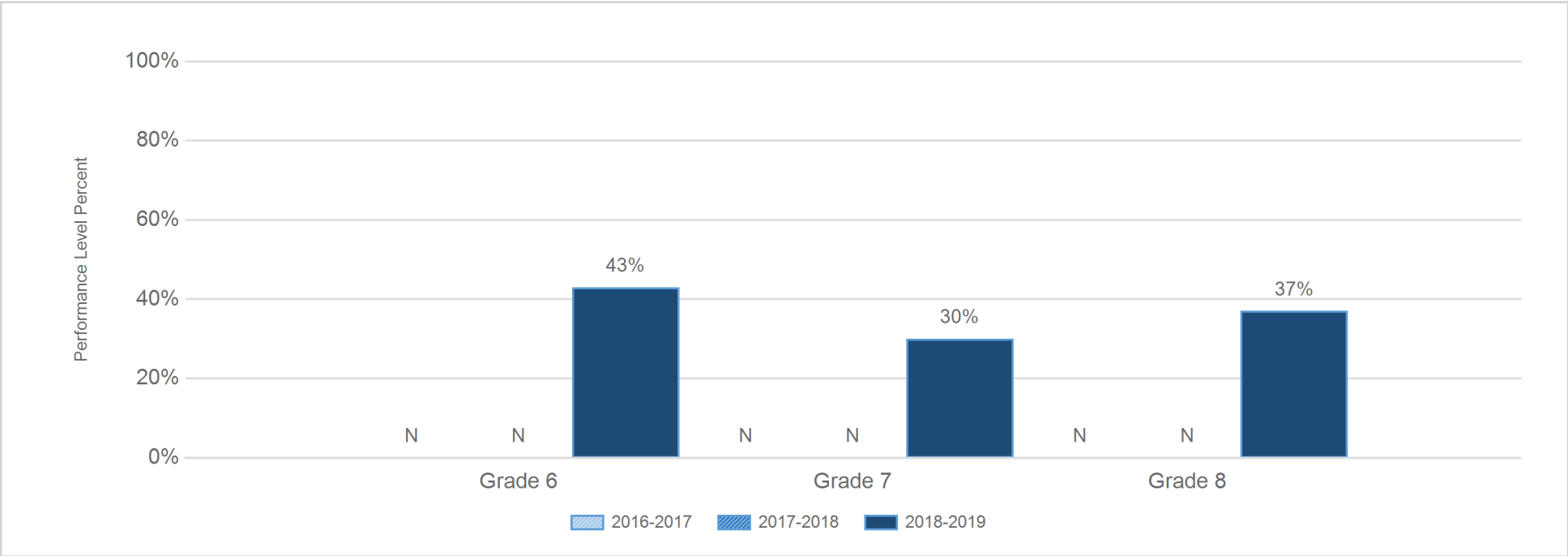


Sgt. Dominick Pilla Middle School
(11-5390-301)
Grades Offered: 06-08
2018-2019

Report Key:
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English Language Arts Assessment - Performance Trends

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





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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	230	744	739	754	7%	14%	37%	*	*	43%	56%
White	77	752	753	762	*	*	34%	*	*	56%	65%
Hispanic	100	741	*	743	*	18%	39%	*	*	36%	43%
Black or African American	38	735	*	738	*	*	39%	32%	0%	32%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	121	748	747	762	*	8%	36%	*	*	49%	64%
Male	109	740	732	748	*	21%	37%	*	*	36%	48%
Economically Disadvantaged Students	129	740	734	740	*	17%	38%	*	*	36%	39%
Non-Economically Disadvantaged Students	101	750	750	763	*	11%	35%	*	*	51%	67%
Students with Disabilities	53	727	*	722	*	21%	32%	*	*	25%	19%
Students without Disabilities	177	749	*	761	*	12%	38%	*	*	48%	64%
English Learners	*	*	692	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	714	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	727	730	761	25%	20%	25%	23%	6%	30%	63%
White	77	739	741	769	*	13%	40%	*	*	35%	72%
Hispanic	105	722	726	747	31%	24%	16%	*	*	29%	50%
Black or African American	34	714	*	741	35%	*	*	*	*	18%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	111	734	738	769	18%	20%	28%	*	*	34%	71%
Male	115	719	722	753	32%	21%	22%	*	*	25%	55%
Economically Disadvantaged Students	127	715	*	743	35%	24%	21%	*	*	20%	45%
Non-Economically Disadvantaged Students	99	741	*	771	13%	15%	29%	*	*	42%	73%
Students with Disabilities	54	695	*	720	*	*	*	*	*	*	22%
Students without Disabilities	172	737	*	769	*	*	*	*	*	*	71%
English Learners	*	*	690	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	732	763	*	*	*	*	*	*	65%
Homeless Students	*	*	695	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	738	734	762	15%	17%	31%	*	*	37%	63%
White	61	745	747	770	*	*	31%	*	*	48%	72%
Hispanic	114	735	*	747	15%	18%	37%	*	*	31%	49%
Black or African American	31	722	*	741	32%	*	*	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	725	769	*	*	*	*	*	*	69%
Female	111	746	742	771	13%	*	32%	*	*	48%	71%
Male	102	729	726	753	18%	*	29%	*	*	25%	55%
Economically Disadvantaged Students	116	735	*	743	14%	21%	34%	*	*	31%	45%
Non-Economically Disadvantaged Students	97	741	*	772	16%	12%	27%	*	*	44%	72%
Students with Disabilities	44	707	703	721	*	*	*	*	*	*	22%
Students without Disabilities	169	745	742	770	*	*	*	*	*	*	71%
English Learners	N	N	*	708	N	N	N	N	N	N	12%
Non-English Learners	213	738	*	764	15%	17%	31%	*	*	37%	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	662	98.3	33.2	*	44.5	33.2	N	N
White	214	97.3	41.1	39.9	54.1	41.1	N	N
Hispanic	316	98.5	30.1	*	28.8	30.1	N	N
Black or African American	100	99.1	24.0	19.7	23.0	24.0	N	N
Asian, Native Hawaiian, or Pacific Islander	16	100.0	68.8	60.2	76.5	68.8	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	336	99.1	33.3	*	44.9	33.3		
Male	326	97.4	33.1	*	44.2	33.1		
Economically Disadvantaged Students	365	98.2	26.8	*	26.3	26.8	N	N
Non-Economically Disadvantaged Students	297	98.4	41.1	*	54.9	41.1		
Students with Disabilities	159	98.2	14.5	11.5	17.4	14.5	N	N
Students without Disabilities	503	98.3	39.2	30.4	50.0	39.2		
English Learners	44	97.8	20.5	14.6	25.0	20.5	N	N
Non-English Learners	618	98.3	34.1	28.1	46.5	34.1		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

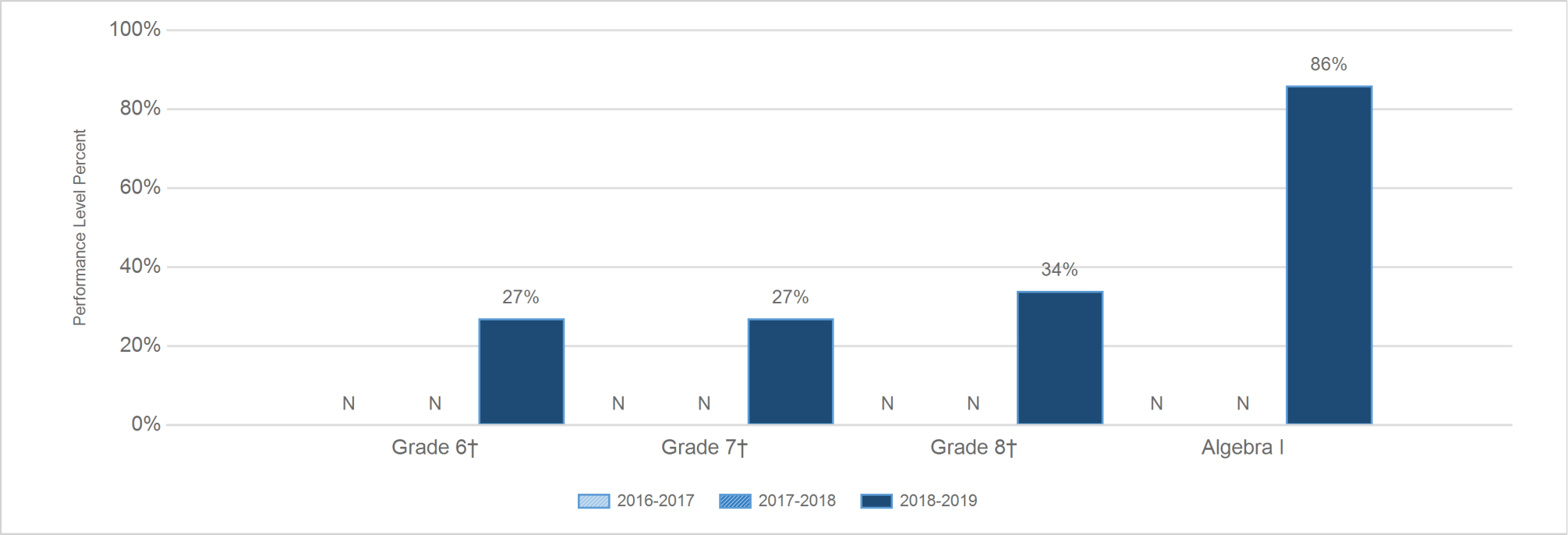


Sgt. Dominick Pilla Middle School
(11-5390-301)
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	230	736	732	741	5%	25%	43%	*	*	27%	41%
White	77	741	742	749	*	*	48%	35%	0%	35%	51%
Hispanic	100	734	*	729	*	37%	37%	*	*	23%	24%
Black or African American	38	730	*	722	*	*	50%	*	*	18%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	121	735	733	742	*	*	40%	*	*	26%	42%
Male	109	736	731	740	*	*	47%	*	*	28%	40%
Economically Disadvantaged Students	129	733	728	726	*	*	41%	*	*	20%	21%
Non-Economically Disadvantaged Students	101	739	741	750	*	*	47%	*	*	35%	53%
Students with Disabilities	53	723	*	716	*	47%	*	*	*	21%	12%
Students without Disabilities	177	739	*	746	*	19%	*	*	*	28%	46%
English Learners	*	*	705	709	*	*	*	*	*	*	*
Non-English Learners	*	*	734	743	*	*	*	*	*	*	*
Homeless Students	*	*	719	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	226	731	726	744	13%	27%	34%	*	*	27%	42%
White	77	740	736	751	*	*	43%	38%	0%	38%	53%
Hispanic	105	727	725	733	17%	30%	30%	*	*	23%	26%
Black or African American	34	719	720	727	*	44%	*	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	111	729	727	744	12%	32%	35%	*	*	22%	42%
Male	115	732	726	743	14%	22%	33%	*	*	31%	42%
Economically Disadvantaged Students	127	724	723	731	*	33%	32%	*	*	17%	24%
Non-Economically Disadvantaged Students	99	739	734	751	*	18%	36%	*	*	38%	53%
Students with Disabilities	54	708	707	718	*	*	*	*	*	*	13%
Students without Disabilities	172	738	732	749	*	*	*	*	*	*	48%
English Learners	*	*	707	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	709	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Sgt. Dominick Pilla Middle School

(11-5390-301)

Grades Offered: 06-08

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	157	732	723	728	15%	25%	26%	34%	0%	34%	29%
White	35	734	725	737	*	*	29%	34%	0%	34%	38%
Hispanic	92	733	722	722	13%	26%	29%	32%	0%	32%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	75	737	727	731	*	*	28%	37%	0%	37%	31%
Male	82	729	718	726	*	*	24%	30%	0%	30%	27%
Economically Disadvantaged Students	93	732	722	719	14%	29%	24%	33%	0%	33%	20%
Non-Economically Disadvantaged Students	64	733	724	735	16%	20%	30%	34%	0%	34%	36%
Students with Disabilities	41	705	700	707	*	*	*	*	*	*	10%
Students without Disabilities	116	742	731	734	*	*	*	*	*	*	35%
English Learners	N	N	*	706	N	N	N	N	N	N	10%
Non-English Learners	157	732	*	730	15%	25%	26%	34%	0%	34%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	*	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	769	723	744	0%	*	*	*	*	86%	42%
White	26	764	*	752	0%	*	*	77%	0%	77%	53%
Hispanic	22	767	*	728	0%	0%	*	*	*	91%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	36	766	*	745	0%	*	*	*	*	83%	44%
Male	20	774	*	743	0%	*	*	*	*	90%	41%
Economically Disadvantaged Students	22	773	718	727	0%	*	*	*	*	95%	23%
Non-Economically Disadvantaged Students	34	766	732	752	0%	*	*	*	*	79%	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	56	769	*	745	0%	*	*	*	*	86%	*
Homeless Students	N	N	714	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%

**Sgt. Dominick Pilla Middle School**

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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
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



Sgt. Dominick Pilla Middle School

(11-5390-301)

Grades Offered: 06-08

2018-2019

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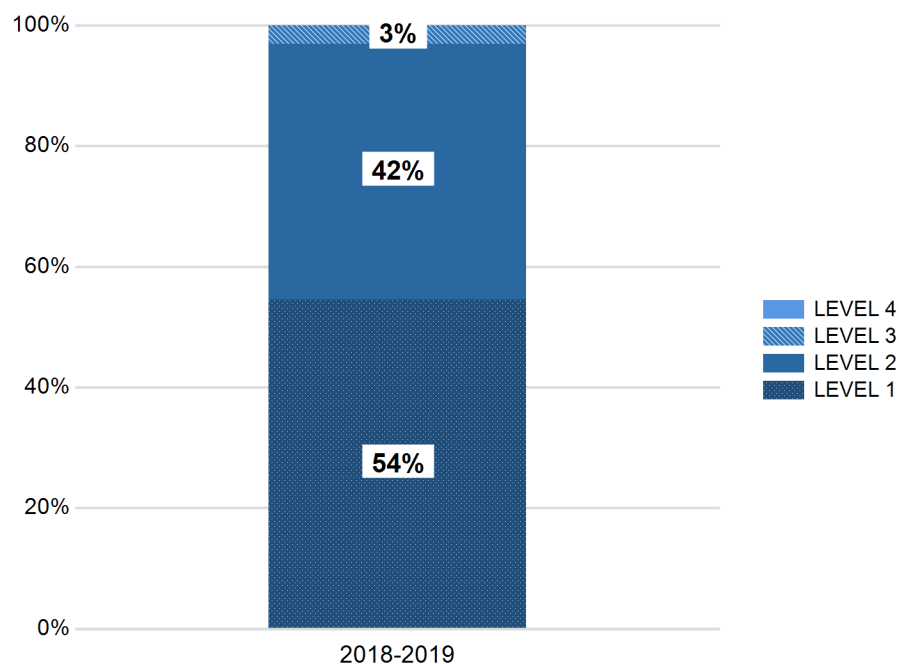
N No Data is available to display

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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 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	54	42	3	0
White	33	63	3	0
Hispanic	61	37	3	0
Black or African American	77	23	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	51	46	3	0
Male	58	37	4	1
Economically Disadvantaged Students	61	34	4	1
Non-Economically Disadvantaged Students	46	52	2	0
Students with Disabilities	82	16	2	0
Students without Disabilities	47	49	4	1
English Learners	N	N	N	N
Non-English Learners	54	42	3	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	0	0	246
8	57	0	178
Total	57	0	675

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	234
7	0	0	0	0	0	0	231
8	0	0	0	0	0	0	214
Total	0	0	0	0	0	0	679



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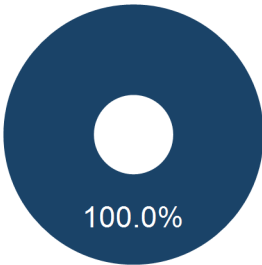
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Visual and Performing Arts – Course Participation

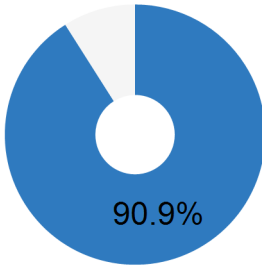
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

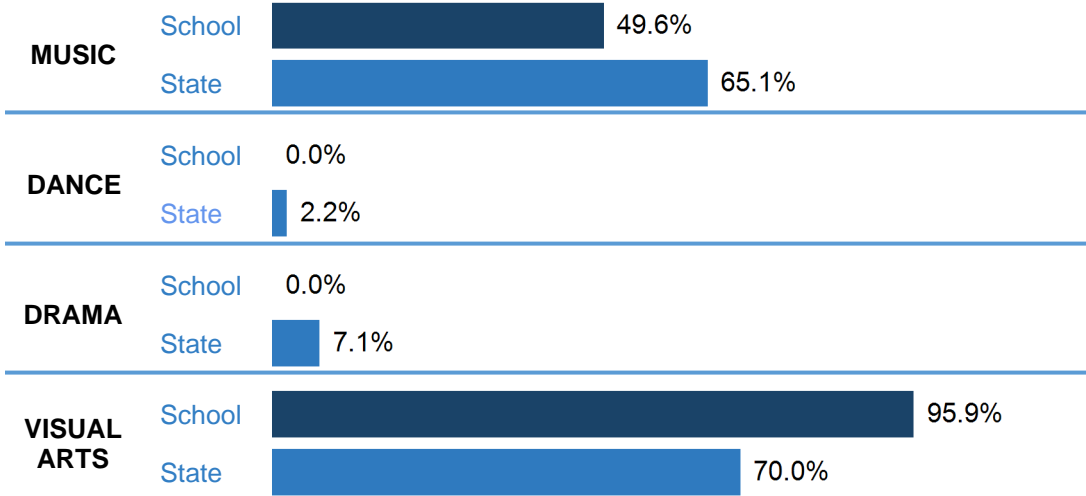


School



State

Students enrolled in one or more classes by discipline:





Sgt. Dominick Pilla Middle School

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

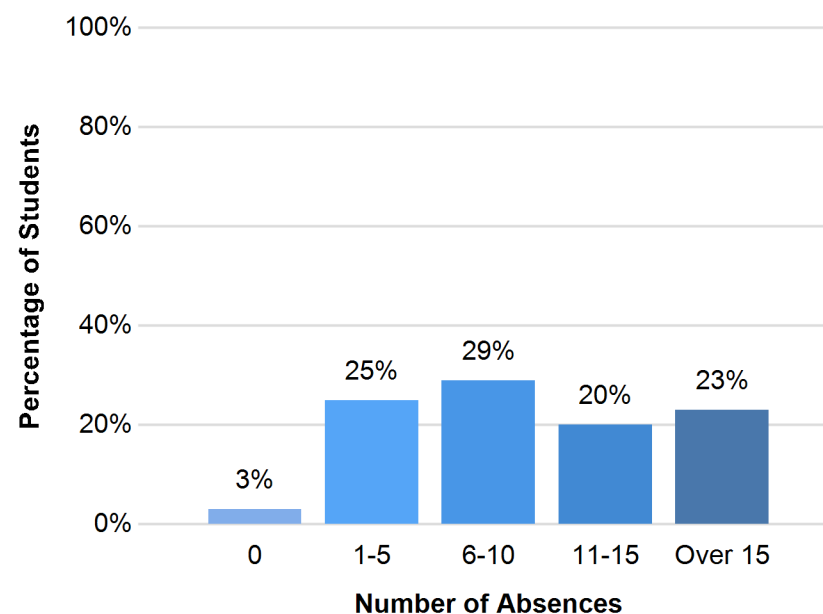
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	125	18.2	9.1	Not Met
White	33	14.7	9.1	Not Met
Hispanic	67	20.7	9.1	Not Met
Black or African American	24	22.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	52	15.0		
Male	73	21.5		
Economically Disadvantaged Students	88	22.2	9.1	Not Met
Students with Disabilities	34	22.2	9.1	Not Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





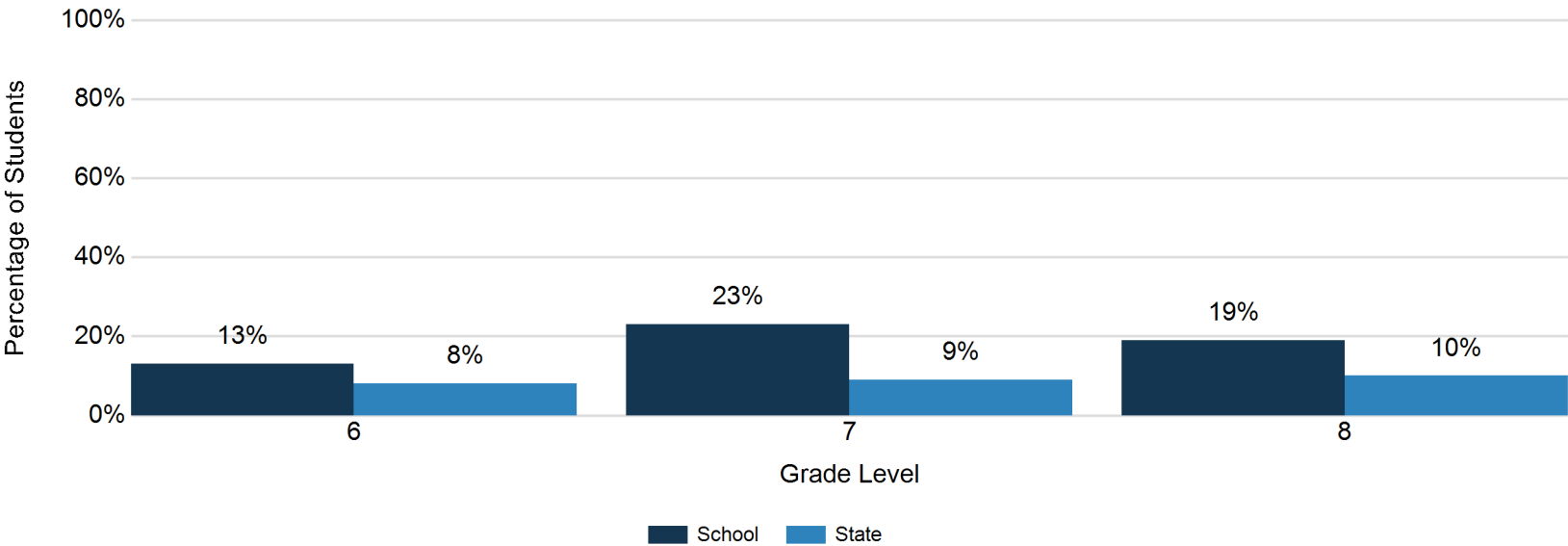
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Chronic Absenteeism by Grade

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	18
Weapons	2
Vandalism	5
Substances	5
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	38
Incidents Per 100 Students Enrolled	5.52

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	2	3
Religion	0	0	0
Ancestry	0	1	1
Gender	0	2	2
Sexual Orientation	2	2	4
Disability	0	0	0
Other	2	4	6
No Identified Nature	7		7

Police Notifications

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

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

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	228	33.1%
Out-of-School Suspensions	124	18.0%
Any Suspension	253	36.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
538

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	5 Hrs. 22 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	N	118,214
Average years experience in public schools	N	12.1
Average years experience in district	N	10.8
Percentage of Teachers with 4 or more years experience in the district	N	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	N	14:1
Students to Administrators	N	226:1
Teachers to Administrators	N	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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Teachers and Administrators - Level of Education

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

Bachelor’s Degree

Teacher N
Admin N/A

Master’s Degree

Teacher N
Admin N

Doctoral Degree

Teacher N
Admin N

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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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	N	N	36.7%
Math Proficiency	N	N	33.2%
ELA Growth	N	N	36
Math Growth	N	N	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	*
Chronic Absenteeism	N	N	18.2%

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



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

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

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

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

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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





Sgt. Dominick Pilla Middle School
 (11-5390-301)
 Grades Offered: 06-08
 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>Highlights:</p>	<ul style="list-style-type: none"> At Sgt. Dominick Pilla School, classrooms are outfitted with Apple MacBooks, 65" HDTVs, Apple TVs, and Magpie Wireless Microphone Systems. Pilla's Pillars of Character used to emphasize positive character traits. Renaissance program used to encourage good choices and celebrate students who excel in academics, attendance and behavior.
 <p>Mission, Vision, Theme:</p>	<p>Our goal is to collaborate with community stakeholders to ensure a safe, creative, challenging, and nurturing environment. As educators we promote the development of sound character, stimulate the desire for achievement, and contribute to our students' successes with respect to diversity in conjunction with the NJCCCS. This will ultimately empower our students to take their places as productive, contributing individuals in a global society.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Core Subjects Areas: English Language Arts, Mathematics, Science and Social Studies Accelerated Courses: Math (6-8) and ELA (6-8) Physical Education and Health instruction Special Subject Areas: STEM, World Language, Art and Music Special Education: In-Class Resource (Math, ELA, Science and Social Studies), Resource Room (Math and ELA), SLD (6-8), Autistic (6-8)</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys & Girls), Basketball (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls)</p> <p>Intramural sports include Flag Football, Basketball, Soccer, and Baseball/Softball. The selection of sports offered can serve as feeder programs for high school athletic programs in our area. These sports offerings at the middle school level help students build the athletic skills needed in order to participate in organized sports in high school.</p>
 <p>Clubs and Activities:</p>	<p>A wide variety of extra-curricular programs are offered and include: Band, String Ensemble, Drama, Choir, Intramural Sports, Thrive, Superhero Club, Environmental Club, Coding 101, Yearbook, Youth to Youth, NJHS, Safety Patrol, and other activities.</p>





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 <div>Before and After School Programs:</div>	The YMCA Before and After School Program is offered onsite at a cost to families for child care beyond the regular school hours. We also offer an Extended Day program that provides students with additional academic assistance after school.
 <div>Staff and Professional Learning:</div>	Teachers receive school-based and district-based professional development opportunities every year. Teachers meet in Professional Learning Communities (PLCs) and utilize multiple measures of data to drive instruction in order to promote academic success of our students.






