



Asbury Park High School
(25-0100-010)
Grades Offered: 09-12
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Asbury Park School District
Principal Name	Mrs. Kathy Baumgardner
Address	1001 SUNSET AVENUE ASBURY PARK, NJ 07712-5099
Phone Number	732-776-2638
Email Address	baumgardnerk@asburypark.k12.nj.us
Website	http://asburyparksdaphs.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	102	144	117
10	82	105	131
11	74	76	77
12	4	77	73
Total	262	402	398

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	42.9%	46.6%	47.8%
Male	57.1%	53.4%	52.2%
Economically Disadvantaged Students	57.3%	43.3%	43.6%
Students with Disabilities	22.5%	20.3%	22.3%
English Learners	16.4%	16.7%	15.1%
Homeless Students	0.8%	2.5%	2.8%
Students in Foster Care	0.0%	0.5%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.4%	0.7%	0.3%

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	1.9%	1.5%	1.4%
Hispanic	30.3%	34.2%	38.5%
Black or African American	67.7%	63.5%	59.9%
Asian	0.0%	0.7%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.3%

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	254	392	389
Shared Time Students	16	19	17
Full Time Equivalent	262	402	398

Enrollment by Home Language

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

Home Language	% of Students
English	57.5%
Spanish	28.4%
Haitian	14.1%



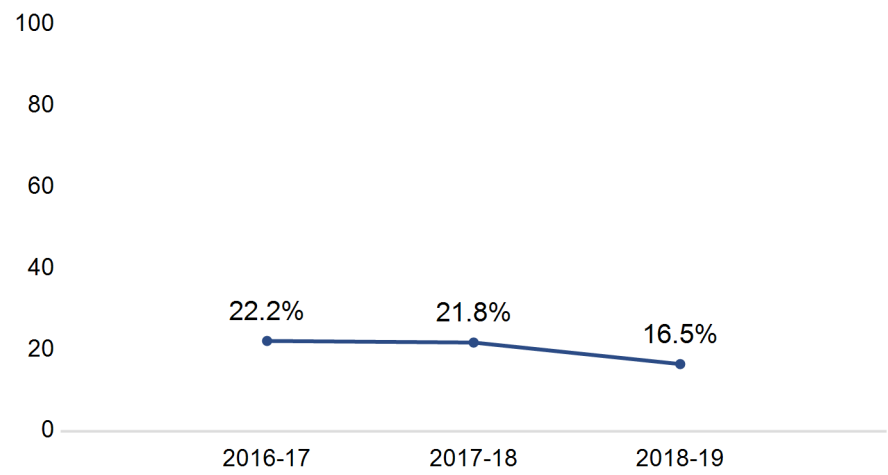
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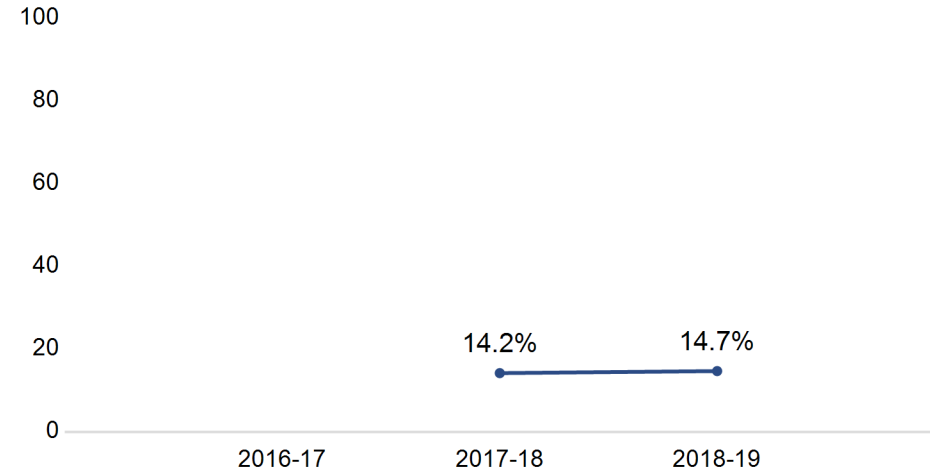
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.2%	93.7%	84.6%	96.5%	92.4%	93.8%
Proficiency Rate for Federal Accountability	22.2%	21.8%	16.5%	*	14.2%	14.7%
Annual Target	24.0%	27.0%	29.9%	6.5%	10.3%	14.2%
Met Annual Target?	Met Target†	Not Met	Not Met	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	195	84.6	18.5	17.1	57.9	16.5	29.9	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	83	83.5	24.1	22.5	43.9	21.3	45.3	Not Met
Black or African American	108	84.7	13.9	*	38.5	12.4	23.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	93	80.2	26.9	*	64.8	22.7		
Male	102	89.1	10.8	*	51.3	10.2		
Economically Disadvantaged Students	143	88.7	21.0	*	40.0	*	31.3	Not Met
Non-Economically Disadvantaged Students	52	75.0	11.5	*	67.9	*		
Students with Disabilities	35	74.0	*	*	22.7	*	8	Not Met
Students without Disabilities	160	87.4	*	*	65.1	*		
English Learners	26	90.0	*	12.3	29.3	*	17.9	Not Met
Non-English Learners	169	83.8	*	18.0	60.6	*		
Homeless Students	*	*	*	14.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	*	*	*	*	30.4	*		