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 <div>Student Supports and Services:</div>	<p>Support services include Intervention and Referral Services (I&RS), the Affective Team, and our Child Study Team. Support staff consists of Guidance Counselors, Social Workers, School Nurse, Child Study Team members, Clerical staff members, Security Guards, and Classroom Para-professionals</p>
 <div>Student Health and Wellness:</div>	<p>Students receive a free breakfast and nutritious lunch daily. Families can apply online for free/reduced priced lunch. Students receive health/physical education all year. Emphasis is placed on good sportsmanship and the importance of maintaining a healthy lifestyle through fun, physical education activities.</p>
 <div>Parent and Community Involvement:</div>	<p>Families have access to the Parent Portal to view grades and other information. Parents are encouraged to volunteer for school activities, and join our PTO and School Planning Team. Programs are held year round to promote positive home-school connections and community partnerships. Our calendar of events is posted on our website and sent out in the monthly newsletter. Information is shared through text messages, outcalls, social media and in the weekly communication folder.</p>





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 <p>Facilities:</p>	<p>Building opened in 2018. The building features state of the art classrooms, science labs, a gymnasium with locker rooms, media center, STEM lab, nurse suite, support services suite, art room, music room, multi-purpose room, life skills classroom, sensory room, speech room, occupational and physical therapy room, lavatories, outside courtyards and learning spaces, weather station, security office, outside basketball court and baseball field.</p>
 <p>School Safety:</p>	<p>Trained security guards are assigned to patrol the school and all instructional and support staff has been trained in emergency response procedures.</p>




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<div><div>Technology and STEM:</div></div>	STEM offered to ever student for one marking period.
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Solve D'Ippolito Elementary School
(11-5390-230)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Solve D'Ippolito Elementary School**

(11-5390-230)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Sylvia Morano
Address	1578 NORTH VALLEY AVE VINELAND, NJ 08360-2431
Phone Number	856-794-6934
Email Address	smorano@vineland.org
Website	http://www.vineland.org/dippolito/
Facebook	https://www.facebook.com/DIppolito-Elementary-School-220521771812950/



Solve D'Ippolito Elementary School

(11-5390-230)

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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	83	80	87
1	105	103	92
2	100	106	94
3	114	104	96
4	127	126	99
5	125	131	108
Total	654	650	576

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%	48.2%	48.6%
Male	52.6%	51.8%	51.4%
Economically Disadvantaged Students	70.3%	68.5%	70.7%
Students with Disabilities	23.2%	24.8%	22.4%
English Learners	9.0%	10.0%	6.3%
Homeless Students	1.8%	1.7%	1.4%
Students in Foster Care	1.5%	0.9%	1.9%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.2%	0.2%	0.0%

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	19.9%	20.2%	20.3%
Hispanic	58.4%	57.5%	61.6%
Black or African American	17.1%	16.9%	13.9%
Asian	2.0%	2.3%	1.7%
Native Hawaiian or Pacific Islander	0.3%	0.3%	0.0%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	2.1%	2.6%	2.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	83	80	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
English	84.9%
Spanish	13.5%
Other Languages	1.6%



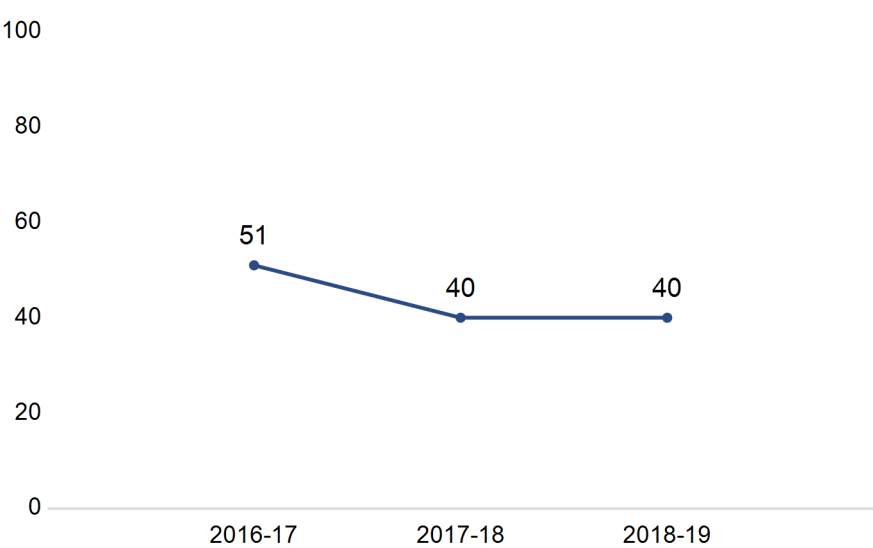
Solve D'Ippolito Elementary School
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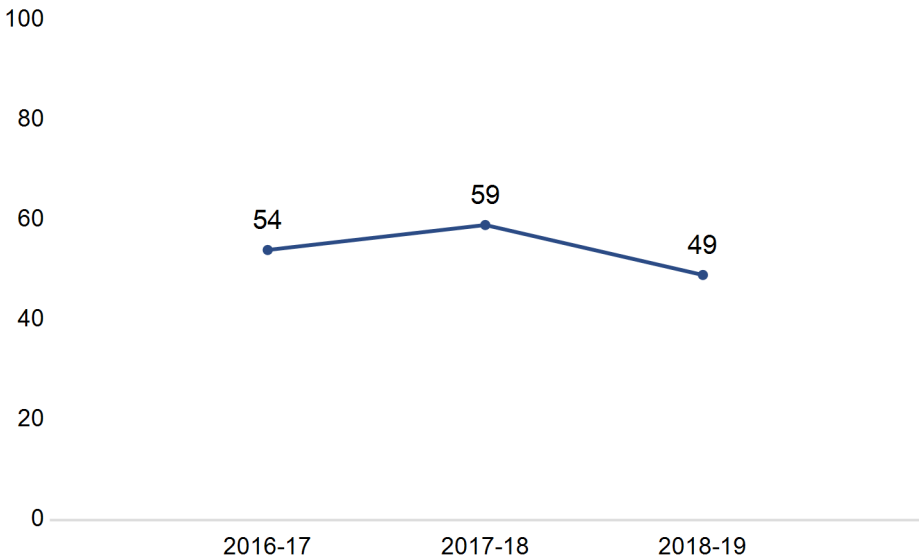
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	40	40	54	59	49
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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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	40	41	50	Met Standard	49	44	50	Met Standard
White	39	42	50	Not Met	54.5	46	52	Met Standard
Hispanic	41	41.5	49	Met Standard	43.5	44	47	Met Standard
Black or African American	32	39	45	Not Met	42.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	N	65	56	**	N	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	35.5	45	53	N	43	44	50	N
Male	44	38	47	N	55	44	51	N
Economically Disadvantaged Students	37	41	48	Not Met	43	44	46	Met Standard
Students with Disabilities	52	37	43	Met Standard	53	43	45	Met Standard
English Learners	42	44	52	Met Standard	72	46	50	Exceeds Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



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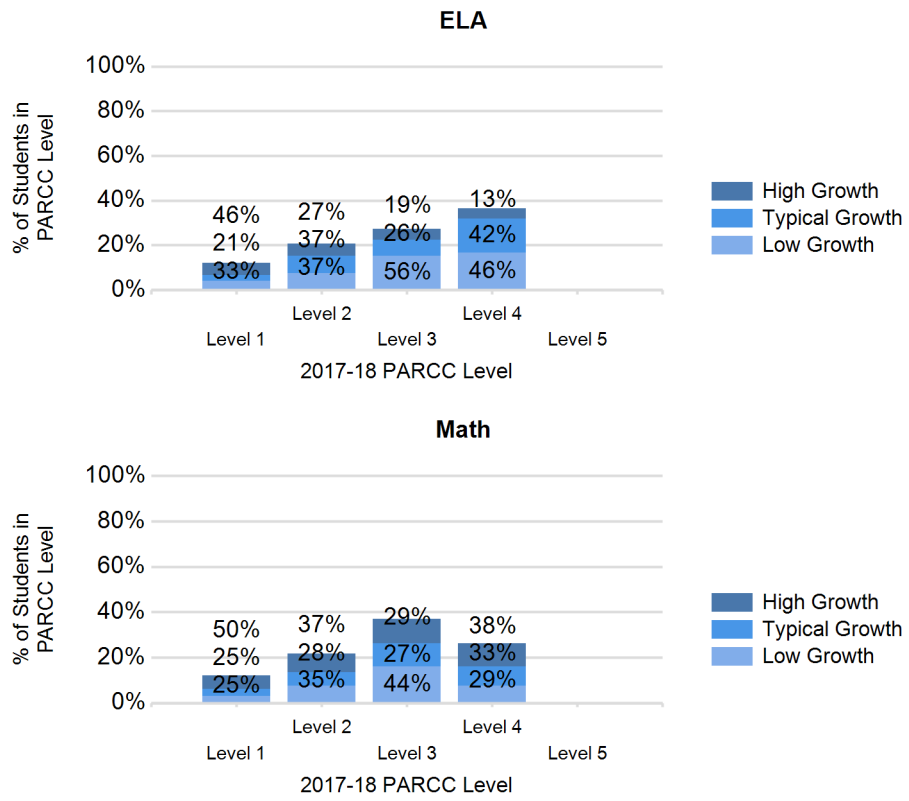
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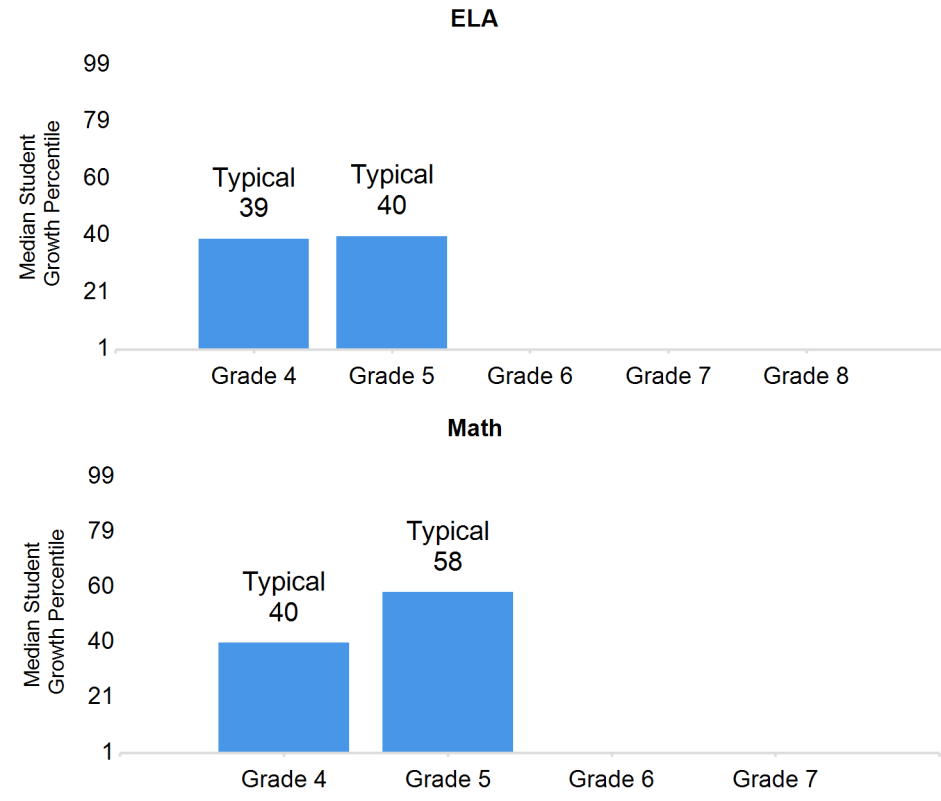
Student Growth by Performance Level

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.



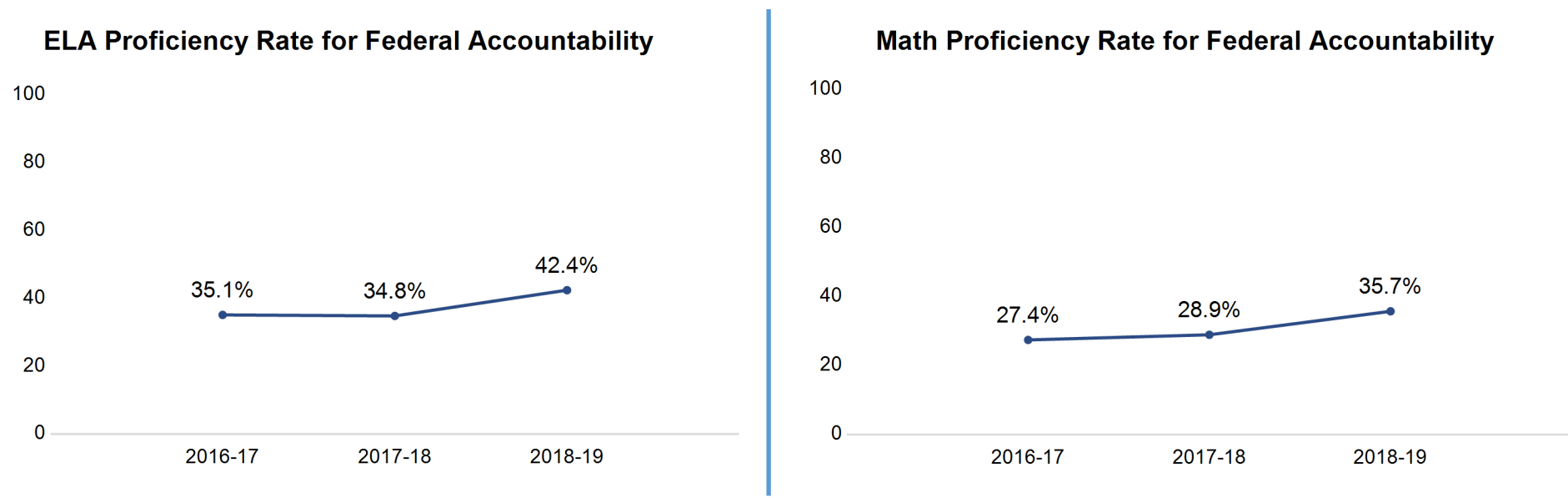


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.2%	98.9%	99.3%	99.2%	99.2%	99.3%
Proficiency Rate for Federal Accountability	35.1%	34.8%	42.4%	27.4%	28.9%	35.7%
Annual Target	34.2%	36.6%	39.0%	26.0%	28.9%	31.7%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	297	99.3	42.4	33.9	57.9	42.4	39	Met Target
White	66	100.0	56.1	48.1	66.9	56.1	48.6	Met Target
Hispanic	173	99.4	39.3	28.5	43.9	39.3	38.6	Met Target
Black or African American	48	98.0	31.3	*	38.5	31.3	29.3	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	62.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	28.6	56.0	N	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	146	100.0	47.9	39.7	64.8	47.9		
Male	151	98.7	37.1	28.4	51.3	37.1		
Economically Disadvantaged Students	189	99.0	33.3	28.1	40.0	33.3	37.1	Met Target†
Non-Economically Disadvantaged Students	108	100.0	58.3	44.9	67.9	58.3		
Students with Disabilities	76	97.5	23.7	12.3	22.7	23.7	21.2	Met Target
Students without Disabilities	221	100.0	48.9	40.5	65.1	48.9		
English Learners	29	100.0	27.6	14.8	29.3	27.6	31.8	Met Target†
Non-English Learners	268	99.3	44.0	37.4	60.6	44.0		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

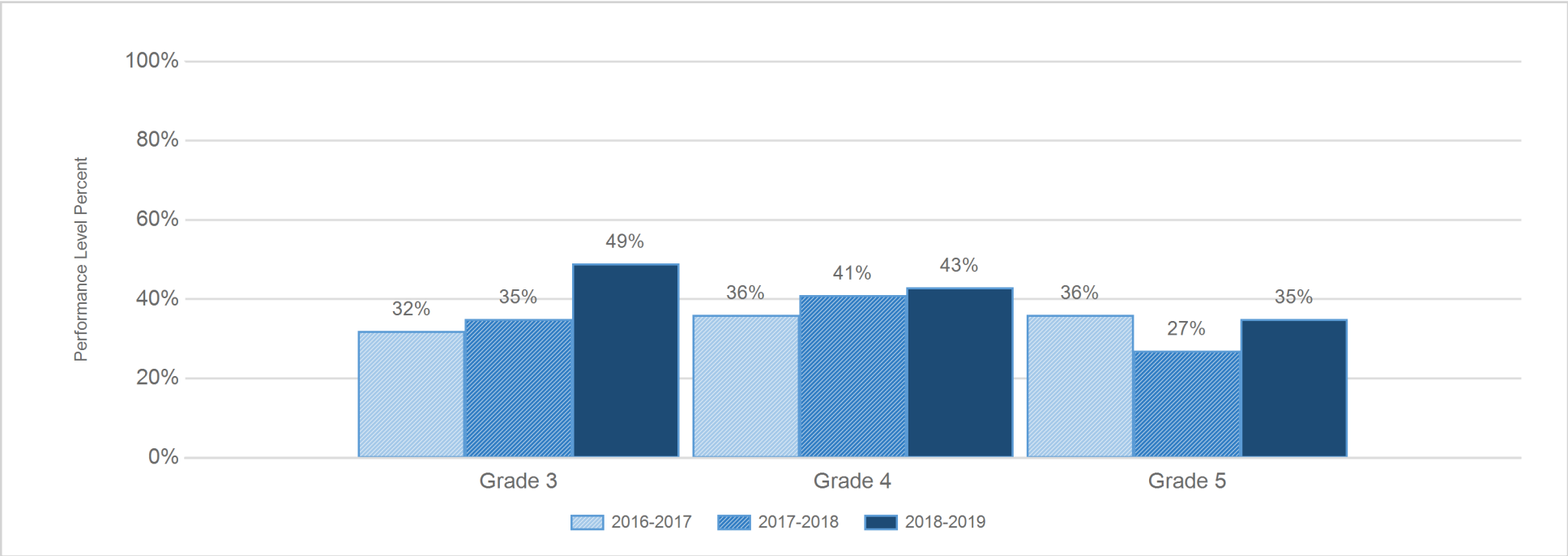


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English Language Arts Assessment - Performance Trends

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	94	745	738	748	14%	13%	24%	*	*	49%	50%
White	20	758	752	757	*	*	*	70%	0%	70%	60%
Hispanic	60	744	733	734	*	17%	28%	*	*	43%	36%
Black or African American	10	728	731	731	*	*	*	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	744	756	*	*	*	*	*	*	58%
Female	48	753	742	753	*	*	25%	*	*	54%	55%
Male	46	737	734	743	*	*	24%	*	*	43%	46%
Economically Disadvantaged Students	63	738	732	731	*	*	*	*	*	38%	33%
Non-Economically Disadvantaged Students	31	760	750	759	*	*	*	*	*	71%	61%
Students with Disabilities	27	719	714	719	*	*	*	*	*	30%	24%
Students without Disabilities	67	756	744	754	*	*	*	*	*	57%	56%
English Learners	*	*	710	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	99	740	737	755	*	25%	24%	*	*	43%	57%
White	28	737	747	763	*	*	36%	36%	0%	36%	67%
Hispanic	57	740	732	743	*	25%	19%	*	*	47%	44%
Black or African American	*	*	736	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	759	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	742	*	760	*	28%	26%	*	*	44%	62%
Male	49	737	*	750	*	22%	22%	*	*	43%	53%
Economically Disadvantaged Students	63	734	732	740	*	*	*	*	*	37%	40%
Non-Economically Disadvantaged Students	36	749	745	765	*	*	*	*	*	56%	69%
Students with Disabilities	25	720	*	725	*	*	*	*	*	16%	25%
Students without Disabilities	74	746	*	761	*	*	*	*	*	53%	64%
English Learners	*	*	706	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	742	758	*	*	*	*	*	*	60%
Homeless Students	*	*	724	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Solve D'Ippolito Elementary School
(11-5390-230)
Grades Offered: KG-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	738	741	756	12%	17%	37%	*	*	35%	58%
White	21	755	753	764	0%	*	*	67%	0%	67%	68%
Hispanic	58	732	736	743	*	*	41%	26%	0%	26%	44%
Black or African American	25	733	739	739	*	*	*	*	*	24%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	763	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	51	745	747	761	*	*	35%	*	*	45%	64%
Male	58	731	736	750	*	*	38%	*	*	26%	52%
Economically Disadvantaged Students	66	730	737	740	20%	*	*	*	*	26%	39%
Non-Economically Disadvantaged Students	43	749	750	766	0%	*	*	*	*	49%	69%
Students with Disabilities	26	714	716	724	*	*	*	*	*	19%	23%
Students without Disabilities	83	745	748	762	*	*	*	*	*	40%	65%
English Learners	*	*	705	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	745	758	*	*	*	*	*	*	60%
Homeless Students	*	*	717	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	*	723	N	N	N	N	N	N	26%



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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	297	99.3	35.7	*	44.5	35.7	31.7	Met Target
White	66	100.0	51.5	39.9	54.1	51.5	41.5	Met Target
Hispanic	173	99.4	31.2	*	28.8	31.2	28.1	Met Target
Black or African American	48	98.0	20.8	19.7	23.0	20.8	30.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	23.8	42.7	N	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	146	100.0	34.2	*	44.9	34.2		
Male	151	98.7	37.1	*	44.2	37.1		
Economically Disadvantaged Students	189	99.0	27.5	*	26.3	27.5	29.6	Met Target†
Non-Economically Disadvantaged Students	108	100.0	50.0	*	54.9	50.0		
Students with Disabilities	76	97.5	14.5	11.5	17.4	14.5	18.4	Met Target†
Students without Disabilities	221	100.0	43.0	30.4	50.0	43.0		
English Learners	29	100.0	27.6	14.6	25.0	27.6	23.9	Met Target
Non-English Learners	268	99.3	36.6	28.1	46.5	36.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

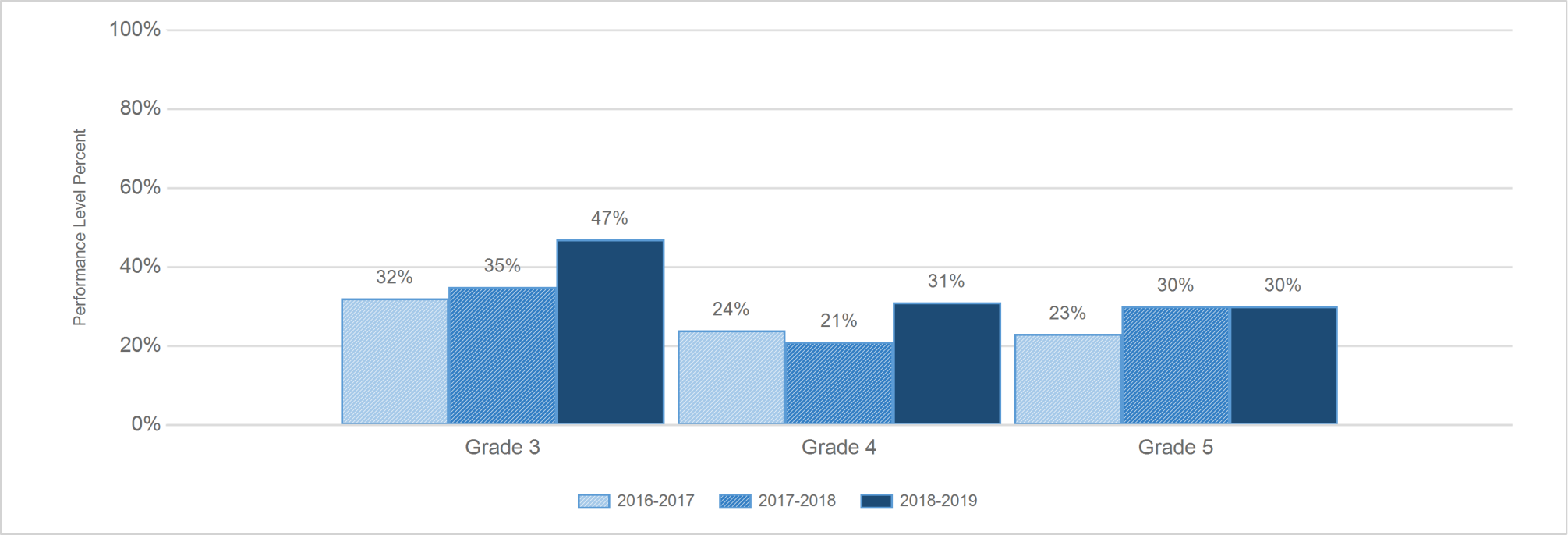


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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	94	744	743	752	*	24%	22%	*	*	47%	55%
White	20	757	753	760	*	*	*	*	*	65%	66%
Hispanic	60	741	740	739	*	28%	22%	*	*	43%	40%
Black or African American	10	733	736	735	0%	*	*	*	*	20%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	743	758	*	*	*	*	*	*	62%
Female	48	745	744	751	*	21%	*	*	*	48%	54%
Male	46	743	742	752	*	28%	*	*	*	46%	56%
Economically Disadvantaged Students	63	739	739	737	*	*	*	*	*	37%	37%
Non-Economically Disadvantaged Students	31	754	751	761	*	*	*	*	*	68%	67%
Students with Disabilities	27	725	727	731	*	*	*	*	*	22%	31%
Students without Disabilities	67	751	747	756	*	*	*	*	*	57%	60%
English Learners	*	*	735	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	744	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	99	733	734	749	13%	22%	33%	*	*	31%	51%
White	28	738	742	757	*	*	36%	36%	0%	36%	62%
Hispanic	57	732	730	737	19%	18%	33%	*	*	30%	36%
Black or African American	*	*	730	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	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	50	730	*	749	*	*	38%	*	*	26%	50%
Male	49	737	*	749	*	*	29%	*	*	37%	52%
Economically Disadvantaged Students	63	728	729	734	*	*	32%	*	*	25%	32%
Non-Economically Disadvantaged Students	36	743	742	759	*	*	36%	*	*	42%	63%
Students with Disabilities	25	717	*	726	*	*	*	*	*	12%	25%
Students without Disabilities	74	739	*	754	*	*	*	*	*	38%	56%
English Learners	*	*	716	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	737	751	*	*	*	*	*	*	54%
Homeless Students	*	*	721	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	109	734	732	747	10%	27%	33%	*	*	30%	47%
White	21	754	743	755	0%	*	*	57%	0%	57%	58%
Hispanic	58	727	729	735	*	31%	33%	*	*	21%	30%
Black or African American	25	728	726	729	*	*	44%	*	*	20%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	51	735	732	747	*	31%	31%	*	*	29%	47%
Male	58	734	733	747	*	22%	34%	*	*	31%	47%
Economically Disadvantaged Students	66	727	729	732	*	*	32%	*	*	21%	27%
Non-Economically Disadvantaged Students	43	746	739	757	*	*	35%	*	*	44%	59%
Students with Disabilities	26	717	718	725	*	*	*	*	*	*	19%
Students without Disabilities	83	740	736	752	*	*	*	*	*	*	52%
English Learners	*	*	714	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	735	749	*	*	*	*	*	*	49%
Homeless Students	*	*	721	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	*	716	N	N	N	N	N	N	17%



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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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	47.1%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	80.0%	20.0%
3-4	13	*	*
5 or more	11	81.8%	18.2%



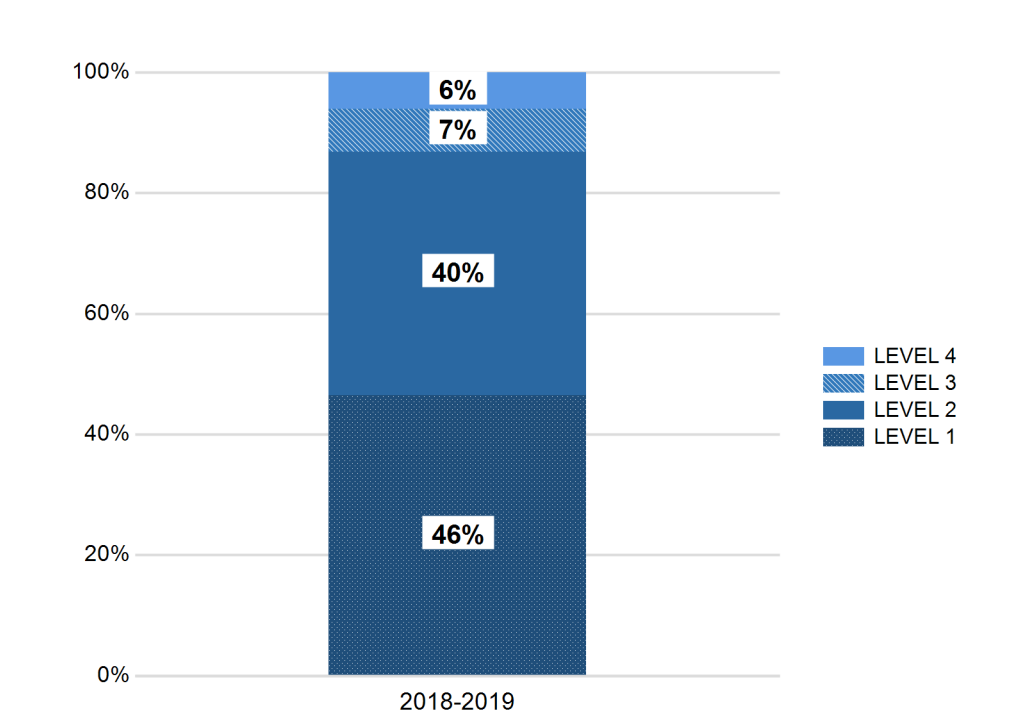
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	46	40	7	6
White	19	52	14	14
Hispanic	56	37	2	5
Black or African American	52	40	8	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	32	12	6
Male	43	47	3	7
Economically Disadvantaged Students	59	35	5	2
Non-Economically Disadvantaged Students	26	48	12	14
Students with Disabilities	67	29	0	4
Students without Disabilities	40	43	10	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

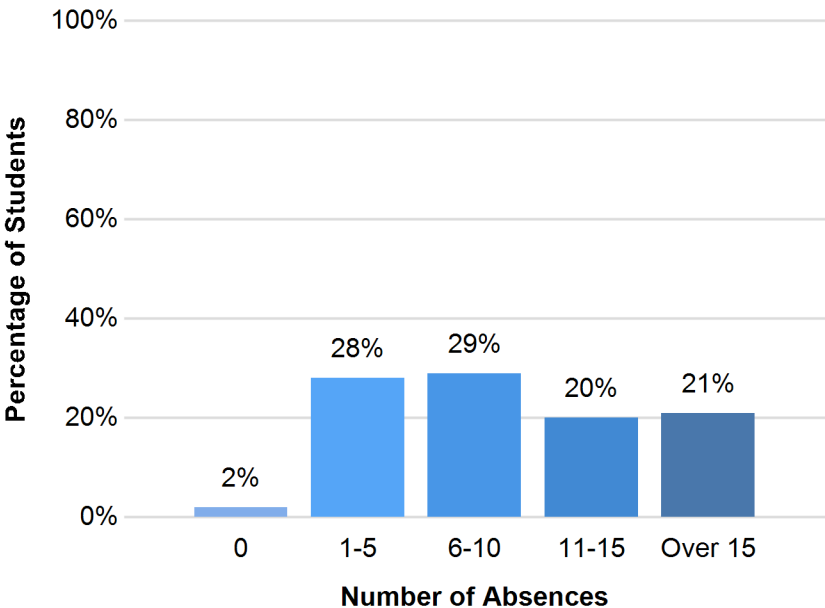
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	78	13.6	8.9	Not Met
White	19	16.4	8.9	Not Met
Hispanic	47	13.2	8.9	Not Met
Black or African American	8	10.4	8.9	Not Met
Asian, Native Hawaiian, or Pacific	2	20.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	14.3	**	**
Female	36	12.9		
Male	42	14.3		
Economically Disadvantaged Students	64	15.9	8.9	Not Met
Students with Disabilities	20	16.0	8.9	Not Met
English Learners	2	5.1	8.9	Met
Homeless Students	*	*		
Students in Foster Care	4	30.8		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





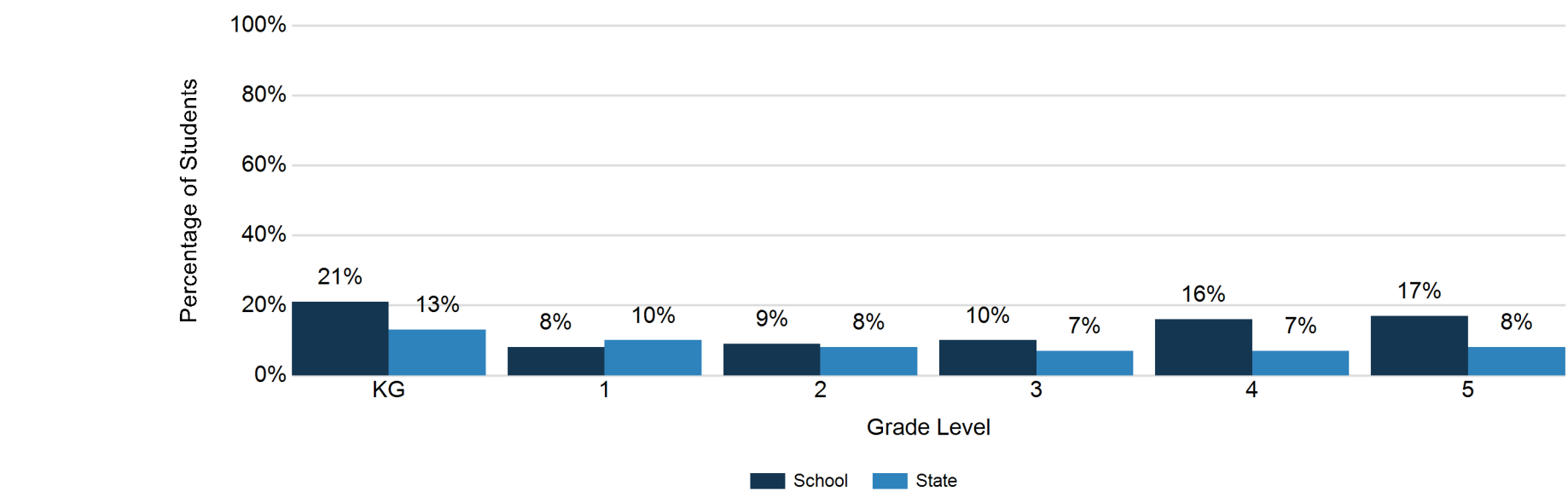
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

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	1	0	1
Disability	0	0	0
Other	0	0	0
No Identified Nature	3		3

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	14	2.4%
Any Suspension	15	2.6%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
26

**Solve D'Ippolito Elementary School**

(11-5390-230)

Grades Offered: KG-05

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	9:20 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 20 Mins
Full Time - Instructional Time	5 Hrs 15 Mins
Shared Time - Instructional Time	5 Hrs. 15 Mins.

Device Ratios

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

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



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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	95.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	288:1	226:1
Teachers to Administrators	22:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.6%	84.1%	100.0%	48.4%	77.1%	54.9%
Male	51.4%	15.9%	0.0%	51.6%	22.9%	45.1%
White	20.3%	81.8%	50.0%	42.4%	83.6%	77.4%
Hispanic	61.6%	6.8%	50.0%	29.9%	7.3%	7.2%
Black or African American	13.9%	9.1%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	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	2.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Solve D'Ippolito Elementary School
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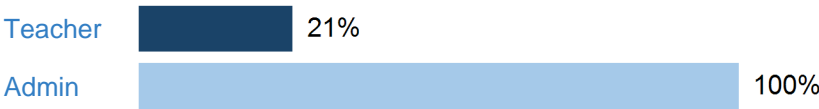
Teachers and Administrators - Level of Education

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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.3%

**Solve D'Ippolito 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.



Solve D'Ippolito Elementary School

(11-5390-230)

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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	35.1%	34.8%	42.4%
Math Proficiency	27.4%	28.9%	35.7%
ELA Growth	51	40	40
Math Growth	54	59	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		74.0%	47.1%
Chronic Absenteeism	12.8%	12.1%	13.6%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> D'Ippolito School utilizes BRAVO - Be Respectful and Value Others as a positive behavior recognition program as well as to enhance the knowledge of character traits/citizenship. Drama Club, Chorus, Instrumental lessons are offered to support the Fine and Performing Arts. Before/After school clubs are also offered. Clubs include: Coding, Sewing, Sports, and Homework Help. Staff participates in professional development to ensure high quality education and utilization of best practices to support students' learning and academic success.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>D'Ippolito Elementary School's learning community will foster a safe, respectful and nurturing environment for all members of its school family. Members will strive for excellence in teaching, learning and parenting. Students will master skills essential to becoming proficient, life long learners and productive citizens that will succeed in a global society.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Students continue to grow and show growth on standardized testing.</p>





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 Courses, Curriculum, Instruction:	Go Math and Journeys support our curriculum in Math and English Language Arts. Students routinely incorporate technology throughout the school day. Enrichment as well as supplemental opportunities are available to all students via the classroom teacher.
 Clubs and Activities:	D'Ippolito School offers the following clubs and activities for students in Grades 1-5: STEM Club, Sports Club, Chorus, Sewing Drama, Student Ambassadors and Safety Patrol.





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<div></div> <div>Before and After School Programs:</div>	<p>This program is managed through the Cumberland Cape Atlantic YMCA of Vineland. Programs are housed at each Elementary School in the district for students K-5.</p>
<div></div> <div>Staff and Professional Learning:</div>	<p>To support the needs of our teaching staff, collaborative planning opportunities are provided weekly throughout the school year. PLC meetings are held monthly. In addition, vertical groupings of teacher collaborate to provide each other with cross grade level support.</p>






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 <div>Student Supports and Services:</div>	<p>D'Ippolito provides supports and services for students experiencing academic, behavioral, or social challenges, English Language Learners, Students with Disabilities. We have an onsite Child Study Team, Guidance Counselors, Social Worker, an Intervention and Referral Service Team as well as a team of Basic Skills Facilitators to support classroom teachers.</p>
 <div>Student Health and Wellness:</div>	<p>Staff Members meet throughout the year and development activities to encourage healthy life style changes that can be shared with their families. Community members support this endeavor by participating in family events. Breakfast is served daily to all students. Breakfast and lunch menus meet the nutritional guidelines.</p>
 <div>Parent and Community Involvement:</div>	<p>Our PTO holds fundraisers during the year to provide the following for our students: field trips, classroom grants for specific learning activities, supports the school's commitment to its Character Education Initiative (BRAVO), and Field Day Activities</p>






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Stakeholders surveyed include, administrators, teachers, support staff members, parents and students. Surveys are given annually and results are reviewed by members of the School Improvement Team and/or Planning Committee.</p>
 <div>Facilities:</div>	<p>The building opened in 1968 as a Kindergarten through grade six elementary school. To accommodate fluctuating enrollment the school, for a period of time, served as a middle school for students in grades 7 and 8. The building houses a full gymnasium, art, music, media center and world language room. Each room is air conditioned.</p>
 <div>School Safety:</div>	<p>Security and Fire Drills are conducted monthly from September to June. Each staff member is assigned a walkie talkie to assist communication efforts in an emergency situation.</p>




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 <div>Technology and STEM:</div>	Students in grades K-5 have personal chrome books for their use throughout the day to complete assignments. Apple TV's or Smart Boards are utilized in the classrooms to provide a visual presentation.
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<div></div> <div>Other Information</div>	<p>In addition to the traditional academic and technology growth, D'Ippolito students are exposed to various other components to develop well balanced students. Personal growth and development are encouraged through visual and performing arts as well as respect for our community. D'Ippolito School honors our community by conducting a Flag Day Ceremony, a tribute to our military members and donating Teddy Bears to our local hospital's pediatric division. To assist out neighbors, D'ippolito students collect food and other items for those in need in the community. D"Ippolito School works hard to ensure all students Be Respectful and Value Others- BRAVO.</p>
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Thomas W. Wallace Jr. Middle School
(11-5390-280)
Grades Offered: 06-08
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 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:

**Thomas W. Wallace Jr. Middle School**

(11-5390-280)

Grades Offered: 06-08

2018-2019

Report Key:

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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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Debra Quinn
Address	688 NORTH MILL ROAD VINELAND, NJ 08360-2635
Phone Number	856-362-8887
Email Address	dquinn@vineland.org
Website	http://www.vineland.org/wallace/
Facebook	https://www.facebook.com/ThomasWallaceMS/
Twitter	https://twitter@MiddleWallace



Thomas W. Wallace Jr. Middle School
(11-5390-280)
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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

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
6	263	276	268
7	204	287	265
8	195	258	232
Total	662	821	765

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

Student Group	2016-17	2017-18	2018-19
Female	52.9%	50.7%	49.3%
Male	47.1%	49.3%	50.7%
Economically Disadvantaged Students	79.8%	81.9%	79.9%
Students with Disabilities	23.9%	22.4%	23.3%
English Learners	12.1%	14.5%	17.3%
Homeless Students	2.4%	3.3%	3.1%
Students in Foster Care	0.5%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.1%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.1%	12.5%	11.1%
Hispanic	60.4%	68.3%	68.2%
Black or African American	20.1%	16.7%	17.8%
Asian	1.1%	0.6%	1.7%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.0%
American Indian or Alaska Native	0.3%	0.6%	0.3%
Two or More Races	1.1%	1.1%	0.9%

Enrollment by Home Language

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

Home Language	% of Students
English	62.6%
Spanish	35.0%
Other Languages	2.4%



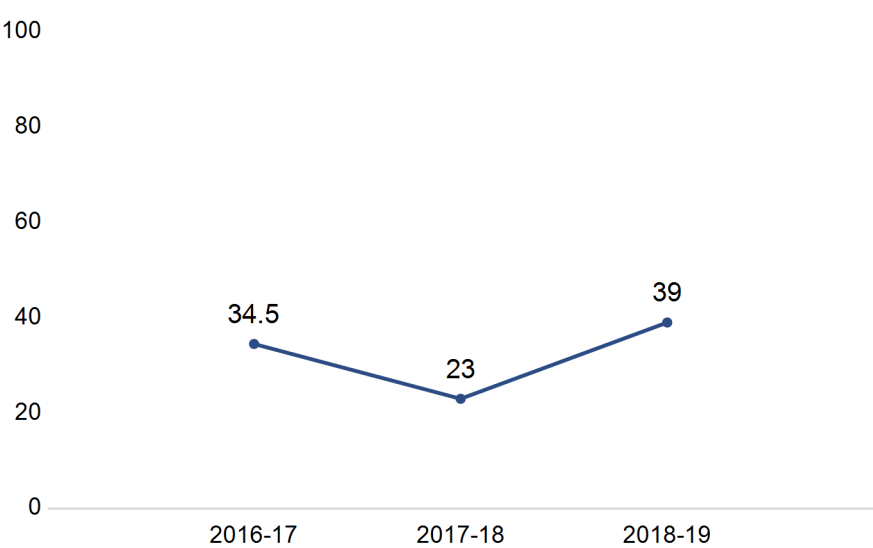
Thomas W. Wallace Jr. Middle School
(11-5390-280)
Grades Offered: 06-08
2018-2019

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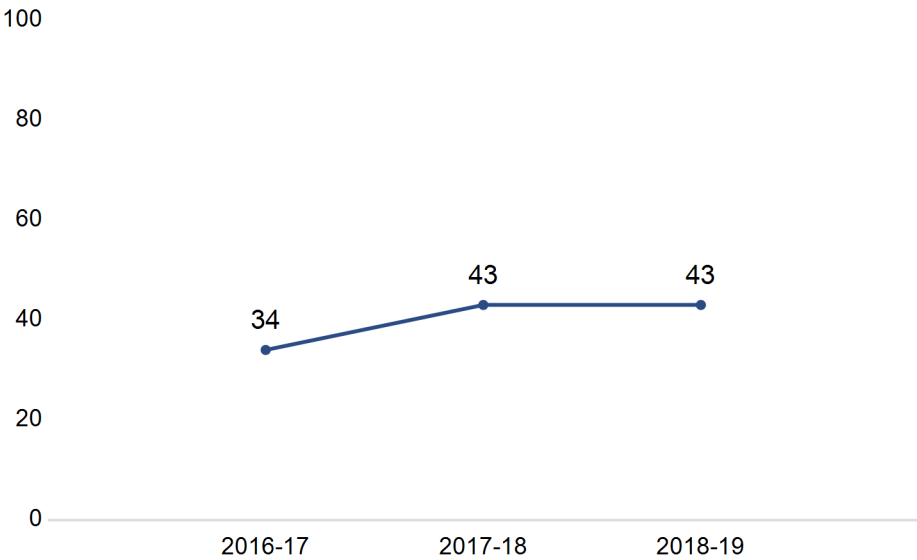
Student Growth Trends and Progress

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

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	34.5	23	39	34	43	43
Met Standard (40-59.5)?	Not Met	Not Met	Not Met	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	39	41	50	Not Met	43	44	50	Met Standard
White	31	42	50	Not Met	50	46	52	Met Standard
Hispanic	38	41.5	49	Not Met	43	44	47	Met Standard
Black or African American	44	39	45	Met Standard	36	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	43	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	42	45	53	N	43	44	50	N
Male	35	38	47	N	43	44	51	N
Economically Disadvantaged Students	36	41	48	Not Met	42.5	44	46	Met Standard
Students with Disabilities	37.5	37	43	Not Met	36	43	45	Not Met
English Learners	42	44	52	Met Standard	42.5	46	50	Met Standard
Homeless Students	34.5	36	43	N	35.5	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	*	*	47	N	*	*	51	N



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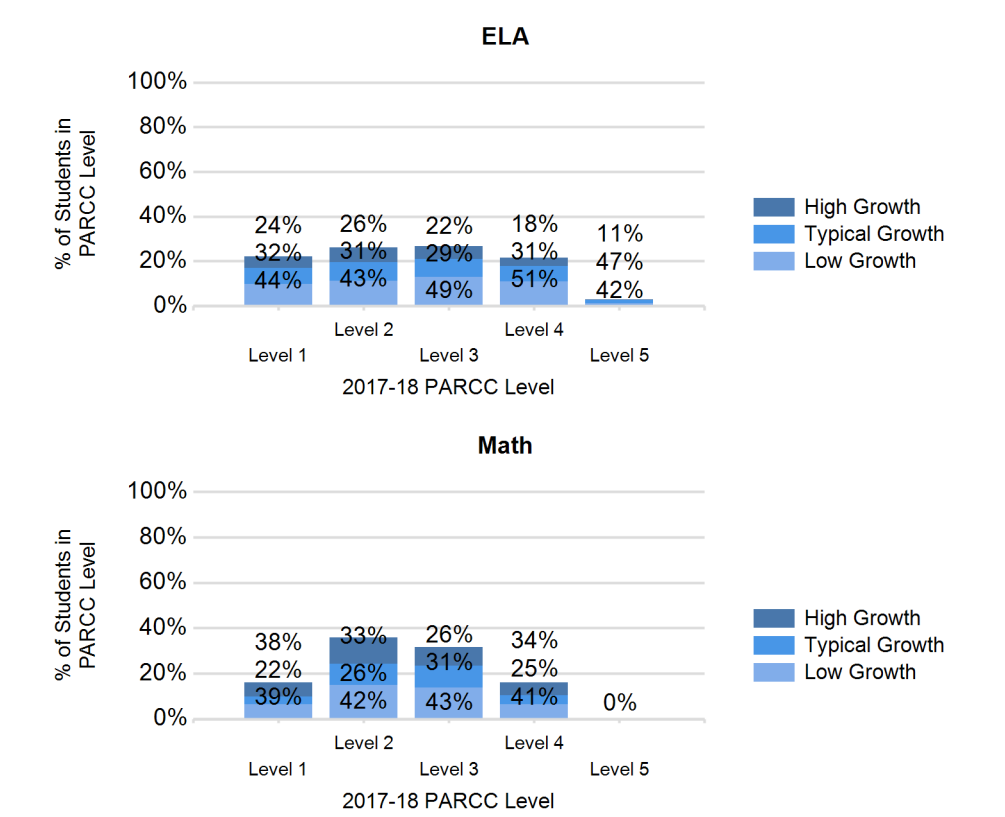
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

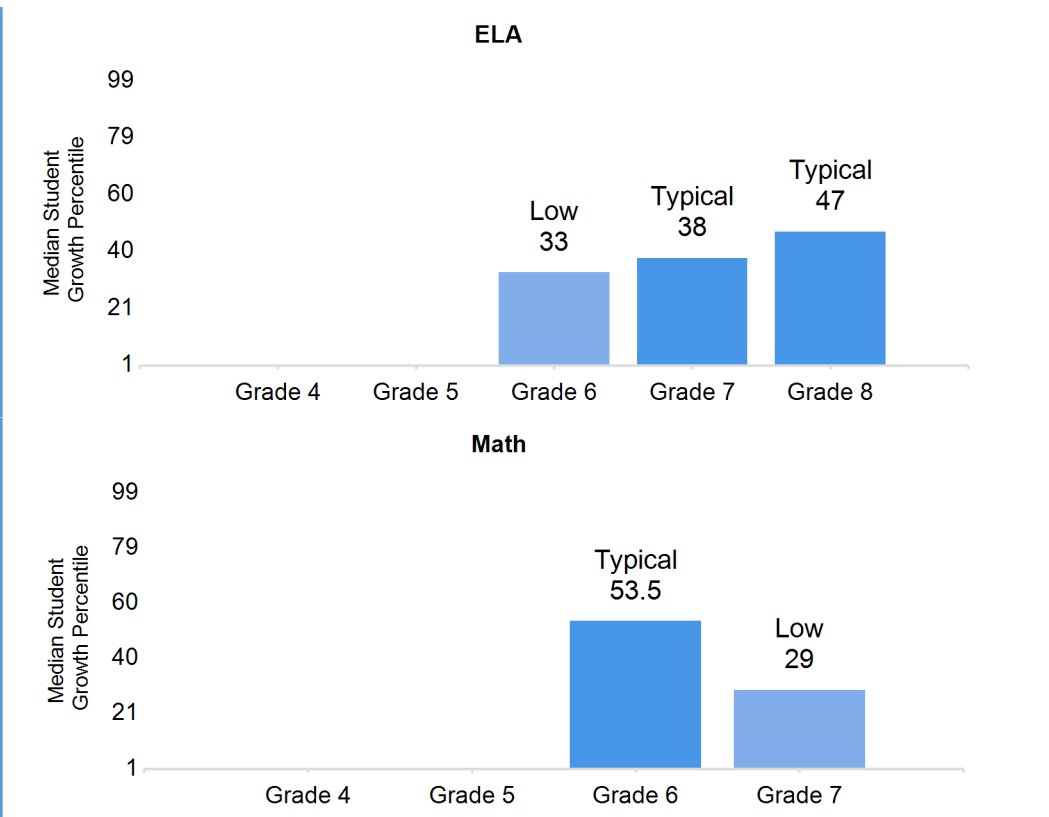
Student Growth by Performance Level

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.