† Target was met within a confidence interval.



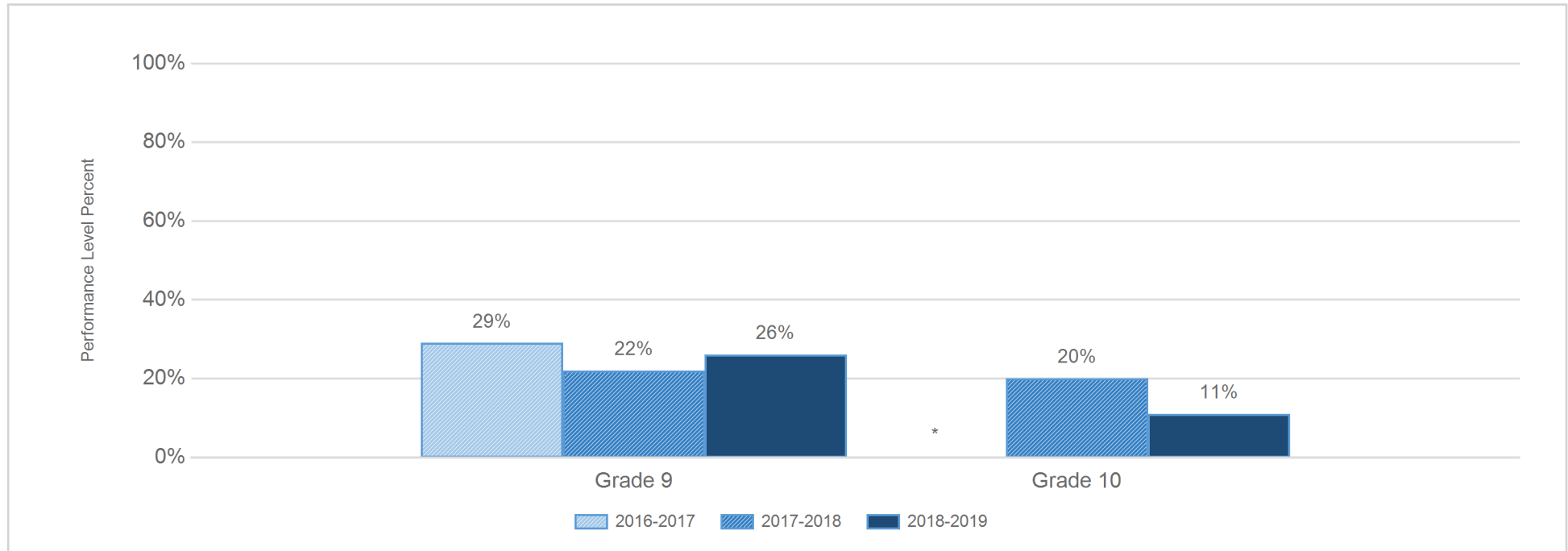
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English Language Arts Assessment - Performance Trends