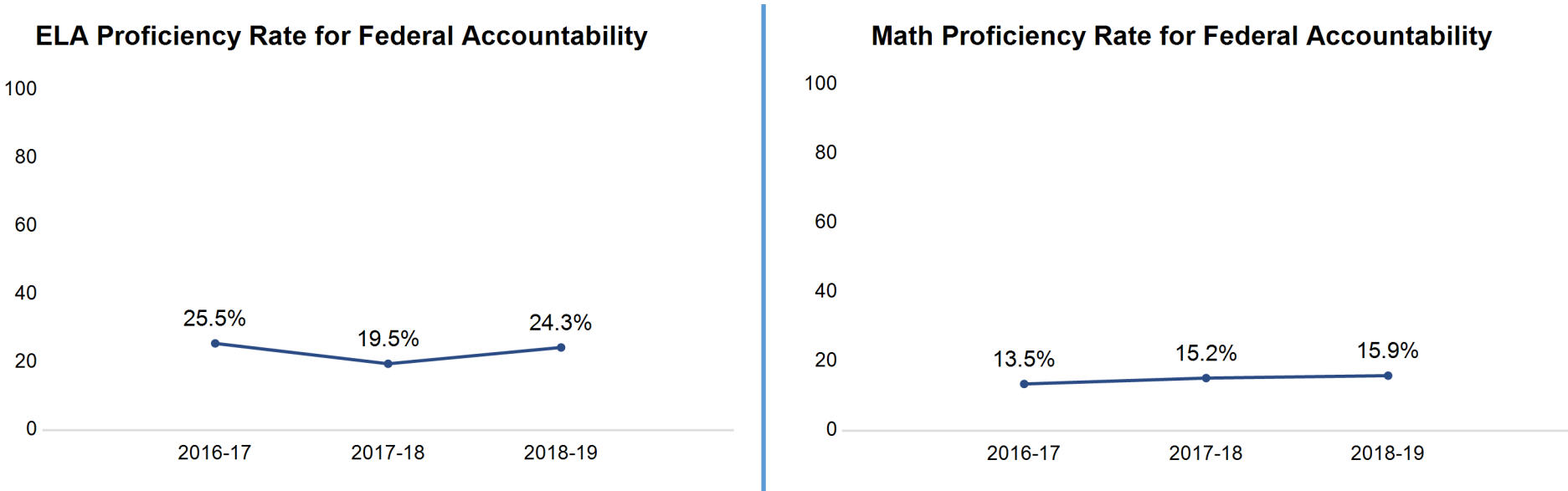


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.3%	94.4%	98.4%	96.3%	95.5%	98.4%
Proficiency Rate for Federal Accountability	25.5%	19.5%	24.3%	13.5%	15.2%	15.9%
Annual Target	28.0%	30.8%	33.5%	22.8%	25.8%	28.8%
Met Annual Target?	Met Target†	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	720	98.4	24.3	33.9	57.9	24.3	33.5	Not Met
White	85	98.8	28.2	48.1	66.9	28.2	39.7	Not Met
Hispanic	484	97.9	23.3	28.5	43.9	23.3	31.8	Not Met
Black or African American	130	100.0	25.4	*	38.5	25.4	31.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	12	100.0	25.0	62.4	82.9	25.0	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	352	97.0	30.4	39.7	64.8	30.4		
Male	368	99.7	18.5	28.4	51.3	18.5		
Economically Disadvantaged Students	558	98.6	22.6	28.1	40.0	22.6	32.1	Not Met
Non-Economically Disadvantaged Students	162	97.7	30.2	44.9	67.9	30.2		
Students with Disabilities	179	97.9	*	12.3	22.7	*	26.3	Not Met
Students without Disabilities	541	98.6	*	40.5	65.1	*		
English Learners	176	98.9	*	14.8	29.3	*	17.4	Not Met
Non-English Learners	544	98.3	*	37.4	60.6	*		
Homeless Students	22	100.0	13.6	17.0	29.1	13.6		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

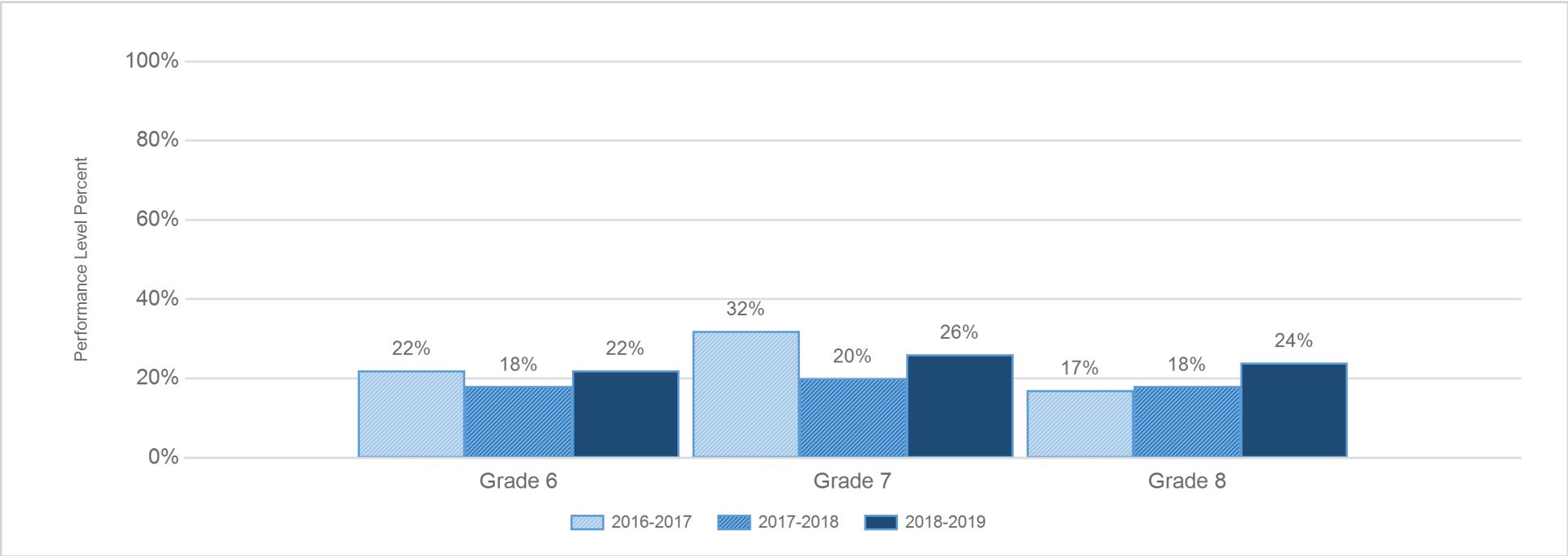


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English Language Arts Assessment - Performance Trends

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 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	251	726	739	754	22%	24%	31%	*	*	22%	56%
White	24	740	753	762	*	*	42%	*	*	33%	65%
Hispanic	184	724	*	743	25%	24%	30%	*	*	21%	43%
Black or African American	38	728	*	738	*	26%	32%	*	*	24%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	117	735	747	762	16%	17%	37%	*	*	30%	64%
Male	134	719	732	748	27%	31%	27%	*	*	16%	48%
Economically Disadvantaged Students	202	724	734	740	*	25%	30%	*	*	21%	39%
Non-Economically Disadvantaged Students	49	737	750	763	*	22%	37%	*	*	29%	67%
Students with Disabilities	45	703	*	722	*	*	*	*	*	*	19%
Students without Disabilities	206	732	*	761	*	*	*	*	*	*	64%
English Learners	45	690	692	710	*	*	*	*	*	*	*
Non-English Learners	206	734	742	756	*	*	*	*	*	*	*
Homeless Students	10	708	714	729	*	*	*	*	*	10%	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	*	*	*	721	*	*	*	*	*	*	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	254	721	730	761	31%	20%	23%	*	*	26%	63%
White	26	725	741	769	*	*	*	*	*	31%	72%
Hispanic	165	720	726	747	33%	20%	22%	*	*	25%	50%
Black or African American	54	722	*	741	26%	20%	30%	24%	0%	24%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	117	730	738	769	21%	23%	24%	*	*	32%	71%
Male	137	714	722	753	40%	18%	22%	*	*	20%	55%
Economically Disadvantaged Students	200	717	*	743	33%	*	23%	*	*	21%	45%
Non-Economically Disadvantaged Students	54	735	*	771	24%	*	24%	*	*	44%	73%
Students with Disabilities	57	694	*	720	*	*	*	*	*	*	22%
Students without Disabilities	197	729	*	769	*	*	*	*	*	*	71%
English Learners	37	691	690	706	*	*	*	*	*	*	12%
Non-English Learners	217	726	732	763	*	*	*	*	*	*	65%
Homeless Students	11	698	695	729	*	*	0%	*	*	18%	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	208	725	734	762	27%	27%	22%	18%	6%	24%	63%
White	29	722	747	770	*	*	*	*	*	24%	72%
Hispanic	129	723	*	747	29%	27%	19%	*	*	24%	49%
Black or African American	42	732	*	741	*	26%	29%	*	*	24%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	725	769	*	*	*	*	*	*	69%
Female	113	733	742	771	20%	26%	26%	*	*	28%	71%
Male	95	715	726	753	36%	28%	18%	*	*	18%	55%
Economically Disadvantaged Students	157	724	*	743	29%	26%	22%	*	*	24%	45%
Non-Economically Disadvantaged Students	51	726	*	772	24%	29%	24%	*	*	24%	72%
Students with Disabilities	54	704	703	721	*	*	*	*	*	*	22%
Students without Disabilities	154	732	742	770	*	*	*	*	*	*	71%
English Learners	26	692	*	708	*	*	*	*	*	*	12%
Non-English Learners	182	729	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	731	98.4	15.9	*	44.5	15.9	28.8	Not Met
White	85	98.9	18.8	39.9	54.1	18.8	32.6	Not Met
Hispanic	494	97.9	16.0	*	28.8	16.0	28.7	Not Met
Black or African American	130	100.0	11.5	19.7	23.0	11.5	24.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	13	100.0	30.8	60.2	76.5	30.8	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	358	97.1	17.9	*	44.9	17.9		
Male	373	99.7	13.9	*	44.2	13.9		
Economically Disadvantaged Students	568	98.7	16.0	*	26.3	16.0	27.7	Not Met
Non-Economically Disadvantaged Students	163	97.7	15.3	*	54.9	15.3		
Students with Disabilities	179	97.9	*	11.5	17.4	*	23.1	Not Met
Students without Disabilities	552	98.6	*	30.4	50.0	*		
English Learners	187	99.0	*	14.6	25.0	*	22.3	Not Met
Non-English Learners	544	98.3	*	28.1	46.5	*		
Homeless Students	23	100.0	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

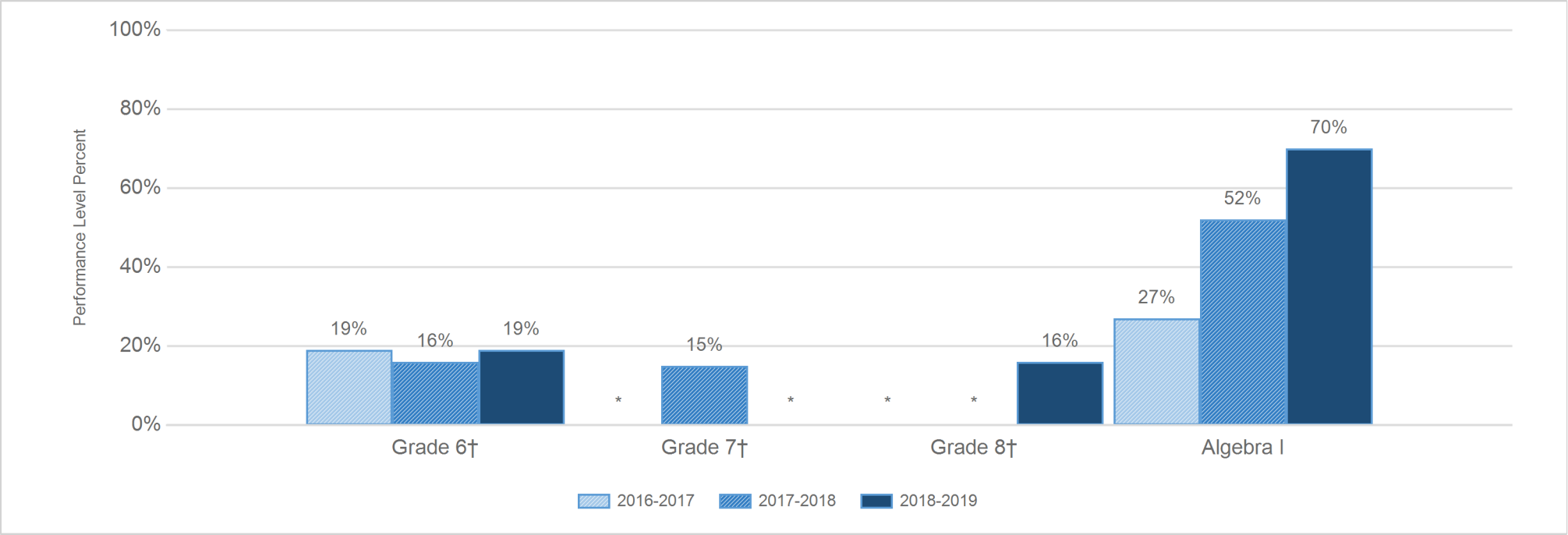


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Mathematics Assessment – Performance Trends

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 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	259	724	732	741	15%	36%	30%	*	*	19%	41%
White	24	733	742	749	*	*	50%	*	*	17%	51%
Hispanic	191	724	*	729	17%	33%	31%	*	*	19%	24%
Black or African American	38	721	*	722	*	53%	*	*	*	16%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	124	727	733	742	10%	38%	32%	*	*	19%	42%
Male	135	722	731	740	20%	34%	28%	*	*	18%	40%
Economically Disadvantaged Students	209	722	728	726	*	35%	29%	*	*	17%	21%
Non-Economically Disadvantaged Students	50	733	741	750	*	40%	34%	*	*	24%	53%
Students with Disabilities	46	711	*	716	*	*	*	*	*	*	12%
Students without Disabilities	213	727	*	746	*	*	*	*	*	*	46%
English Learners	51	705	705	709	*	*	*	*	*	*	*
Non-English Learners	208	729	734	743	*	*	*	*	*	*	*
Homeless Students	10	715	719	717	*	*	*	*	*	10%	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	*	*	*	717	*	*	*	*	*	*	20%



Thomas W. Wallace Jr. Middle School
(11-5390-280)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	257	719	726	744	*	*	*	*	*	*	42%
White	26	719	736	751	*	42%	*	*	*	12%	53%
Hispanic	168	720	725	733	*	*	*	*	*	*	26%
Black or African American	54	714	720	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	118	720	727	744	*	*	*	*	*	*	42%
Male	139	717	726	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	203	718	723	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	54	723	734	751	*	*	*	*	*	*	53%
Students with Disabilities	58	701	707	718	*	*	*	*	*	*	13%
Students without Disabilities	199	724	732	749	*	*	*	*	*	*	48%
English Learners	40	707	707	716	*	*	*	*	*	*	10%
Non-English Learners	217	721	728	745	*	*	*	*	*	*	44%
Homeless Students	11	708	709	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	717	723	728	31%	29%	24%	16%	0%	16%	29%
White	25	720	725	737	*	44%	*	*	*	16%	38%
Hispanic	126	715	722	722	35%	24%	24%	17%	0%	17%	22%
Black or African American	36	714	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	103	720	727	731	26%	32%	23%	18%	0%	18%	31%
Male	92	713	718	726	37%	25%	25%	13%	0%	13%	27%
Economically Disadvantaged Students	150	716	722	719	31%	27%	25%	*	*	17%	20%
Non-Economically Disadvantaged Students	45	718	724	735	31%	33%	22%	*	*	13%	36%
Students with Disabilities	53	699	700	707	*	*	*	*	*	*	10%
Students without Disabilities	142	723	731	734	*	*	*	*	*	*	35%
English Learners	31	705	*	706	48%	*	*	*	*	10%	10%
Non-English Learners	164	719	*	730	28%	*	*	*	*	17%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	20	762	723	744	0%	*	*	70%	0%	70%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	771	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	N	N	*	752	N	N	N	N	N	N	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	732	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	20	762	*	745	0%	*	*	70%	0%	70%	*
Homeless Students	N	N	714	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%



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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
6	11	11
7	*	*
8	11	11

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	18.1%	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	59	*	*
3-4	33	*	*
5 or more	25	*	*



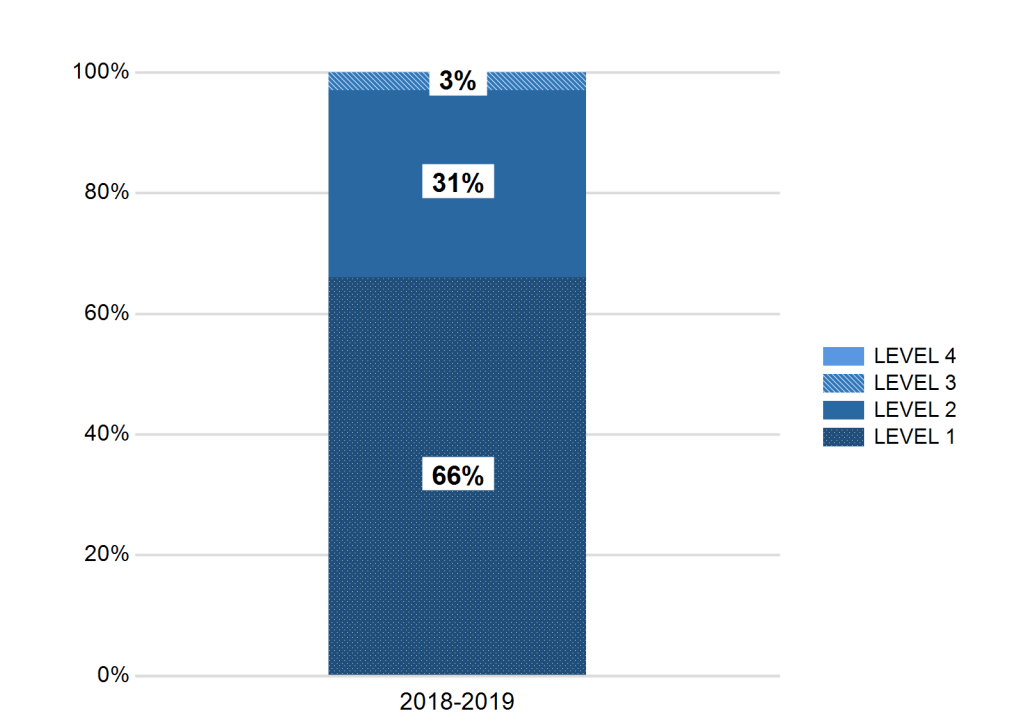
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	66	31	3	0
White	61	32	7	0
Hispanic	65	32	3	0
Black or African American	68	30	0	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	34	2	1
Male	68	27	4	0
Economically Disadvantaged Students	66	31	2	1
Non-Economically Disadvantaged Students	64	30	6	0
Students with Disabilities	87	11	2	0
Students without Disabilities	60	37	3	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	268
7	0	0	277
8	28	0	223
Total	28	0	768

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	272
7	0	0	0	0	0	0	271
8	0	0	0	0	0	0	234
Total	0	0	0	0	0	0	777



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Visual and Performing Arts – Course Participation

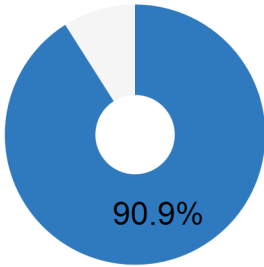
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

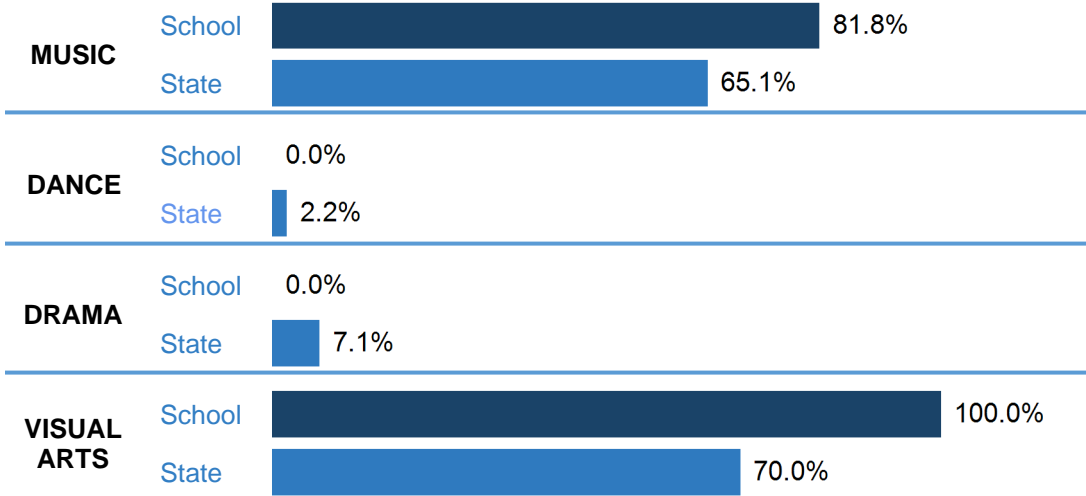


School



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.

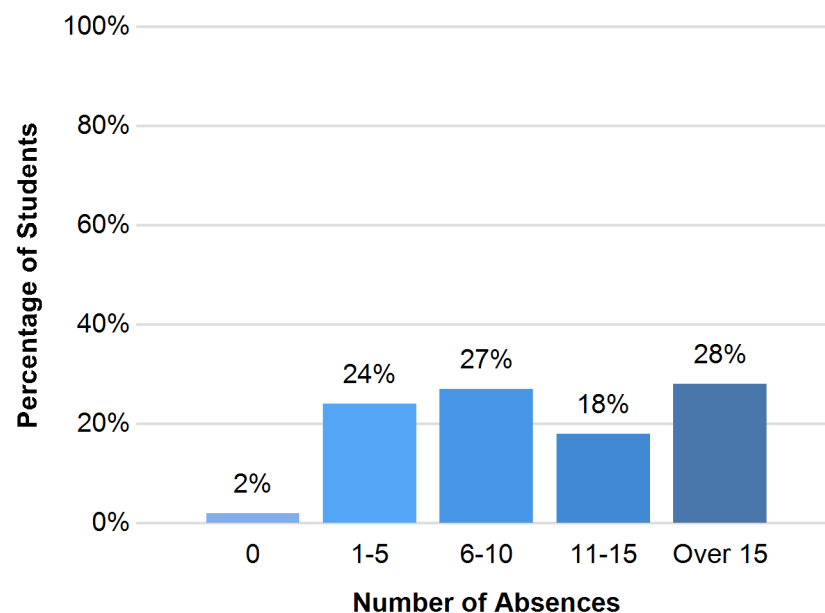
Chronic Absenteeism

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	162	21.4	9.1	Not Met
White	22	25.3	9.1	Not Met
Hispanic	113	22.1	9.1	Not Met
Black or African American	24	17.6	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	7.7	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	65	17.5		
Male	97	25.1		
Economically Disadvantaged Students	139	23.2	9.1	Not Met
Students with Disabilities	70	38.5	9.1	Not Met
English Learners	29	24.4	9.1	Not Met
Homeless Students	6	25.0		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





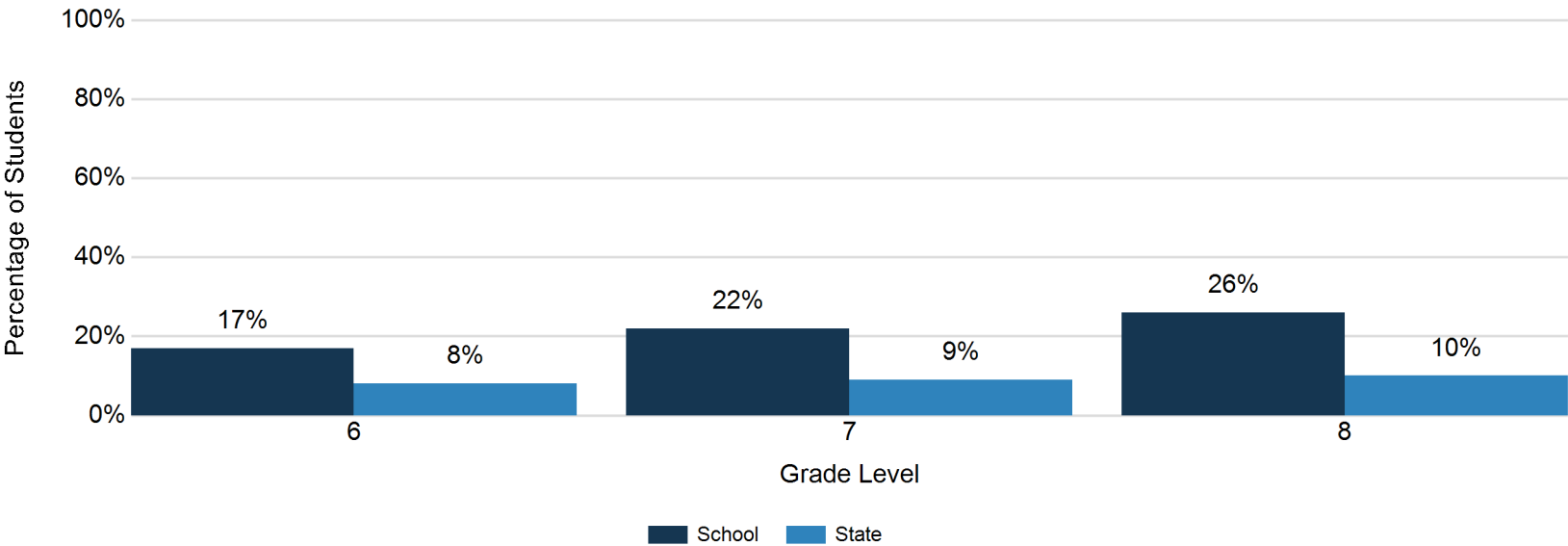
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Chronic Absenteeism by Grade

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





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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	38
Weapons	0
Vandalism	8
Substances	2
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	6.27

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

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	0
Vandalism	0
Substances	1
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	283	37.0%
Out-of-School Suspensions	138	18.0%
Any Suspension	325	42.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
801



Thomas W. Wallace Jr. 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	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	5 Hrs. 22 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	60	118,214
Average years experience in public schools	13.5	12.1
Average years experience in district	13.5	10.8
Percentage of Teachers with 4 or more years experience in the district	88.3%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	383:1	226:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.3%	73.3%	50.0%	48.4%	77.1%	54.9%
Male	50.7%	26.7%	50.0%	51.6%	22.9%	45.1%
White	11.1%	80.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	68.2%	13.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.8%	5.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



Thomas W. Wallace Jr. Middle School
(11-5390-280)
Grades Offered: 06-08
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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Key terms for staff data:

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

Teachers: All classroom teachers

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

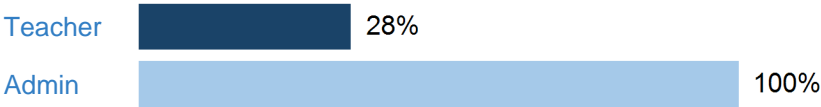
Teachers and Administrators - Level of Education

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.

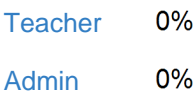
Bachelor's Degree



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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	Low Performing Student Group (ATSI)
Student Group Status: English Learners	Low Performing Student Group (ATSI)

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



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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	25.5%	19.5%	24.3%
Math Proficiency	13.5%	15.2%	15.9%
ELA Growth	34	23	39
Math Growth	34	43	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		4.7%	18.1%
Chronic Absenteeism	21.7%	22.1%	21.4%

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



Thomas W. Wallace Jr. Middle School

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

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

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

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

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

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

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

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

 <div>Highlights:</div>	<ul style="list-style-type: none"> •All Classrooms are air conditioned and modern with each room having Chrome books, I-Pad's and Smart T.V's. The multi-media center is equipped with a Green Screen, 3-D printers and a Lego Center. • All Core Subject area teachers conference monthly to review data and assess student progress. Content area coaches work with teachers weekly to develop lesson plans with best classroom practices. • Wallace school has a Positive Behavior Support Program to teach positive behaviors. After-school tutoring is available for students that need extra help.
 <div>Mission, Vision, Theme:</div>	<p>Our belief is that “every child can learn and achieve success”. Our school values intellectual curiosity and personal integrity, seeking to stimulate student development at every level. We emphasize academic rigor, creative problem solving, cooperative and group interaction, appreciation of culture, healthy living along with emotional and physical growth. We believe that our students grow and learn best in an environment of clear expectations, trust, cooperation, and positive support.</p>
 <div>Awards, Recognition, Accomplishments:</div>	<p>Wallace School is recognized for "Safe Walks to School" from Cumberland County and is also recognized for Honoring US Military Veterans by fundraising annually to support our soldiers. Wallace was awarded a grant through the Dept. of Education and Rutgers University for the PBSIS program. The grant provides training for staff and students in positive behaviors.</p>





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 <div>Courses, Curriculum, Instruction:</div>	Core Subjects: 66-minute English Language Arts instruction, 66-minute Mathematics instruction, 45-minute science instruction, 45- minute Social Studies instruction, and 45-minute Physical Education instruction per day and 45-minute Health instruction 1 marking-period per year; students rotate through these subjects every 36 days during the school year 45 minute -STEM instruction, 45- Minute-Music instruction, 45-minute World Language instruction, 45-minute STEAM instruction. Honors instruction is offered in 6 subject areas. 66-minute Bi-lingual Math instruction, 66-minute Bi-lingual Language Arts instruction, 45-minute Bi-lingual Social Studies instruction, 45-minute Bi-lingual instruction, 45-minutes Science instruction and 45- minute ESL instruction daily
 <div>Clubs and Activities:</div>	AV/TV Broadcast Club, Chorus, Band, Drama, Tutoring, Spirit Club, Bible Club, National Junior Honor Society, Track and Field, Lego Club and more.





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 <div>Before and After School Programs:</div>	<p> Tutoring programs are offered after school Monday -Thursday to improve student achievement. RAFT -Resources Aligned For Teens offers after school clubs and activities. RAFT runs a Fall track & field and Spring basketball. YMCA runs an after school latch-key program from 7:00am until 6:00pm everyday. </p>
 <div>Staff and Professional Learning:</div>	<p> All staff receives professional development including participation in; Professional Learning Communities, "Shelter Instruction" (SIOP) for teachers, Training, and orientation for first-year teachers, "Handle with Care" training for security, para-professionals, special needs teachers, response to intervention training for all teachers, first aid, CPR, HIB, and safety training during the school year. When funds are available teachers attend out-of-district technology training through ETTC. </p>






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 <div>Student Supports and Services:</div>	<p>"Support staff consists of Guidance Counselors, Social Workers, School Nurse, Child Study Team members, Clerical staff members, Security Guards, and Classroom Para-professionals"</p>
 <div>Student Health and Wellness:</div>	<p>Guidance Counselors, Social Workers, and the school Nurse provide support with student health and wellness.</p>
 <div>Parent and Community Involvement:</div>	<p>15% of the parents participate in Family Fun Nights that are offered once a semester. Family Fun Nights are sponsored by RAFT and Parent/Teacher Organization. Family Fun Night activities consists of "Minute to Win It" a parent/student activity, Art activities, competitive games in the gymnasium, Sexual Assault Awareness, Parent Portal registration and training, HIB awareness and Drug, and Alcohol Abuse awareness. A partnership was achieved with "Daniels Den" local Community Center and Thomas W. Wallace School. Students volunteer to attend and receive; tutoring on Saturday mornings, breakfast, mentoring and counseling.</p>






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<div>  <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Climate surveys reveal an improved culture with all knowledgeable in Wallace PRIDE - Perseverance, Respect, Integrity, Diversity, and Excellence. Staff morale has improved with new expectations on discipline.</p>
<div>  <div>Facilities:</div> </div>	<p>The facility is 100% air-conditioned including all classrooms the Gymnasium, locker rooms, lavatories, Media Center, Cafeteria, Health, and Wellness suite, Support Services Suite, Art room, Music room, Auditorium, Special needs Life Skills classrooms, and a Central Kitchen to service the school district.</p>
<div>  <div>School Safety:</div> </div>	<p>Trained security guards are assigned to patrol the school and all instructional and support staff has been trained in security procedures.</p>




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School Narrative

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<div><div>Technology and STEM:</div></div>	All students receive a 45-minute period in Stem and 45-minute period of STEAM for a total of 72 days per year.
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Veterans Memorial Middle
(11-5390-060)
Grades Offered: 06-08
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 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:

**Veterans Memorial Middle**

(11-5390-060)

Grades Offered: 06-08

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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Hope Johnson
Address	424 S MAIN RD VINELAND, NJ 08360-7843
Phone Number	856-794-6918
Email Address	hjohnson@vineland.org
Website	http://www.vineland.org/veterans-memorial/
Facebook	https://www.facebook.com/Veterans-Memorial-Intermediate-School-1759998650918186/
Twitter	https://twitter.com/SGTRoary



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	269	285	260
7	227	269	259
8	224	250	267
Total	720	804	786

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	49.3%	47.3%
Male	50.4%	50.7%	52.7%
Economically Disadvantaged Students	65.1%	65.7%	71.8%
Students with Disabilities	26.0%	22.8%	22.4%
English Learners	2.6%	1.5%	1.0%
Homeless Students	0.6%	0.5%	0.6%
Students in Foster Care	1.3%	0.6%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	27.1%	23.9%	17.4%
Hispanic	52.5%	56.8%	63.1%
Black or African American	14.9%	14.4%	16.0%
Asian	4.4%	3.6%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.0%	0.1%	0.4%
Two or More Races	1.1%	1.1%	1.1%

Enrollment by Home Language

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

Home Language	% of Students
English	76.6%
Spanish	22.1%
Other Languages	1.3%



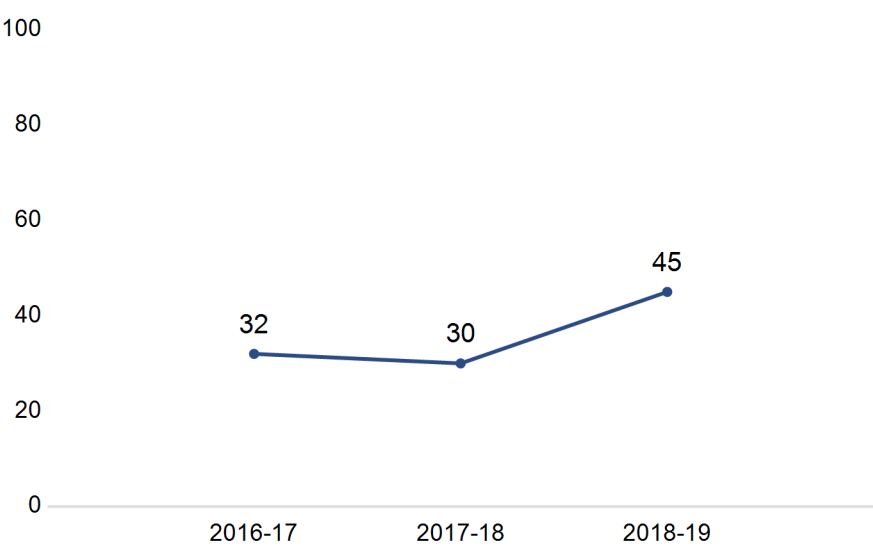
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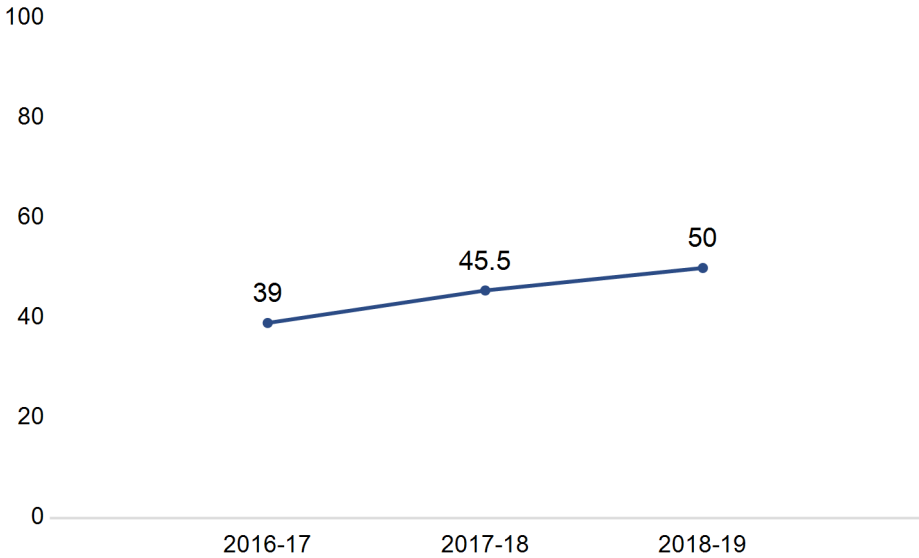
Student Growth Trends and Progress

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

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	32	30	45	39	45.5	50
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Veterans Memorial Middle

(11-5390-060)

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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	45	41	50	Met Standard	50	44	50	Met Standard
White	46	42	50	Met Standard	45.5	46	52	Met Standard
Hispanic	44	41.5	49	Met Standard	51	44	47	Met Standard
Black or African American	37	39	45	Not Met	48	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	63	47.5	59	**	*	55.5	60	**
American Indian or Alaska Native	*	65	56	**	*	38	51.5	**
Two or More Races	*	32	49	**	*	45	52	**
Female	47.5	45	53	N	52	44	50	N
Male	39.5	38	47	N	48	44	51	N
Economically Disadvantaged Students	41	41	48	Met Standard	49.5	44	46	Met Standard
Students with Disabilities	41	37	43	Met Standard	45	43	45	Met Standard
English Learners	47.5	44	52	Met Standard	49	46	50	Met Standard
Homeless Students	*	36	43	N	*	43	44	N
Students in Foster Care	*	57.5	42	N	*	30.5	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	*	47	N	N	*	51	N



Veterans Memorial Middle
(11-5390-060)
Grades Offered: 06-08
2018-2019

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

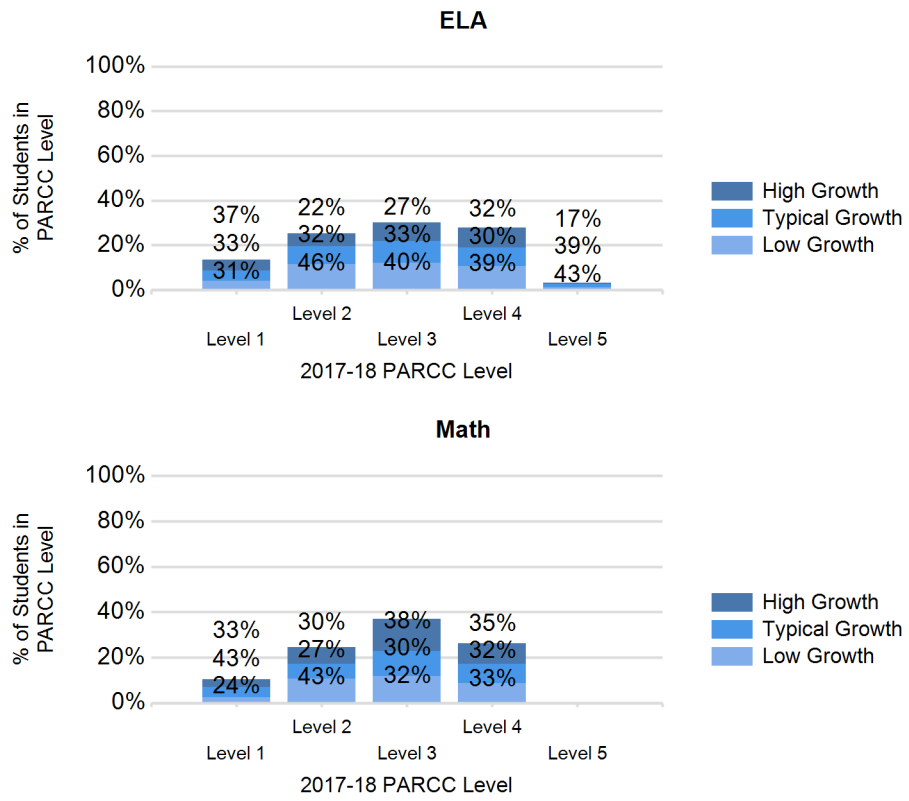
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

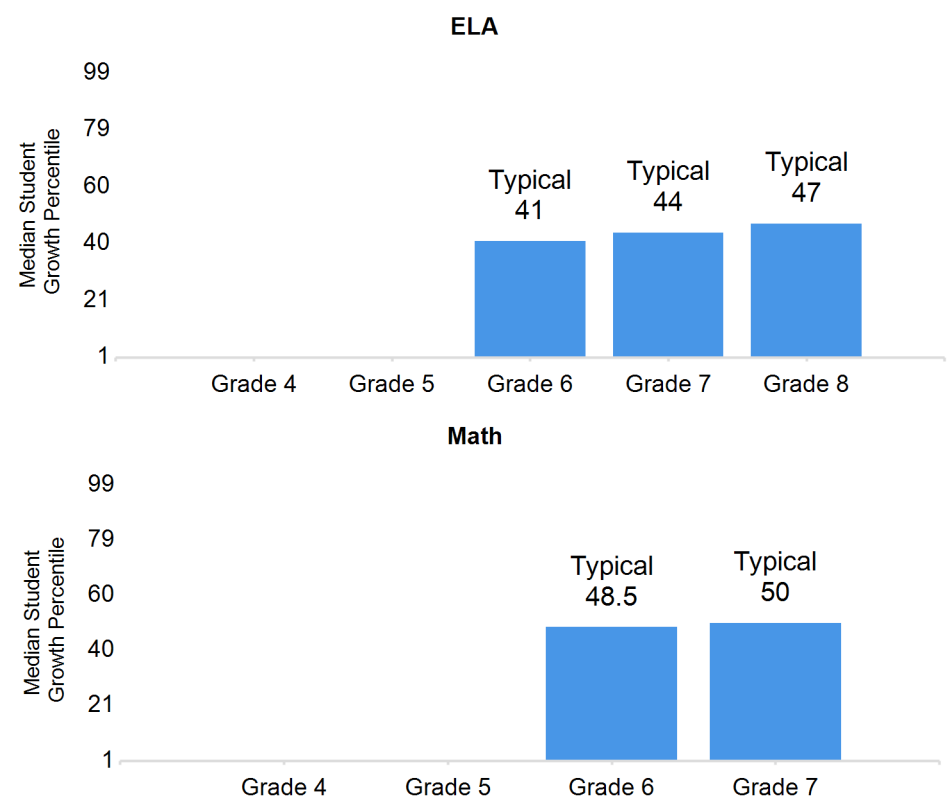
Student Growth by Performance Level

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



Student Growth by Grade

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



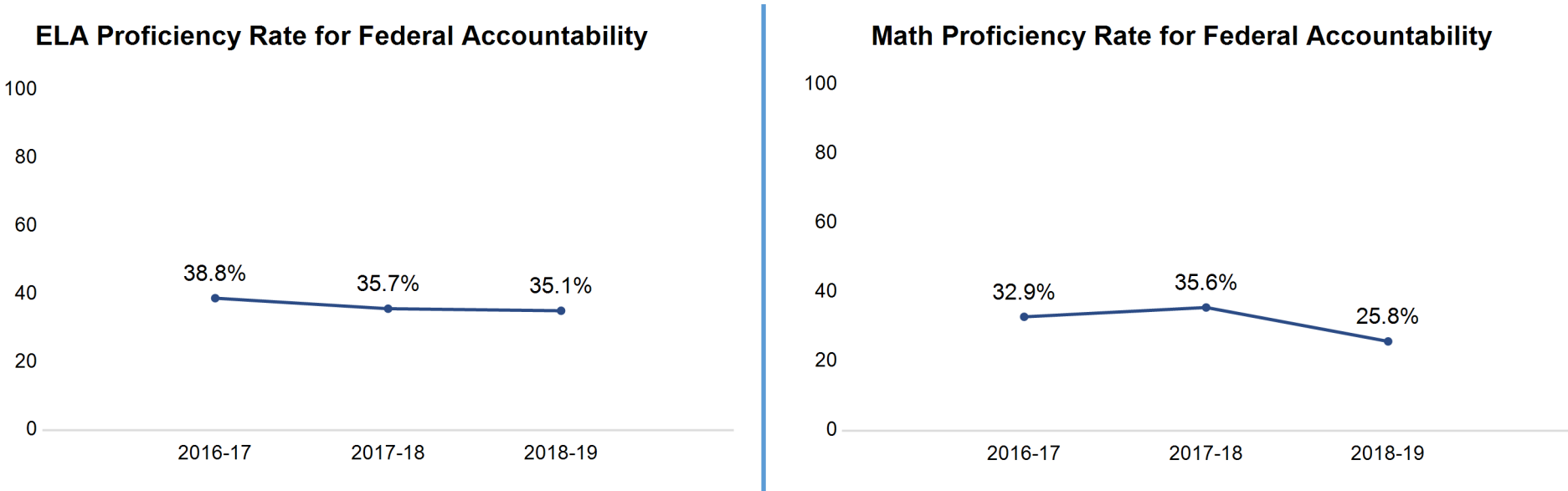


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.1%	95.9%	98.1%	96.6%	96.1%	97.9%
Proficiency Rate for Federal Accountability	38.8%	35.7%	35.1%	32.9%	35.6%	25.8%
Annual Target	40.8%	42.8%	44.9%	36.3%	38.6%	40.9%
Met Annual Target?	Met Target†	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	766	98.1	35.1	33.9	57.9	35.1	44.9	Not Met
White	131	96.5	45.0	48.1	66.9	45.0	60	Not Met
Hispanic	489	98.2	32.9	28.5	43.9	32.9	36.1	Met Target†
Black or African American	121	99.2	33.9	*	38.5	33.9	36.1	Met Target†
Asian, Native Hawaiian, or Pacific Islander	15	100.0	33.3	62.4	82.9	33.3	**	**
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	362	97.9	43.1	39.7	64.8	43.1		
Male	404	98.4	28.0	28.4	51.3	28.0		
Economically Disadvantaged Students	538	98.1	31.6	28.1	40.0	31.6	34.4	Met Target†
Non-Economically Disadvantaged Students	228	98.3	43.4	44.9	67.9	43.4		
Students with Disabilities	171	96.2	*	12.3	22.7	*	21.5	Not Met
Students without Disabilities	595	98.7	*	40.5	65.1	*		
English Learners	108	99.1	24.1	14.8	29.3	24.1	38.9	Not Met
Non-English Learners	658	98.0	36.9	37.4	60.6	36.9		
Homeless Students	*	*	*	17.0	29.1	*		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.