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 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	106	724	724	753	27%	17%	29%	*	*	26%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	48	729	729	737	21%	*	31%	*	*	31%	40%
Black or African American	55	720	720	732	33%	18%	27%	22%	0%	22%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	783	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	52	732	732	760	*	*	33%	*	*	35%	63%
Male	54	717	717	746	*	*	26%	*	*	19%	49%
Economically Disadvantaged Students	80	728	728	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	26	712	712	762	*	*	*	*	*	*	65%
Students with Disabilities	18	703	703	717	*	*	*	*	*	*	17%
Students without Disabilities	88	729	729	760	*	*	*	*	*	*	63%
English Learners	*	*	*	693	*	*	*	*	*	*	*
Non-English Learners	*	*	*	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	702	702	757	48%	23%	18%	11%	0%	11%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	*	*	*	738	*	*	*	*	*	*	43%
Black or African American	55	694	694	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	N	N	N	766	N	N	N	N	N	N	65%
Female	45	712	712	766	*	*	*	*	*	*	66%
Male	50	693	693	749	*	*	*	*	*	*	51%
Economically Disadvantaged Students	69	699	699	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	26	711	711	767	*	*	*	*	*	*	67%
Students with Disabilities	17	685	685	711	*	*	*	*	*	*	19%
Students without Disabilities	78	706	706	765	*	*	*	*	*	*	65%
English Learners	*	*	*	687	*	*	*	*	*	*	*
Non-English Learners	*	*	*	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	*	*	*	710	*	*	*	*	*	*	10%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	223	93.8	14.8	*	44.5	14.7	14.2	Met Target
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	12.1	28.8	*	16.1	Met Target
Black or African American	122	92.4	12.3	*	23.0	12.0	13.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	109	96.5	*	*	44.9	*		
Male	114	91.3	*	*	44.2	*		
Economically Disadvantaged Students	120	93.1	17.5	*	26.3	*	14.5	Met Target
Non-Economically Disadvantaged Students	103	94.6	11.7	*	54.9	*		
Students with Disabilities	45	92.2	*	*	17.4	*	8	Not Met
Students without Disabilities	178	94.2	*	*	50.0	*		
English Learners	35	94.7	*	*	25.0	*	8	Not Met
Non-English Learners	188	93.6	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	*	*	*	*	23.3	*		

† Target was met within a confidence interval.



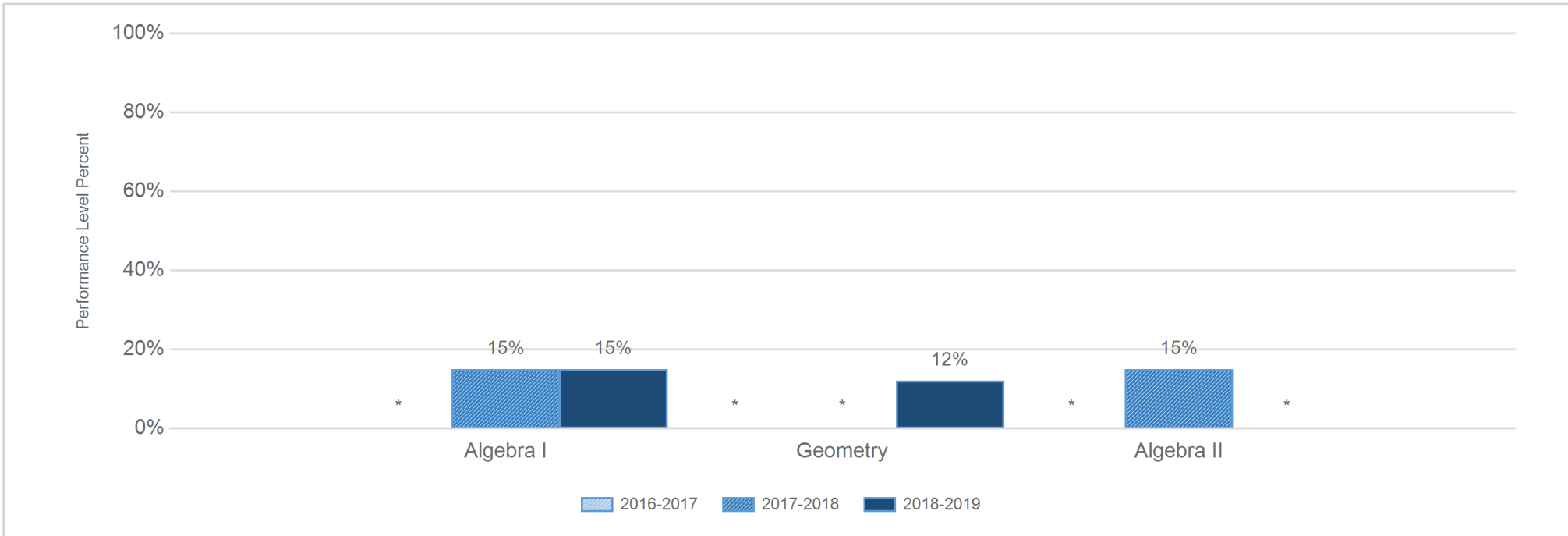
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Mathematics Assessment – Performance Trends