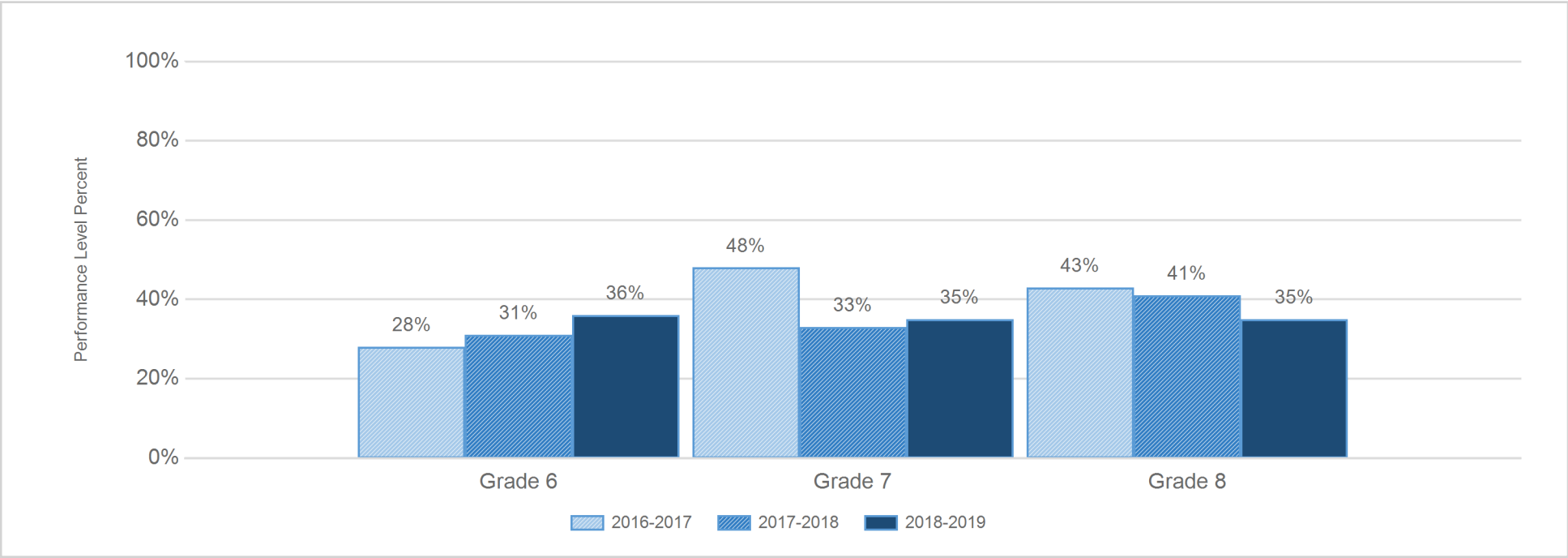


Veterans Memorial Middle
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English Language Arts Assessment - Performance Trends

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 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	259	740	739	754	11%	20%	33%	29%	7%	36%	56%
White	45	746	753	762	*	*	31%	*	*	47%	65%
Hispanic	163	738	*	743	12%	20%	35%	27%	6%	33%	43%
Black or African American	40	735	*	738	*	*	25%	*	*	35%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	122	751	747	762	*	16%	32%	*	*	48%	64%
Male	137	730	732	748	*	24%	34%	*	*	26%	48%
Economically Disadvantaged Students	192	738	734	740	*	20%	37%	*	*	31%	39%
Non-Economically Disadvantaged Students	67	746	750	763	*	22%	21%	*	*	49%	67%
Students with Disabilities	59	714	*	722	*	*	*	*	*	*	19%
Students without Disabilities	200	748	*	761	*	*	*	*	*	*	64%
English Learners	*	*	692	710	*	*	*	*	*	*	*
Non-English Learners	*	*	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	714	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	*	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	260	734	730	761	15%	23%	27%	28%	7%	35%	63%
White	46	743	741	769	*	*	35%	*	*	41%	72%
Hispanic	163	731	726	747	16%	27%	26%	24%	7%	31%	50%
Black or African American	45	732	*	741	*	*	22%	*	*	38%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	761	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	*	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	115	743	738	769	10%	22%	27%	*	*	42%	71%
Male	145	727	722	753	20%	23%	28%	*	*	29%	55%
Economically Disadvantaged Students	181	730	*	743	*	25%	26%	*	*	31%	45%
Non-Economically Disadvantaged Students	79	742	*	771	*	16%	30%	*	*	42%	73%
Students with Disabilities	58	708	*	720	*	*	*	*	*	*	22%
Students without Disabilities	202	741	*	769	*	*	*	*	*	*	71%
English Learners	*	*	690	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	732	763	*	*	*	*	*	*	65%
Homeless Students	*	*	695	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	265	732	734	762	23%	18%	25%	29%	6%	35%	63%
White	45	744	747	770	*	*	24%	*	*	49%	72%
Hispanic	169	732	*	747	21%	20%	25%	*	*	34%	49%
Black or African American	41	721	*	741	34%	*	*	*	*	29%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	757	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	725	769	*	*	*	*	*	*	69%
Female	133	740	742	771	15%	17%	29%	*	*	40%	71%
Male	132	725	726	753	30%	19%	20%	*	*	30%	55%
Economically Disadvantaged Students	185	728	*	743	25%	19%	24%	*	*	32%	45%
Non-Economically Disadvantaged Students	80	742	*	772	18%	14%	26%	*	*	43%	72%
Students with Disabilities	55	699	703	721	*	*	*	*	*	*	22%
Students without Disabilities	210	741	742	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	764	97.9	25.8	*	44.5	25.8	40.9	Not Met
White	130	95.8	35.4	39.9	54.1	35.4	55.5	Not Met
Hispanic	489	98.2	22.1	*	28.8	22.1	34.3	Not Met
Black or African American	120	98.4	26.7	19.7	23.0	26.7	24.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	15	100.0	60.0	60.2	76.5	60.0	**	**
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	362	97.9	27.3	*	44.9	27.3		
Male	402	97.9	24.4	*	44.2	24.4		
Economically Disadvantaged Students	537	97.9	23.5	*	26.3	23.5	33.3	Not Met
Non-Economically Disadvantaged Students	227	97.9	31.3	*	54.9	31.3		
Students with Disabilities	171	96.2	*	11.5	17.4	*	19.9	Not Met
Students without Disabilities	593	98.4	*	30.4	50.0	*		
English Learners	108	99.1	15.7	14.6	25.0	15.7	38.9	Not Met
Non-English Learners	656	97.7	27.4	28.1	46.5	27.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.

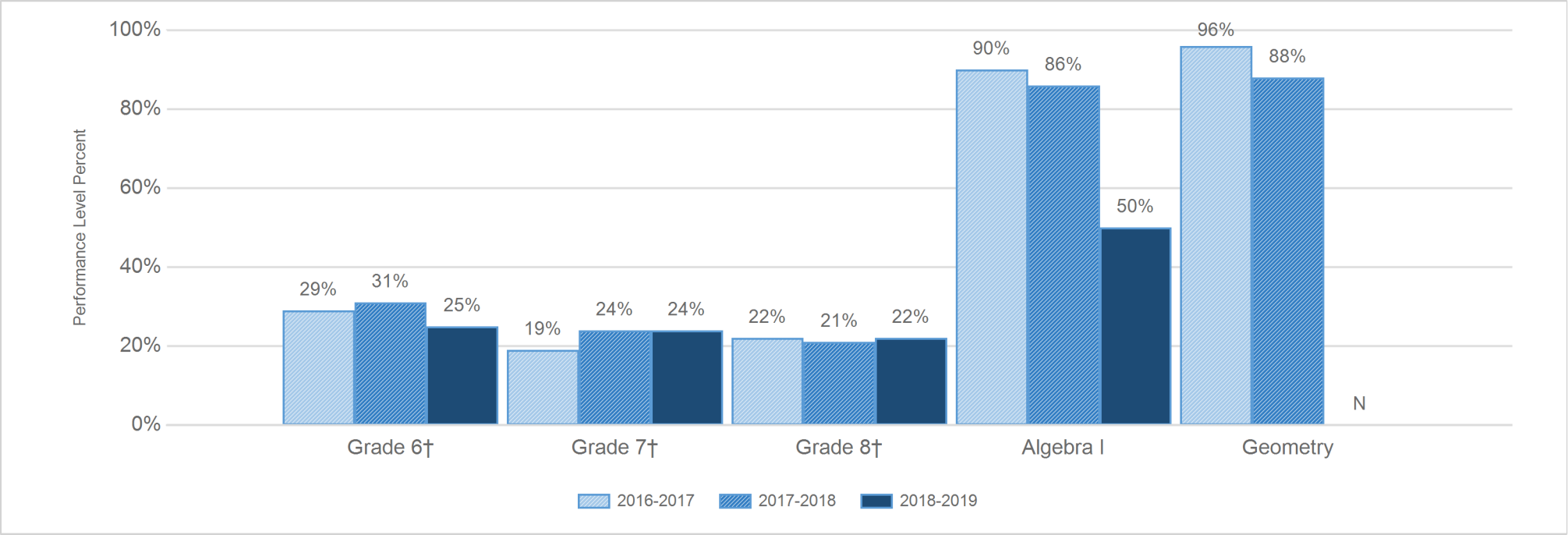


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Mathematics Assessment – Performance Trends

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 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	259	731	732	741	12%	27%	36%	*	*	25%	41%
White	45	737	742	749	*	*	33%	38%	0%	38%	51%
Hispanic	163	728	*	729	13%	31%	39%	*	*	17%	24%
Black or African American	40	730	*	722	*	28%	*	*	*	33%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	753	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	122	733	733	742	10%	27%	35%	*	*	28%	42%
Male	137	729	731	740	15%	28%	36%	*	*	22%	40%
Economically Disadvantaged Students	192	729	728	726	*	29%	36%	*	*	21%	21%
Non-Economically Disadvantaged Students	67	738	741	750	*	24%	34%	*	*	36%	53%
Students with Disabilities	59	716	*	716	*	*	*	*	*	*	12%
Students without Disabilities	200	735	*	746	*	*	*	*	*	*	46%
English Learners	*	*	705	709	*	*	*	*	*	*	*
Non-English Learners	*	*	734	743	*	*	*	*	*	*	*
Homeless Students	*	*	719	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	*	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	259	730	726	744	9%	37%	29%	*	*	24%	42%
White	45	737	736	751	*	31%	*	33%	0%	33%	53%
Hispanic	163	729	725	733	9%	42%	26%	*	*	23%	26%
Black or African American	45	727	720	727	*	31%	40%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	752	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	115	732	727	744	*	37%	30%	*	*	24%	42%
Male	144	729	726	743	*	38%	28%	*	*	24%	42%
Economically Disadvantaged Students	181	729	723	731	*	39%	28%	*	*	23%	24%
Non-Economically Disadvantaged Students	78	735	734	751	*	35%	33%	*	*	27%	53%
Students with Disabilities	58	713	707	718	*	48%	*	*	*	10%	13%
Students without Disabilities	201	736	732	749	*	34%	*	*	*	28%	48%
English Learners	*	*	707	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	728	745	*	*	*	*	*	*	44%
Homeless Students	*	*	709	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Veterans Memorial Middle
(11-5390-060)
Grades Offered: 06-08
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	204	720	723	728	25%	32%	22%	22%	0%	22%	29%
White	24	718	725	737	*	*	*	*	*	17%	38%
Hispanic	136	721	722	722	25%	32%	22%	21%	0%	21%	22%
Black or African American	37	720	*	714	*	35%	*	27%	0%	27%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	104	728	727	731	16%	29%	29%	26%	0%	26%	31%
Male	100	713	718	726	33%	35%	15%	17%	0%	17%	27%
Economically Disadvantaged Students	156	721	722	719	23%	33%	22%	22%	0%	22%	20%
Non-Economically Disadvantaged Students	48	718	724	735	29%	29%	21%	21%	0%	21%	36%
Students with Disabilities	52	696	700	707	*	*	*	*	*	*	10%
Students without Disabilities	152	729	731	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Veterans Memorial Middle
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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	60	753	723	744	0%	*	42%	*	*	50%	42%
White	21	759	*	752	0%	0%	*	*	*	57%	53%
Hispanic	33	749	*	728	0%	*	*	*	*	42%	24%
Black or African American	*	*	718	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	29	750	*	745	0%	*	*	*	*	41%	44%
Male	31	756	*	743	0%	*	*	*	*	58%	41%
Economically Disadvantaged Students	28	752	718	727	0%	*	*	*	*	46%	23%
Non-Economically Disadvantaged Students	32	754	732	752	0%	*	*	*	*	53%	52%
Students with Disabilities	*	*	704	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	729	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	714	718	N	N	N	N	N	N	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%



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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	N	N	719	737	N	N	N	N	N	N	35%
White	N	N	731	743	N	N	N	N	N	N	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	731	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	*	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	N	N	721	738	N	N	N	N	N	N	36%
Male	N	N	718	736	N	N	N	N	N	N	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	N	N	*	743	N	N	N	N	N	N	43%
Students with Disabilities	N	N	702	712	N	N	N	N	N	N	*
Students without Disabilities	N	N	725	741	N	N	N	N	N	N	*
English Learners	N	N	700	708	N	N	N	N	N	N	*
Non-English Learners	N	N	721	738	N	N	N	N	N	N	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	*	711	N	N	N	N	N	N	19%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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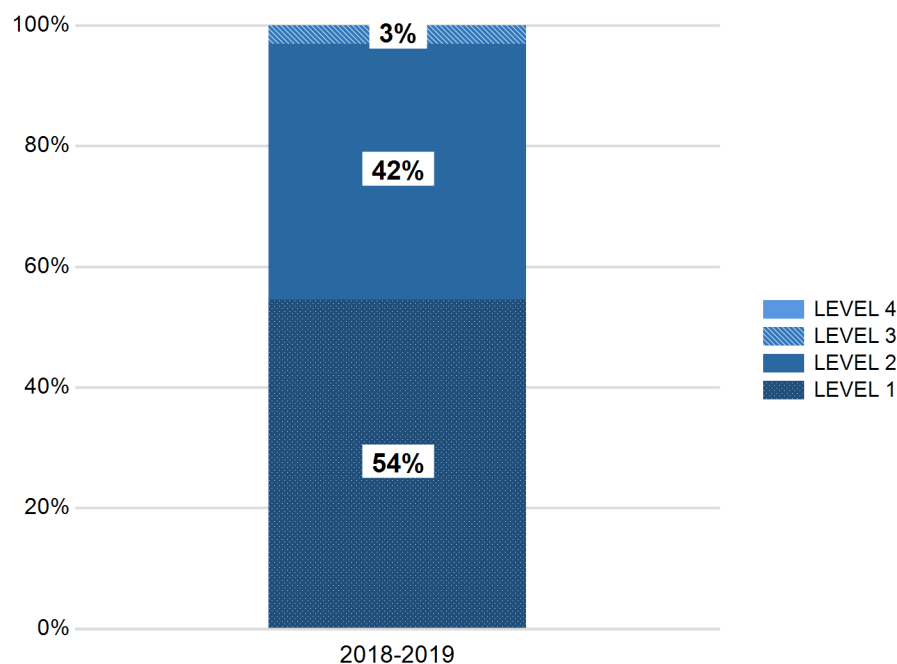
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	54	42	3	0
White	38	53	9	0
Hispanic	57	40	3	0
Black or African American	63	38	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	50	48	2	0
Male	59	36	5	0
Economically Disadvantaged Students	58	40	2	0
Non-Economically Disadvantaged Students	45	47	8	0
Students with Disabilities	89	11	0	0
Students without Disabilities	45	50	4	0
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	276
7	0	0	271
8	63	0	217
Total	63	0	764

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	263
7	0	0	0	0	0	0	263
8	0	0	0	0	0	0	266
Total	0	0	0	0	0	0	792



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Visual and Performing Arts – Course Participation

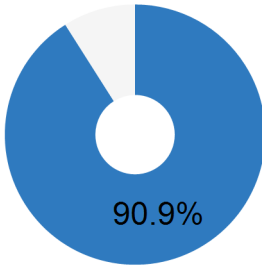
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

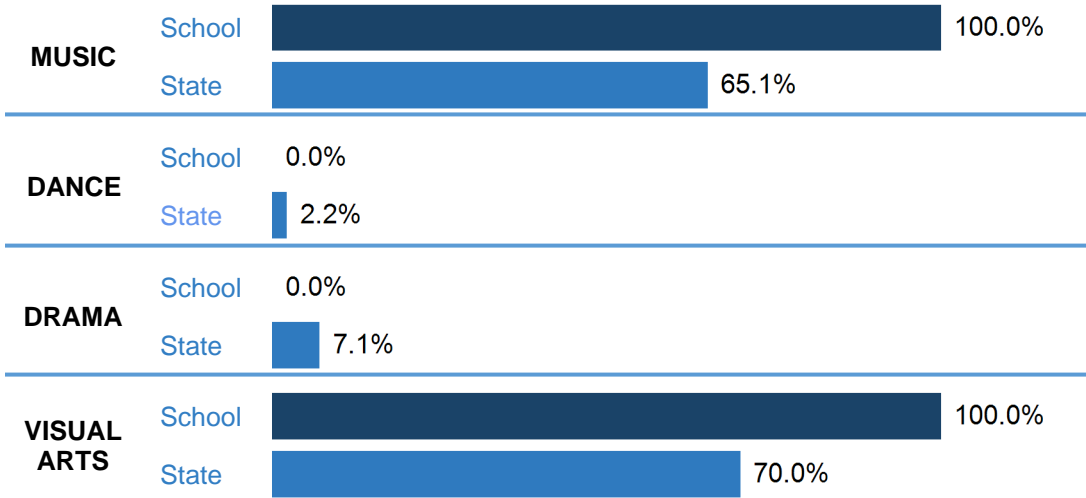


School



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.

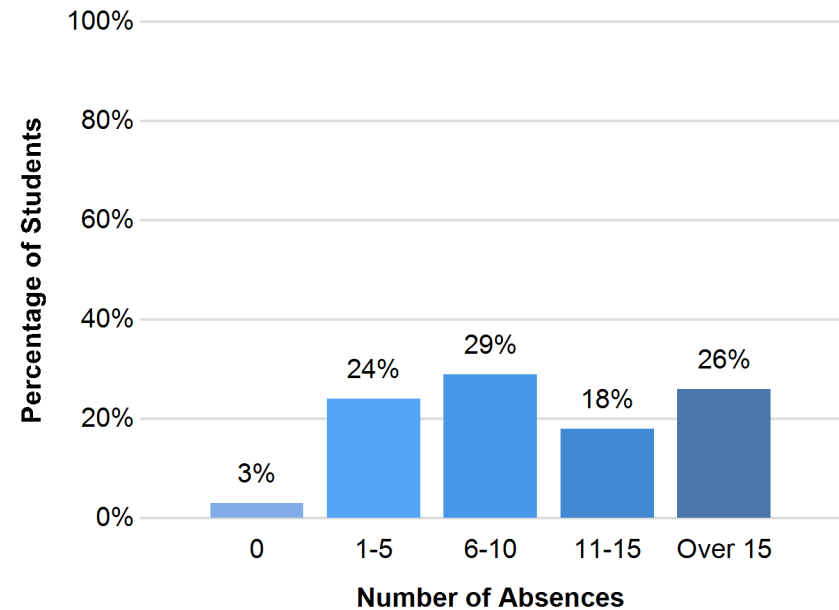
Chronic Absenteeism

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	162	20.2	9.1	Not Met
White	30	21.9	9.1	Not Met
Hispanic	100	19.5	9.1	Not Met
Black or African American	29	22.7	9.1	Not Met
Asian, Native Hawaiian, or Pacific	2	14.3	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	70	18.5		
Male	92	21.7		
Economically Disadvantaged Students	125	21.6	9.1	Not Met
Students with Disabilities	58	31.0	9.1	Not Met
English Learners	3	17.6	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





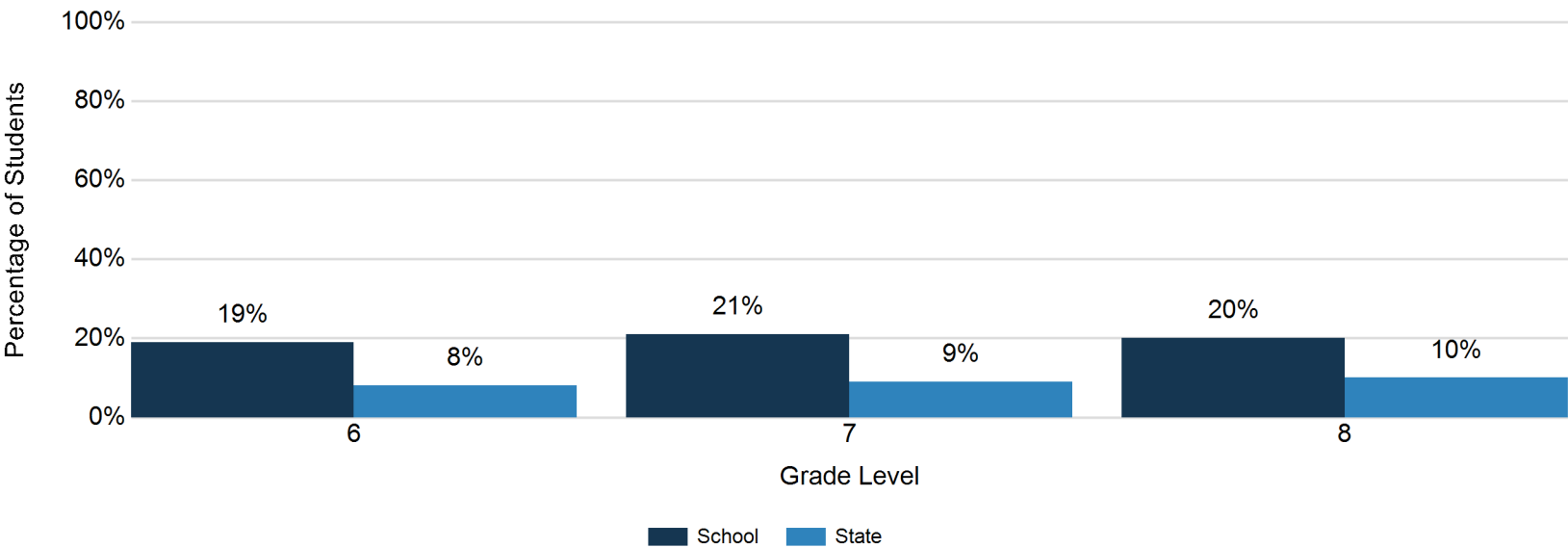
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	22
Weapons	1
Vandalism	1
Substances	8
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	5.22

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	4	4
Sexual Orientation	0	1	1
Disability	0	1	1
Other	0	3	3
No Identified Nature	3		3

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	2
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	234	29.8%
Out-of-School Suspensions	97	12.3%
Any Suspension	252	32.1%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
453

**Veterans Memorial Middle**

(11-5390-060)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 22 Mins
Shared Time - Instructional Time	5 Hrs. 22 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience		
This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.		
Category	Teachers in School	Teachers in State
Total Number of teachers	59	118,214
Average years experience in public schools	15.8	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	93.2%	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	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	393:1	226:1
Teachers to Administrators	30:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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	47.3%	79.7%	100.0%	48.4%	77.1%	54.9%
Male	52.7%	20.3%	0.0%	51.6%	22.9%	45.1%
White	17.4%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	63.1%	5.1%	0.0%	29.9%	7.3%	7.2%
Black or African American	16.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	1.7%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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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

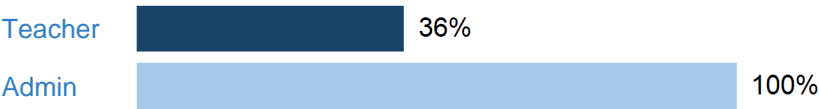
Teachers and Administrators - Level of Education

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.

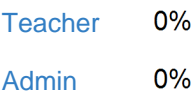
Bachelor's Degree



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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	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%



Veterans Memorial Middle
(11-5390-060)
Grades Offered: 06-08
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.



Veterans Memorial Middle
(11-5390-060)
Grades Offered: 06-08
2018-2019

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	
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	Low Performing Student Group (ATSI)

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



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2018-2019

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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	38.8%	35.7%	35.1%
Math Proficiency	32.9%	35.6%	25.8%
ELA Growth	32	30	45
Math Growth	39	46	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	22.8%	21.3%	20.2%

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



Veterans Memorial Middle

(11-5390-060)

Grades Offered: 06-08

2018-2019

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> WE ARE LIONS HEAR US R.O.A.R.-We expect our students to ROAR on a daily basis. "Respect (by treating others the way they would like to be treated) Ownership (by acknowledging mistakes, serving consequences and correcting behavior)" "Acceptance (by including everyone despite their differences) Responsibility (by being accountable)"
 <p>Mission, Vision, Theme:</p>	<p>The vision of Veterans Memorial School is to provide the best educational programs for all of our students. We will ensure a safe, stimulating environment and personalized educational environment through academic rigor in all programs including core subjects, the arts, technology, athletics and extra curricular activities. This will promote academic excellence, self esteem, sound character, responsibility and respect for diversity in all of our staff and students.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>PBSIS & Students of the Month, Staffulty fo the Month & Safety Team of the Year</p>






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 <div>Courses, Curriculum, Instruction:</div>	Accelerated Courses in Core Content areas are offered at all grade levels 6-8
 <div>Sports and Athletics:</div>	Sports Offered: Basketball (Boys & Girls), Football (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls)
 <div>Clubs and Activities:</div>	BAND, CHORUS, SAFETY PATROL. NJHS, MURAL, TV STUDIO PRODUCTIONS, BIBLE, LEADERSHIP GARDENING, KIDS HELPING KIDS, & BOOK CLUB



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<div> <div>Before and After School Programs:</div> </div>	<div>REACH-After school Program-students engage in academic & physical activities</div>
<div> <div>Staff and Professional Learning:</div> </div>	<div>Professional Learning Community Model</div>






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 <p>Student Supports and Services:</p>	<p>Our vision is to provide all students with the tools to make decisions to help them grow into emotionally healthy citizens. We strongly emphasize the fact that our support team is always here to assist.</p>
 <p>Student Health and Wellness:</p>	<p>PBSIS-our school celebrates diversity, student achievement, & character building. Our mantra following the 3 B's-taking three seconds to ask yourself-is my decision respectful, responsible or safe. We have a ROAR out system where students and staff are recognized by peers. Daily ROAR OUT TICKETS are used as instant feedback for displaying great character traits-6 Pillars of Character.</p>
 <p>Parent and Community Involvement:</p>	<p>We encourage parent and community involvement in many ways. REMIND, District Parent Portal, Website and events held throughout the year. We encourage parents to reach out & build strong relationships with our teachers through email etc. Staying in touch with your child's teacher is the most important connection you can make. It is significant in supporting your child's emotional growth and academic success.</p>





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 <p>Facilities:</p>	<p>Our facility hosts many community groups throughout the week building strong ties within our community.</p>
 <p>School Safety:</p>	<p>Our school climate safety team meets regularly to continually build upon the foundation of our school beliefs using data to recognize and supervise all areas of our physical and emotional well being.</p>



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 <div>Technology and STEM:</div>	We offer STEM & STEAM
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Vineland Senior High School
 (11-5390-050)
 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:



Vineland Senior High School
(11-5390-050)
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	Cumberland
District	Vineland Public School District
Principal Name	Mrs. Suzette DeMarchi
Address	2880 E CHESTNUT AVE VINELAND, NJ 08360-6144
Phone Number	856-794-6800
Email Address	sdemarchi@vineland.org
Website	http://www.vineland.org/vineland-high/



Vineland Senior High School

(11-5390-050)

Grades Offered: 09-12

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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	636	622	655
10	636	603	589
11	602	620	584
12	556	635	631
Total	2,433	2,481	2,460

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	49.5%	49.1%	49.0%
Male	50.5%	50.9%	51.0%
Economically Disadvantaged Students	60.6%	62.0%	61.7%
Students with Disabilities	22.2%	23.3%	24.4%
English Learners	5.5%	7.7%	8.2%
Homeless Students	1.0%	1.7%	2.2%
Students in Foster Care	0.8%	0.8%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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	24.8%	23.7%	21.7%
Hispanic	52.6%	53.8%	56.5%
Black or African American	19.0%	18.4%	17.0%
Asian	2.6%	2.9%	3.3%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.3%	0.3%	0.4%
Two or More Races	0.8%	0.9%	1.1%

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	2,361	2,458	2,460
Shared Time Students	142	45	0
Full Time Equivalent	2,432	2,481	2,460

Enrollment by Home Language

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

Home Language	% of Students
English	72.0%
Spanish	25.0%
Other Languages	3.0%



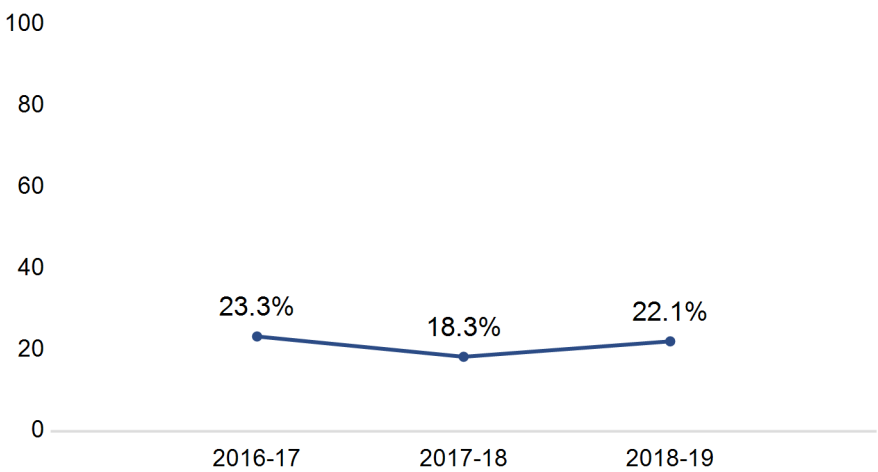
Vineland Senior High School
(11-5390-050)
Grades Offered: 09-12
2018-2019

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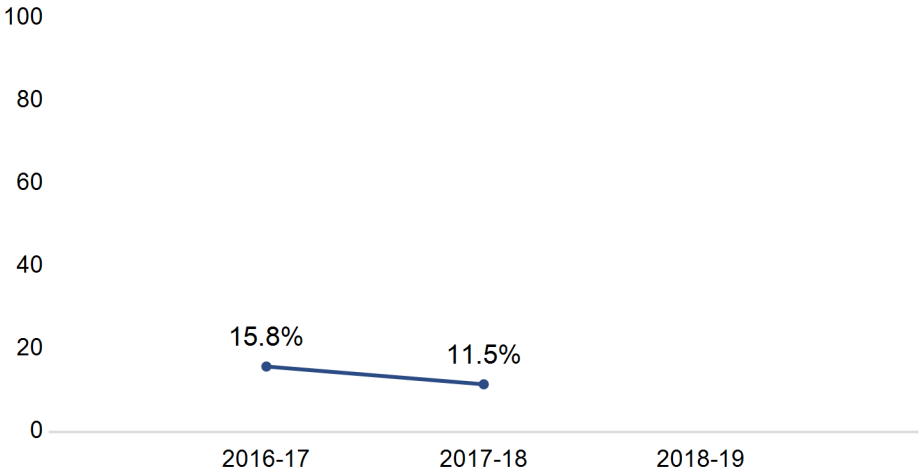
English Language Arts and Mathematics Performance Trends

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	95.1%	90.4%	97.5%	93.7%	89.1%	97.3%
Proficiency Rate for Federal Accountability	23.3%	18.3%	22.1%	15.8%	11.5%	*
Annual Target	32.5%	35.0%	37.5%	20.4%	23.6%	26.7%
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.



Vineland Senior High School
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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	1135	97.5	22.1	33.9	57.9	22.1	37.5	Not Met
White	219	95.7	32.9	48.1	66.9	32.9	48.7	Not Met
Hispanic	681	97.8	17.5	28.5	43.9	17.5	32.1	Not Met
Black or African American	180	97.9	16.7	*	38.5	16.7	32.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	36	100.0	66.7	62.4	82.9	66.7	71.8	Met Target†
American Indian or Alaska Native	*	*	*	28.6	56.0	*	**	**
Two or More Races	*	*	*	42.6	64.4	*	**	**
Female	565	97.5	27.3	39.7	64.8	27.3		
Male	570	97.5	17.0	28.4	51.3	17.0		
Economically Disadvantaged Students	722	98.4	17.5	28.1	40.0	17.5	32.1	Not Met
Non-Economically Disadvantaged Students	413	96.0	30.3	44.9	67.9	30.3		
Students with Disabilities	287	95.2	*	12.3	22.7	*	15.1	Not Met
Students without Disabilities	848	98.3	*	40.5	65.1	*		
English Learners	123	96.9	*	14.8	29.3	*	19	Not Met
Non-English Learners	1012	97.6	*	37.4	60.6	*		
Homeless Students	28	91.4	14.3	17.0	29.1	14.0		
Students In Foster Care	*	*	*	24.1	27.6	*		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.

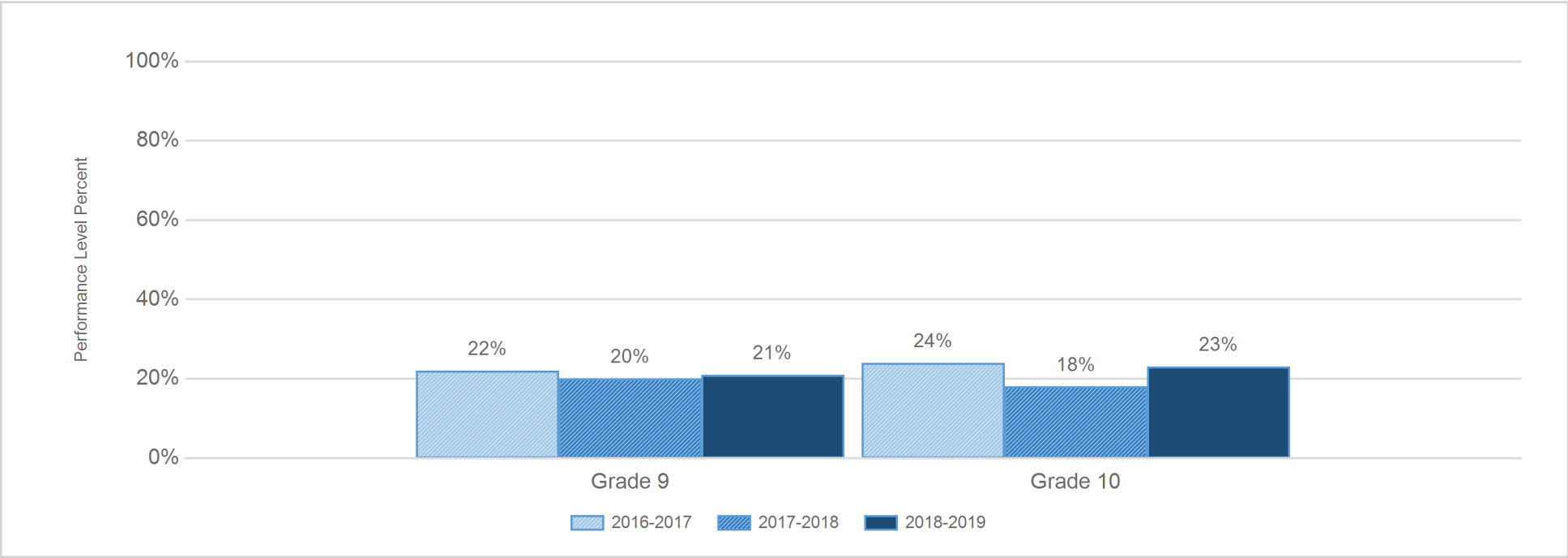


Vineland Senior High School
(11-5390-050)
Grades Offered: 09-12
2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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English Language Arts Assessment - Performance Trends

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





Vineland Senior High School
(11-5390-050)
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	619	721	721	753	29%	25%	24%	18%	3%	21%	56%
White	116	737	737	762	11%	21%	34%	*	*	34%	65%
Hispanic	377	715	715	737	36%	26%	21%	*	*	16%	40%
Black or African American	96	713	713	732	31%	31%	23%	15%	0%	15%	33%
Asian, Native Hawaiian, or Pacific Islander	17	771	771	783	0%	*	*	*	*	76%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	317	727	727	760	22%	23%	29%	*	*	26%	63%
Male	302	714	714	746	37%	28%	19%	*	*	16%	49%
Economically Disadvantaged Students	397	715	715	734	34%	27%	22%	*	*	17%	36%
Non-Economically Disadvantaged Students	222	730	730	762	21%	23%	27%	*	*	30%	65%
Students with Disabilities	142	695	695	717	*	*	*	*	*	*	17%
Students without Disabilities	477	728	728	760	*	*	*	*	*	*	63%
English Learners	44	690	690	693	*	*	*	*	*	*	*
Non-English Learners	575	723	723	755	*	*	*	*	*	*	*
Homeless Students	20	704	704	720	50%	*	*	*	*	15%	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%



Vineland Senior High School
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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	541	715	715	757	40%	19%	18%	19%	4%	23%	58%
White	105	726	726	767	27%	26%	17%	*	*	30%	67%
Hispanic	319	708	708	738	45%	17%	19%	*	*	18%	43%
Black or African American	91	716	716	733	38%	21%	20%	*	*	21%	38%
Asian, Native Hawaiian, or Pacific Islander	19	767	767	792	*	*	*	*	*	58%	84%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	258	724	724	766	30%	22%	20%	*	*	29%	66%
Male	283	707	707	749	49%	17%	17%	*	*	17%	51%
Economically Disadvantaged Students	337	708	708	735	47%	18%	17%	*	*	18%	40%
Non-Economically Disadvantaged Students	204	727	727	767	28%	21%	21%	*	*	30%	67%
Students with Disabilities	146	687	687	711	*	*	*	*	*	*	19%
Students without Disabilities	395	725	725	765	*	*	*	*	*	*	65%
English Learners	56	677	677	687	*	*	*	*	*	*	*
Non-English Learners	485	719	719	760	*	*	*	*	*	*	*
Homeless Students	12	711	711	723	*	*	*	*	*	25%	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%



Vineland Senior High School
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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	1174	97.3	*	*	44.5	*	26.7	Not Met
White	226	95.8	19.0	39.9	54.1	19.0	35.6	Not Met
Hispanic	708	97.6	*	*	28.8	*	22.9	Not Met
Black or African American	186	97.0	*	19.7	23.0	*	22	Not Met
Asian, Native Hawaiian, or Pacific Islander	34	100.0	47.1	60.2	76.5	47.1	52.9	Met Target†
American Indian or Alaska Native	*	*	*	23.8	42.7	*	**	**
Two or More Races	*	*	*	25.3	53.3	*	**	**
Female	587	97.4	*	*	44.9	*		
Male	587	97.1	*	*	44.2	*		
Economically Disadvantaged Students	742	97.4	*	*	26.3	*	22.6	Not Met
Non-Economically Disadvantaged Students	432	97.0	*	*	54.9	*		
Students with Disabilities	298	96.9	*	11.5	17.4	*	13.5	Not Met
Students without Disabilities	876	97.4	*	30.4	50.0	*		
English Learners	126	97.7	*	14.6	25.0	*	16.7	Not Met
Non-English Learners	1048	97.2	*	28.1	46.5	*		
Homeless Students	28	88.6	*	*	17.1	*		
Students In Foster Care	*	*	*	10.3	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.

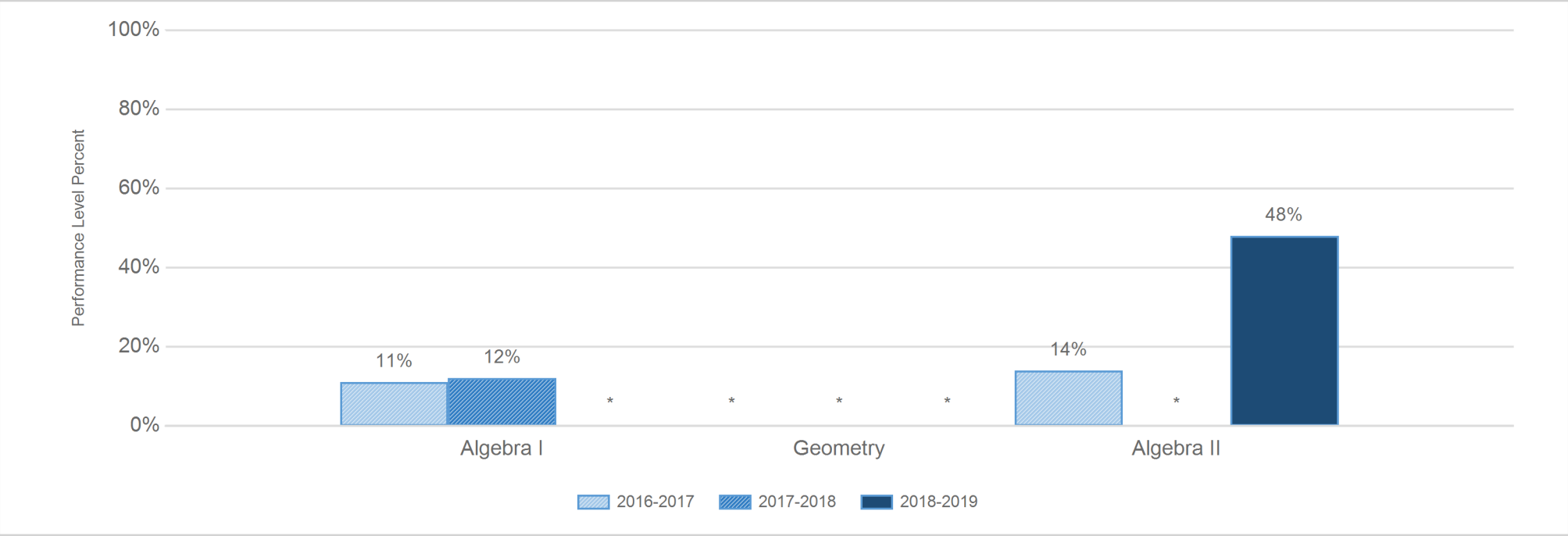


Vineland Senior High School
(11-5390-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Vineland Senior High School
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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	647	713	723	744	*	*	*	*	*	*	42%
White	105	716	*	752	21%	48%	19%	12%	0%	12%	53%
Hispanic	416	712	*	728	*	*	*	*	*	*	24%
Black or African American	108	713	718	725	21%	51%	18%	10%	0%	10%	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	320	715	*	745	*	*	*	*	*	*	44%
Male	327	711	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	440	711	718	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	207	717	732	752	*	*	*	*	*	*	52%
Students with Disabilities	170	701	704	717	*	*	*	*	*	*	12%
Students without Disabilities	477	717	729	748	*	*	*	*	*	*	47%
English Learners	67	705	*	710	*	*	*	*	*	*	*
Non-English Learners	580	714	*	745	*	*	*	*	*	*	*
Homeless Students	22	714	714	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%



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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	475	717	719	737	*	*	*	*	*	*	35%
White	103	727	731	743	11%	33%	39%	17%	0%	17%	43%
Hispanic	280	715	*	724	*	*	*	*	*	*	17%
Black or African American	75	712	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	731	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	*	*	*	736	*	*	*	*	*	*	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	232	719	721	738	*	*	*	*	*	*	36%
Male	243	715	718	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	288	716	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	187	719	*	743	*	*	*	*	*	*	43%
Students with Disabilities	129	702	702	712	*	*	*	*	*	*	*
Students without Disabilities	346	723	725	741	*	*	*	*	*	*	*
English Learners	35	700	700	708	*	*	*	*	*	*	*
Non-English Learners	440	718	721	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	*	*	*	711	*	*	*	*	*	*	19%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	749	749	755	*	*	35%	*	*	48%	58%
White	21	748	748	758	*	*	*	57%	0%	57%	62%
Hispanic	26	737	737	731	*	*	46%	*	*	27%	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	19	766	766	777	0%	*	*	*	*	68%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	45	749	749	752	*	*	*	*	*	47%	55%
Male	30	750	750	758	*	*	*	*	*	50%	62%
Economically Disadvantaged Students	25	736	736	729	*	*	44%	*	*	24%	32%
Non-Economically Disadvantaged Students	50	756	756	761	*	*	30%	*	*	60%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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	*



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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	12.9%	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	68	*	*
3-4	49	*	*
5 or more	32	*	*



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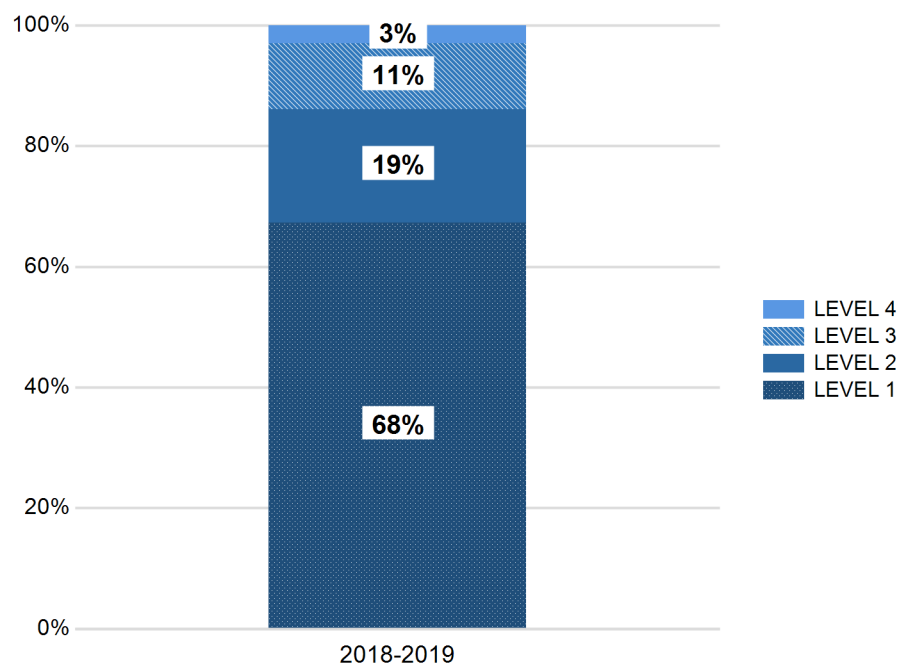
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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	68	19	11	3
White	54	19	20	7
Hispanic	75	17	7	1
Black or African American	75	20	5	0
Asian, Native Hawaiian, or Pacific Islander	28	32	32	8
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	68	16	14	1
Male	68	21	8	4
Economically Disadvantaged Students	76	18	6	0
Non-Economically Disadvantaged Students	54	19	20	7
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	14.4%	84.5%
12th graders taking SAT in 2018-19 or prior years	37.4%	72.1%
12th graders taking ACT in 2018-19 or prior years	5.2%	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	515	476	Grade 10: 430 Grade 11: 460	71%	61%
PSAT 10/NMSQT - Math	521	477	Grade 10: 480 Grade 11: 510	60%	43%
SAT - Reading and Writing	501	539	480	61%	70%
SAT - Math	516	541	530	44%	53%
ACT - Reading	20	25	22	33%	66%
ACT - English	19	24	18	58%	81%
ACT - Math	21	24	22	52%	65%
ACT - Science	20	24	23	33%	57%



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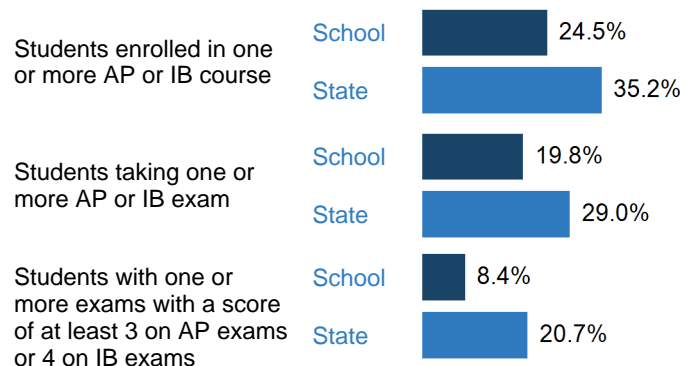
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

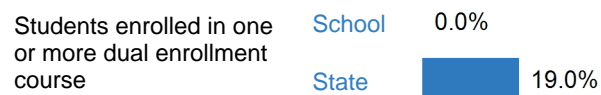
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	56	38
AP Calculus AB	89	49
AP Chemistry	62	17
AP Computer Science A	0	8
AP English Language and Composition	85	79
AP English Literature and Composition	117	52
AP Environmental Science	0	1
AP European History	49	39
AP French Language and Culture	0	8
AP German Language and Culture	0	2
AP Human Geography	11	11
AP Italian Language and Culture	0	9
AP Physics 1	57	17
AP Physics 2	29	19
AP Physics C: Mechanics	11	11
AP Psychology	110	48



Vineland Senior High School
 (11-5390-050)
 Grades Offered: 09-12
 2018-2019

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AP/IB Course	Students Enrolled	Students Tested
AP Research	25	16
AP Seminar	0	31
AP Spanish Language	0	48
AP Statistics	86	38
AP Studio Art—Drawing Portfolio	7	0
AP Studio Art—Two-Demensional	0	7
AP U.S. Government and Politics	37	30
AP U.S. History	75	63
Total Exams taken		641
Exams with scores of at least 3 on AP exams or 4 on IB exams		184



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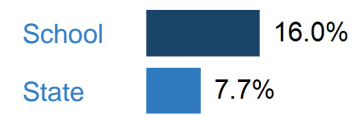
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

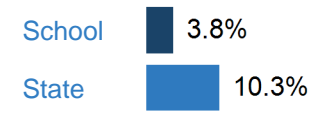
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

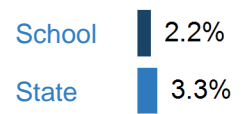
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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





Vineland Senior High School
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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	16.0%	3.8%	7.7%	10.3%
White	17.1%	6.2%	6.1%	9.6%
Hispanic	16.0%	3.2%	10.3%	11.3%
Black or African American	14.6%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	13.4%	*	5.8%	9.3%
American Indian or Alaska Native	*	0.0%	10.3%	12.7%
Two or More Races	*	0.0%	6.8%	12.1%
Female	10.5%	1.1%	7.3%	10.6%
Male	21.2%	6.5%	8.0%	10.1%
Economically Disadvantaged Students	14.6%	3.3%	10.4%	11.8%
Students with Disabilities	14.3%	4.7%	6.6%	9.2%
English Learners	7.9%	0.0%	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



Vineland Senior High School

(11-5390-050)

Grades Offered: 09-12

2018-2019

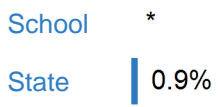
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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Architecture & Construction	109		
Arts, AV Technology & Communications	311		
Transportation, Distribution & Logistics	67	*	*
Total (All Clusters)	487	*	*



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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	584	63	27	0	0	0	34
10	80	465	51	18	0	0	25
11	14	94	387	81	27	16	61
12	3	16	87	131	80	70	138
Total	681	638	552	230	107	86	258
Enrolled in AP/IB Course					89	86	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	99	0	594	0	6	0
10	520	41	42	2	39	0
11	58	280	13	1	331	35
12	50	75	11	5	190	101
Total	727	396	660	8	566	136
Enrolled in AP/IB Course	56	62		0	97	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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

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	602	48	1	0	0	59
10	39	596	21	2	0	1
11	38	576	411	49	10	53
12	20	84	142	227	83	230
Total	699	1304	575	278	93	343
Enrolled in AP/IB Course	0	75	0	110		91
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	358	70	80	25	11	0	89
10	254	92	74	0	4	0	59
11	161	50	50	0	8	0	18
12	147	43	22	7	11	0	30
Total	920	255	226	32	34	0	196
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	35
Enrolled in Level 3 or Higher	139	58	23	7	10	0	22



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

Computer Science and Information Technology– Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	8	0	0	0	0	0
11	14	0	0	0	0	0
12	36	0	0	0	0	0
Total	58	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
American Sign Language	*
German	*
Portuguese	*
Russian	*
Spanish	49
Turkish	*
Total	58