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 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	110	721	721	744	16%	45%	24%	*	*	15%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	58	718	718	725	21%	48%	*	*	*	17%	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	56	725	725	745	*	45%	25%	*	*	20%	44%
Male	54	717	717	743	*	44%	22%	*	*	11%	41%
Economically Disadvantaged Students	52	722	722	727	*	35%	29%	*	*	17%	23%
Non-Economically Disadvantaged Students	58	720	720	752	*	53%	19%	*	*	14%	52%
Students with Disabilities	20	715	715	717	*	*	*	*	*	*	12%
Students without Disabilities	90	722	722	748	*	*	*	*	*	*	47%
English Learners	13	716	716	710	*	*	*	*	*	*	*
Non-English Learners	97	722	722	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	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	110	717	717	737	24%	45%	20%	*	*	12%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	62	713	713	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	51	719	719	738	*	*	*	*	*	*	36%
Male	59	714	714	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	67	718	718	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	43	714	714	743	*	*	*	*	*	*	43%
Students with Disabilities	24	708	708	712	*	*	*	*	*	*	*
Students without Disabilities	86	719	719	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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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	*	*	*	755	*	*	*	*	*	*	58%
White	N	N	N	758	N	N	N	N	N	N	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	*	*	*	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	*



Asbury Park High School
(25-0100-010)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	15.2%	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	29	*	*
3-4	19	*	*
5 or more	*	*	*



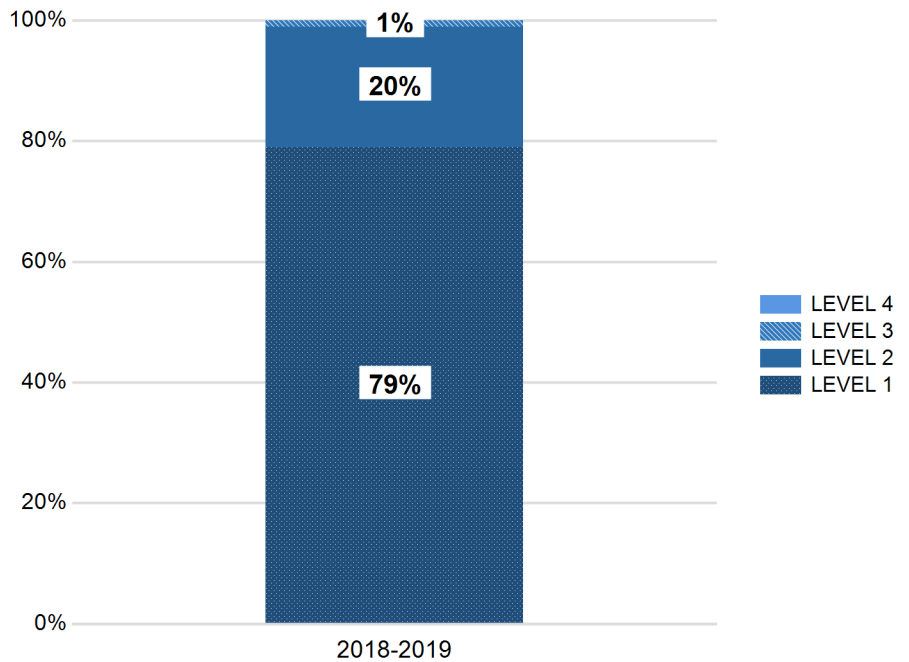
Asbury Park High School
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. 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 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	79	20	1	0
White	*	*	*	*
Hispanic	78	19	3	0
Black or African American	80	20	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	71	26	3	0
Male	86	14	0	0
Economically Disadvantaged Students	83	16	1	0
Non-Economically Disadvantaged Students	58	42	0	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	*	*	*	*