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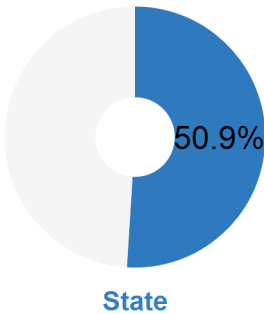
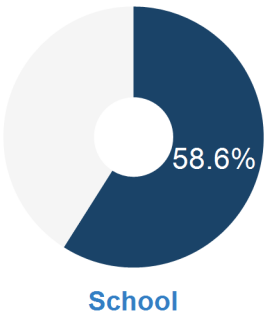
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Visual and Performing Arts – Course Participation

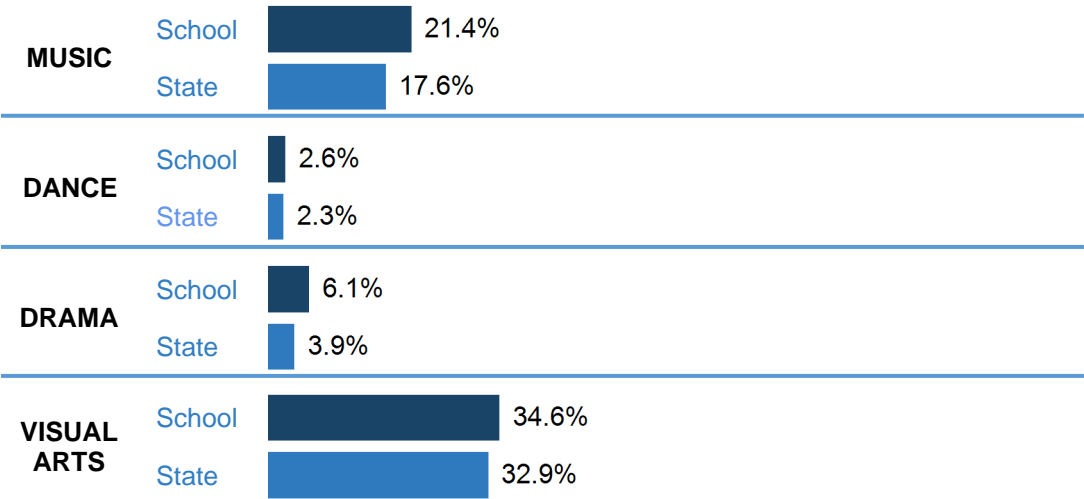
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





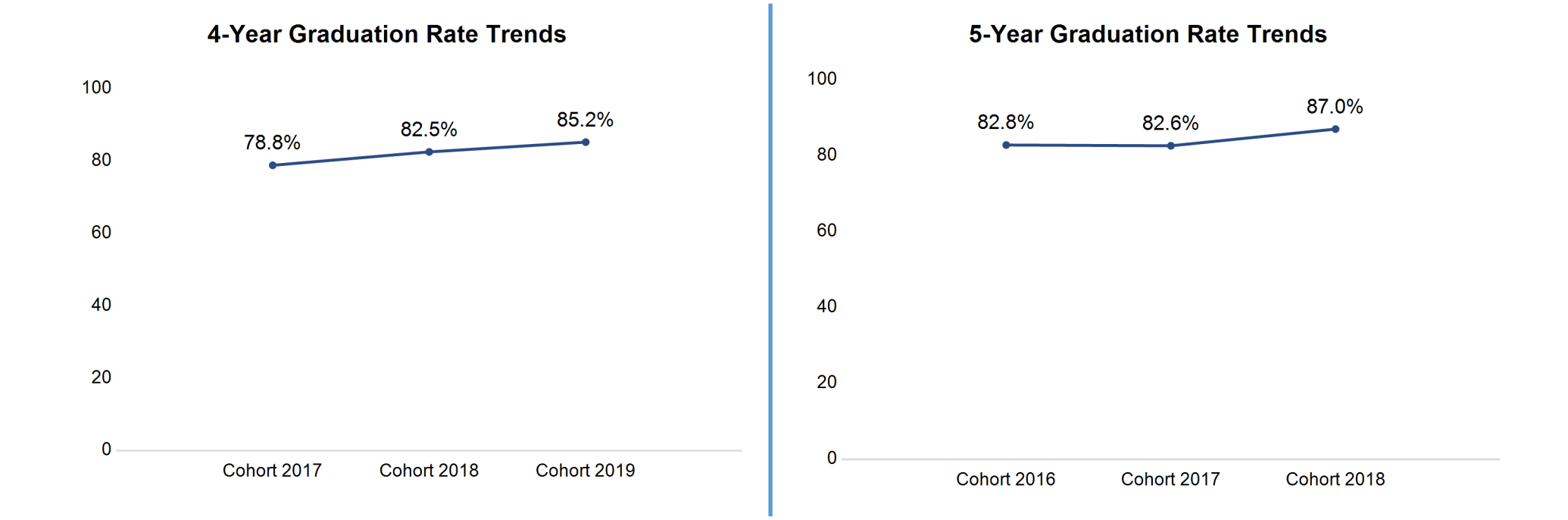
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	78.8%	82.5%	85.2%	82.8%	82.6%	87.0%
Annual Target	79.7%	80.5%		83.8%	84.5%	
Met Annual Target?	Not Met	Met Target		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	85.2%	90.6%	87.0%	92.5%	82.5%	80.5%	Met Target	82.6%	84.5%	Not Met
White	88.8%	94.9%	94.1%	95.9%	90.4%	84.2%	Met Target	85.2%	87.3%	Not Met
Hispanic	81.3%	84.5%	82.5%	87.3%	79.1%	78.0%	Met Target	80.2%	80.9%	Not Met
Black or African American	89.8%	83.3%	89.4%	87.1%	80.4%	81.1%	Not Met	85.8%	86.9%	Not Met
Asian, Native Hawaiian or Pacific Islander	100.0%	96.9%	92.3%	97.8%	92.3%	**	**	88.2%	**	**
American Indian or Alaska Native	*	92.2%	*	88.9%	*	**	**	*	**	**
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	87.7%	92.8%	90.7%	94.4%	88.8%			89.4%		
Male	82.8%	88.5%	83.2%	90.8%	76.2%			75.9%		
Economically Disadvantaged Students	82.2%	84.0%	84.8%	87.3%	79.1%	77.0%	Met Target	80.1%	80.9%	Not Met
Students with Disabilities	80.5%	79.2%	73.9%	83.8%	66.7%	69.0%	Not Met	69.0%	77.5%	Not Met
English Learners	83.0%	75.4%	76.7%	80.1%	68.3%	59.4%	Met Target	89.3%	71.8%	Met Target
Homeless Students	71.0%	74.6%	67.5%	78.3%	58.5%			79.5%		
Students in Foster Care	*	57.6%	*	82.5%	*			*		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	54.6%	47.9%
Substitute Competency Test	16.6%	18.1%
Portfolio Appeals Process	12.6%	16.9%
Alternate Requirements specified in IEP	16.3%	17.1%
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	2.6%	1.2%
2017-2018	2.6%	1.2%
2016-2017	3.6%	1.1%



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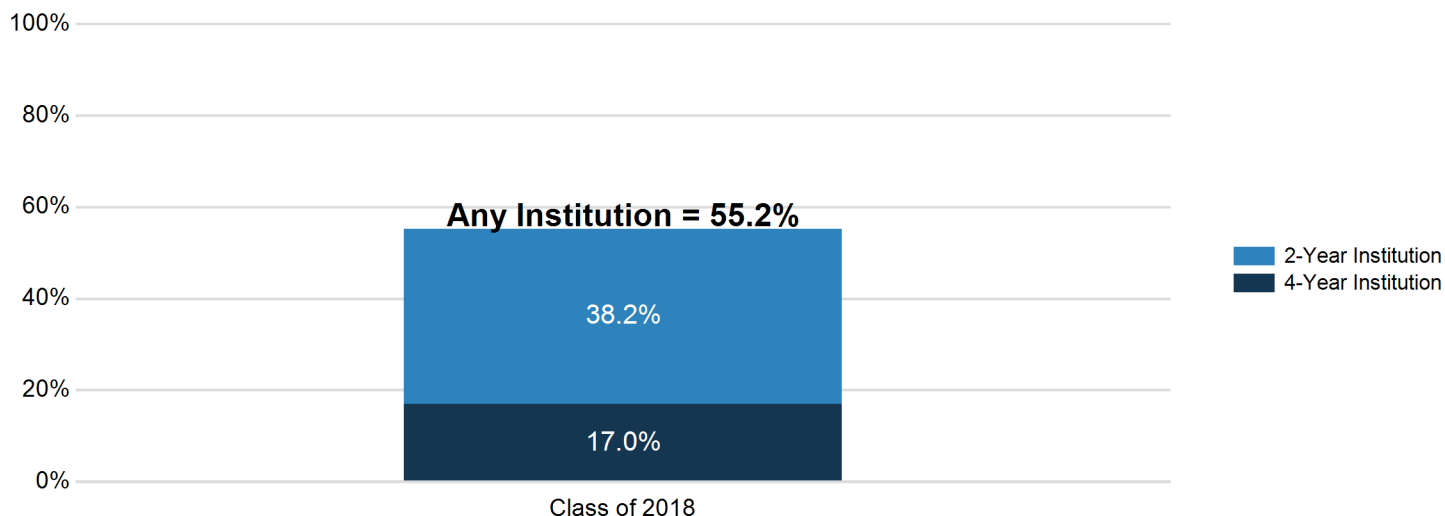
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	38.2%
% Enrolled in 4-Year Institution	17.0%
% Enrolled in Any Postsecondary Institution	55.2%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	43.3%	64%	36%
White	54.5%	52.7%	47.3%
Hispanic	35.6%	76.8%	23.2%
Black or African American	38.9%	53.1%	46.9%
Asian, Native Hawaiian, or Pacific Islander	88.2%	66.7%	33.3%
American Indian or Alaska Native	*	*	*
Two or More Races	*	*	*
Economically Disadvantaged Students	33.6%	75.5%	24.5%
Students with Disabilities	18.8%	77.8%	22.2%
English Learners	28.1%	66.7%	33.3%

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	55.2%	69.2%	30.8%	90.7%	9.3%	84.5%	15.5%
White	64.4%	56.3%	43.8%	89.3%	10.7%	76.8%	23.2%
Hispanic	48%	77.8%	22.2%	91.5%	8.5%	86.9%	13.1%
Black or African American	55%	76.1%	23.9%	91.5%	8.5%	91.5%	8.5%
Asian, Native Hawaiian, or Pacific Islander	100%	33.3%	66.7%	83.3%	16.7%	75%	25%
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	48.8%	80.5%	19.5%	92.7%	7.3%	89.6%	10.4%
Students with Disabilities	30%	92.3%	7.7%	92.3%	7.7%	84.6%	15.4%
English Learners	42.9%	100%	0%	100%	0%	93.3%	6.7%



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

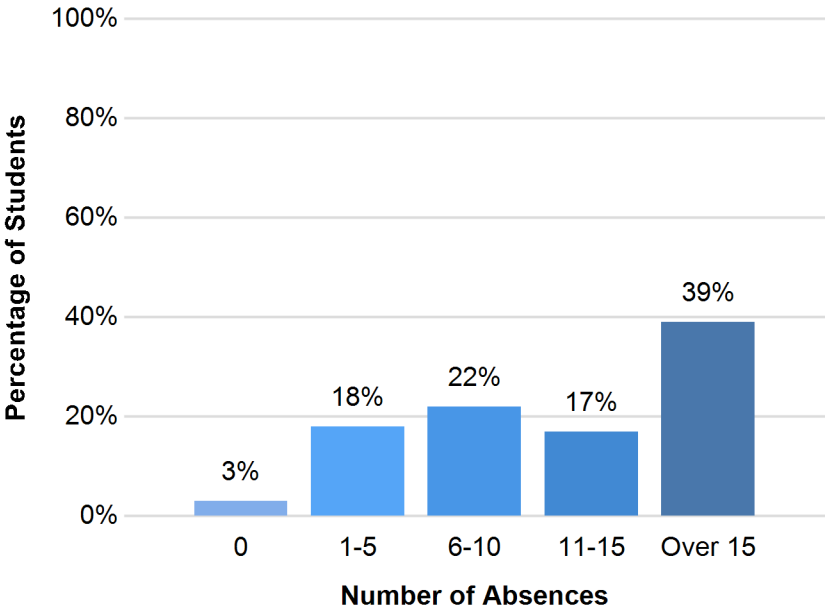
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	845	33.5	14.2	Not Met
White	166	29.3	14.2	Not Met
Hispanic	506	36.0	14.2	Not Met
Black or African American	149	34.3	14.2	Not Met
Asian, Native Hawaiian, or Pacific	13	15.7	14.2	Not Met
American Indian or Alaska Native	1	9.1	**	**
Two or More Races	10	38.5	14.2	Not Met
Female	420	33.7		
Male	425	33.2		
Economically Disadvantaged Students	586	38.6	14.2	Not Met
Students with Disabilities	263	40.7	14.2	Not Met
English Learners	65	32.0	14.2	Not Met
Homeless Students	31	57.4		
Students in Foster Care	1	7.1		
Military-Connected Students	N	N		
Migrant Students	*	*		

Days Absent

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





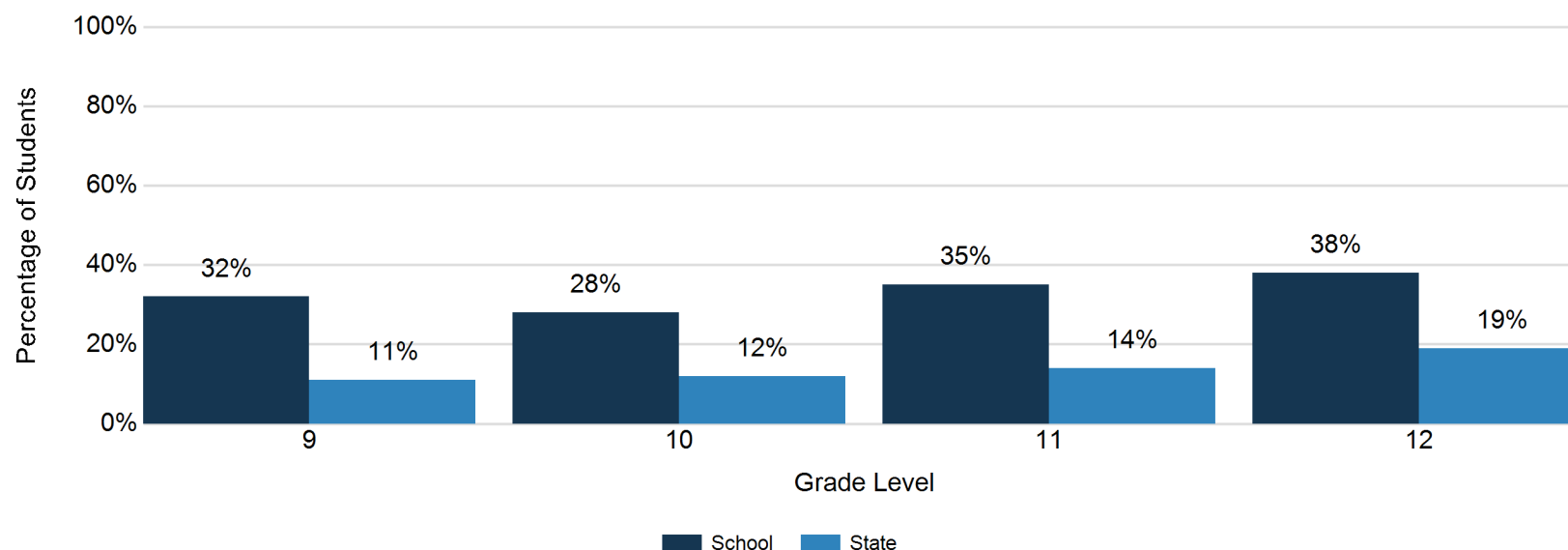
Vineland Senior High School
 (11-5390-050)
 Grades Offered: 09-12
 2018-2019

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

Chronic Absenteeism by Grade

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





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

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	59
Weapons	3
Vandalism	13
Substances	47
Harassment, Intimidation, Bullying (HIB)	11
Total Unique Incidents	132
Incidents Per 100 Students Enrolled	5.37

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	14
Weapons	1
Vandalism	1
Substances	11
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	2
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	0	2	2
Disability	0	0	0
Other	1	6	7
No Identified Nature	11		11

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	455	18.5%
Out-of-School Suspensions	401	16.3%
Any Suspension	624	25.4%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	19	0.8%

School Days Missed due to Out-of-School Suspensions

2263



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:10 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 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	178	118,214
Average years experience in public schools	16.2	12.1
Average years experience in district	16.2	10.8
Percentage of Teachers with 4 or more years experience in the district	93.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	47	9,530
Average years experience in public schools	16.7	16.0
Average years experience in district	16.7	12.0
Percentage of Administrators with 4 or more years experience in the district	93.6%	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	14:1
Students to Administrators	308:1	226:1
Teachers to Administrators	22:1	16:1
Students to Librarians/Media Specialists		1178:1
Students to Nurses		816:1
Students to Counselors		331:1
Students to Child Study Team Members		259:1



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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%	62.9%	62.5%	48.4%	77.1%	54.9%
Male	51.0%	37.1%	37.5%	51.6%	22.9%	45.1%
White	21.7%	88.2%	62.5%	42.4%	83.6%	77.4%
Hispanic	56.5%	7.9%	25.0%	29.9%	7.3%	7.2%
Black or African American	17.0%	3.9%	12.5%	15.0%	6.6%	13.9%
Asian	3.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	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	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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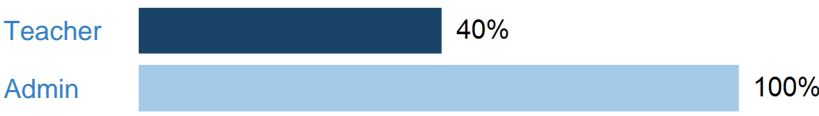
Teachers and Administrators - Level of Education

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.

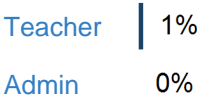
Bachelor's Degree



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	93.9%	90.5%
2017-18 Administrators: Same district 2018-19	95.6%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2022
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	Consistently Underperforming Student Group (TSI)
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	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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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	23.3%	18.3%	22.1%
Math Proficiency	15.8%	11.5%	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	78.8%	82.5%	85.2%
5-Year Graduation Rate†	82.8%	82.6%	87.0%
Progress toward English Language Proficiency		30.6%	12.9%
Chronic Absenteeism	33.4%	34.0%	33.5%

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



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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	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	Met Target	Not Met	Not Met	Not Met	Yes
White	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	Met Target†	Met Target†	**	**	n/a	Not Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Not Met	Not Met	Met Target	Met Target	**	Not Met	No

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





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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>Highlights:</p>	<ul style="list-style-type: none"> 24 Advanced Placement Courses and 29 Dual Credit courses. VHS is NJDOE 9-12 bilingual/ESL Model Program designation, District of Character 2018-2020, and VHS received Middle States accreditation. Rigorous college preparatory programs including the Applied Math and Science Academy. Students earn an Associates Degree in Math and Science with a focus on engineering while in high school. Vineland High School's Visual and Performing Arts (VPA) Academy: Academy of Dance, Academy of Instrumental Music, Academy of Theatre, Academy of Visual Arts, and the Academy of Vocal Music.
 <p>Mission, Vision, Theme:</p>	<p>Mission: The mission of Vineland Public Schools is based upon the conviction that all students can learn. This is based upon their exposure to curriculum and instruction that addresses the New Jersey Core Curriculum Content Standards at all grade levels. We recognize that learning is the result of a strong partnership of parents, teachers and the community, as students are challenged to become active participants in the quest for excellence. Our goal is to ensure a safe, creative, stimulating and caring environment which promotes self-esteem, sound character, responsibility and respect for diversity. This will enable students to become knowledgeable, skillful, life-long learners who are contributing citizens in our changing society. We expect the best from our students and will give no less of ourselves. Vision: Vineland High School's vision is to encourage all students to become empowered with knowledge through their active presence and positive contributions to our school and so</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p>Vineland High Schools highly qualified teachers ensure academic success of all the students through a broad range of instructional leveled programs: college, honors, 24 Advanced Placement Courses, 29 Dual Credit courses, and a rigorous college preparatory programs including the Applied Math & Science Academy (AMSA). Students in the AMSA program will earn an Associates Degree in Math and Science with a focus on engineering while in high school. Other academic recognitions: Air Force JROTC, Middle States Accreditation, NJDOE 9-12 Bilingual/ESL Model Program designation and District of Character 2018-2020. In Fall of 2019, VHS launched a Visual and Performing Arts Academy. VPA Academy's mission is to foster independent thinking in a creative and challenging environment, by providing a diversified curriculum and environment for bright and talented individuals, and to offer preparation for higher education and professions in the arts.</p>
<div>  <div> Sports and Athletics: </div> </div>	<p>Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Cross Country (Boys & Girls), Diving (Boys & Girls), Field Hockey (Girls), Football (Boys), Golf (Boys), Lacrosse (Boys), Soccer (Boys & Girls), Softball (Girls), Swimming (Boys & Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p> <p>Vineland High School offers 22 sports/athletic programs. These programs include: football, soccer, field hockey, tennis, marching band, wrestling, swimming, Spring track and field, cross country, lacrosse, basketball, Winter track, baseball, softball, and cheerleading. Since 2007, VHS has 120 student athletes that have signed a National Letter of Intent to play their sport in college and 30 championships since 2007. Athletes compete in Group 4, the largest level based on enrollment size. All students athletes must be academically eligible to participate.</p>
<div>  <div> Clubs and Activities: </div> </div>	<p>Vineland High School offers a wide variety of extra-curricular clubs/activities. Students are encouraged to participate in at least one of the 30+ clubs/activities including Art Club, FBLA, Key Club, Model Congress, Red Cross Club, National Honor Society, Yearbook, SGA, GSA, Dance, Cap-N-Dagger, Polaris Players, Select Choir, Marching Band, Volleyball, Kickboxing Club, and a plethora of other engaging activities.</p>





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 <p>Before and After School Programs:</p>	<p>Vineland High School provides students with after school academic assistance Monday - Friday. Many of our highly qualified teaching staff members are available to assist students in the various contents and levels. In addition, our dedicated guidance department is available daily to ensure college and career support is available. Participation is voluntary.</p>
 <p>Staff and Professional Learning:</p>	<p>Teachers receive school-based and district-based professional development opportunities every year. Site based professional development has enhanced teacher knowledge and instructional practices. Teachers utilize multiple measures of data to drive instruction and continue to implement best practices in order to promote academic success of our students.</p>





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 <p>Student Supports and Services:</p>	<p>Vineland High School provides support for students and their families through a plethora of services including (but not limited to): Intervention and Referral Services (I&RS) program, the Affective Team, Resources Aligned for Teens (RAFT), Child Study Team (CST), and Positive Behavior Supports in School (PBSIS).</p>
 <p>Parent and Community Involvement:</p>	<p>Vineland High School families have access to the Parent Portal to view grades and other information. Parents are encouraged to attend, volunteer, and support activities their child participates in through their high school years. Various programs are held to promote positive home-school connections and community partnerships. VHS updates go out in a text message, out calls, and in quarterly family newsletters. Parents are encouraged to visit our website for the latest information.</p>




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2018-2019

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

School Narrative

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

 <div>School Safety:</div>	Safety and Security of our students and staff is top priority at Vineland High School. In collaboration with our school's security department, the Vineland Police Department and Vineland Fire Department monthly fire and emergency drills are conducted. In addition, Vineland High School has a School Safety Team that meets regularly.
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Vineland Senior High School
 (11-5390-050)
 Grades Offered: 09-12
 2018-2019

Report Key:
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School Narrative

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 <p>Technology and STEM:</p>	<p>Our staff and students have access to technology that enhances teaching and learning. Virtually every classroom is equipped with TVs and Apple TVs and some are equipped with interactive smartboards. Teachers and students also have access to laptop and Google Chromebook carts for a multitude of purposes. We also have a Mac Labs, two state-of-the art large group auditoriums, and a television production studio that is fully equipped with professional quality technology. In 2016, Vineland Public Schools established a Bring Your Own Device (BYOD) policy which permits students to bring and utilize their personal devices for educational purposes.</p>
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Vineland Senior High School
 (11-5390-050)
 Grades Offered: 09-12
 2018-2019

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School Narrative

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

<div>  <div>Other Information</div> </div>	<p>Vineland High School is noted for its academic excellence. Offering a comprehensive curriculum that includes instruction at advanced levels in all academic disciplines. Vineland High School prepares its graduates for acceptance into the most universities in the country. Additionally, our students have annually been awarded hundreds of thousands of dollars in scholarships for their academic prowess. The college, honors, and advanced placement tracks at Vineland High school offer an academic rigor in all courses that have been recognized nationally for their excellence. Combined with a rich assortment of electives, the curriculum at Vineland High School affords students an educational opportunity second to none. Service Learning: At this time, each incoming freshman, beginning with the class of 2022 is required to earn a total of 50 service learning hours prior to graduation. Any student that earns 100 service hours will receive a cord to wear at graduation to reward their outstanding volunteerism and service to the Vineland community.</p>
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