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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	71.8%	84.5%
12th graders taking SAT in 2018-19 or prior years	75.3%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	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	380	476	Grade 10: 430 Grade 11: 460	19%	61%
PSAT 10/NMSQT - Math	375	477	Grade 10: 480 Grade 11: 510	*	43%
SAT - Reading and Writing	401	539	480	*	70%
SAT - Math	376	541	530	*	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



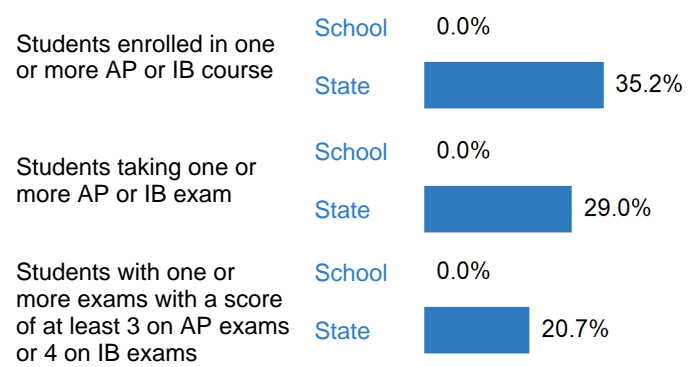
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

AP/IB Coursework – Participation and Performance

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



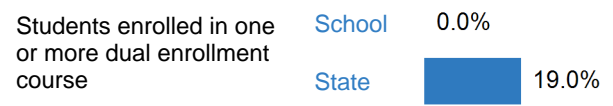
AP/ IB Courses Offered

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
Total Exams taken		0

Dual Enrollment Coursework - Participation

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





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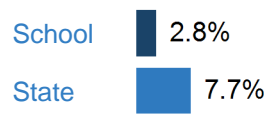
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

Career and Technical Education Participation

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

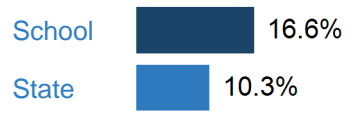
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

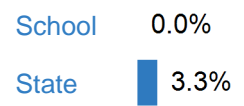
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	2.8%	16.6%	7.7%	10.3%
White	*	*	6.1%	9.6%
Hispanic	*	18.0%	10.3%	11.3%
Black or African American	*	15.5%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	*	18.4%	7.3%	10.6%
Male	*	14.9%	8.0%	10.1%
Economically Disadvantaged Students	*	18.2%	10.4%	11.8%
Students with Disabilities	*	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	0.0%	8.1%	6.6%
Students In Foster Care	N	N	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	*	*	10.4%	*



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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Business Management & Administration	*		
Health Science	54		
Hospitality & Tourism	*		
Human Services	*	*	*
Marketing	*		
Science, Technology, Engineering & Mathematics	16		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	84	*	*



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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	65	6	0	0	0	0	2
10	6	111	24	0	0	0	14
11	2	9	50	0	0	0	14
12	1	3	16	0	5	0	3
Total	74	129	90	0	5	0	33
Enrolled in AP/IB Course					0	0	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	15	0	0	70	0	0
10	88	25	0	21	0	2
11	16	7	0	14	0	8
12	6	22	0	7	0	12
Total	125	54	0	112	0	22
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	0	8	0	0	0	96
10	0	25	0	0	0	25
11	0	28	0	0	0	27
12	0	47	0	0	0	0
Total	0	108	0	0	0	148
Enrolled in AP/IB Course	0	0	0	0		0
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	6	26	0	0	0	23	0
10	14	19	0	0	0	20	0
11	5	8	0	0	0	0	0
12	10	27	0	0	0	0	0
Total	35	80	0	0	0	43	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	43	0
Enrolled in Level 3 or Higher	0	0	0	0	0	0	0



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Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	N	N	N	N	N	N
11	N	N	N	N	N	N
12	N	N	N	N	N	N
Total	0	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Asbury Park High School**

(25-0100-010)

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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
Total	0



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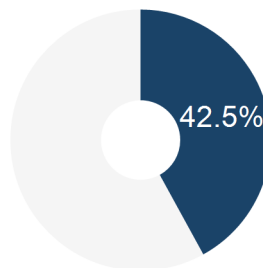
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Visual and Performing Arts – Course Participation

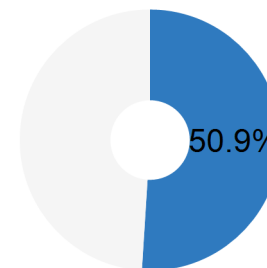
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

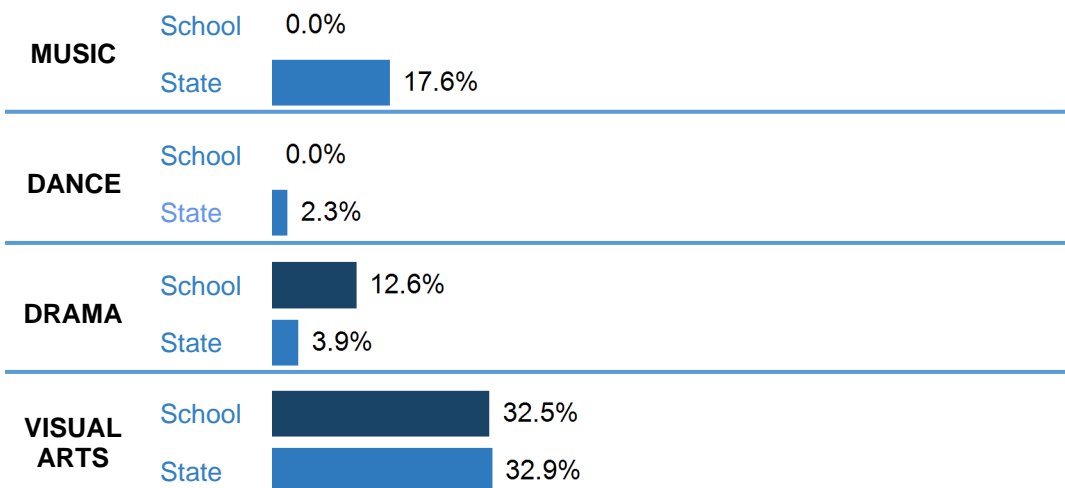


School



State

Students enrolled in one or more classes by discipline:





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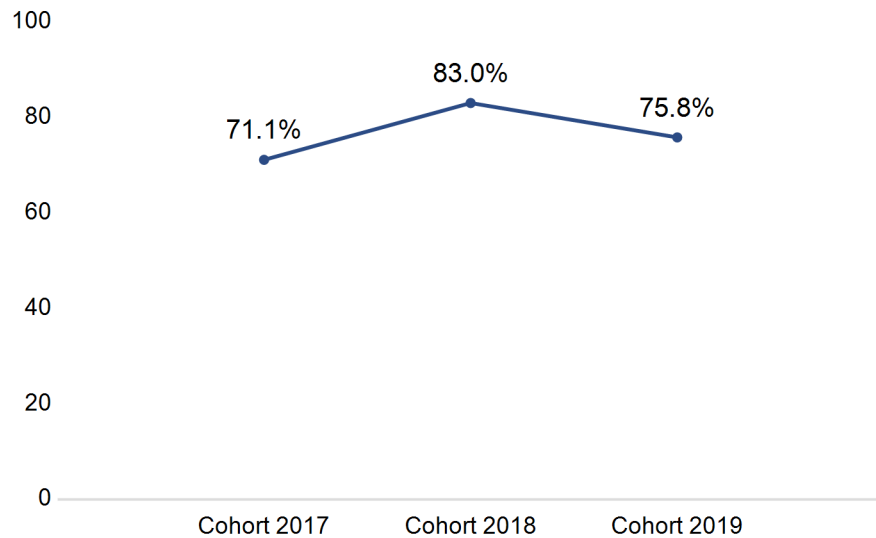
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

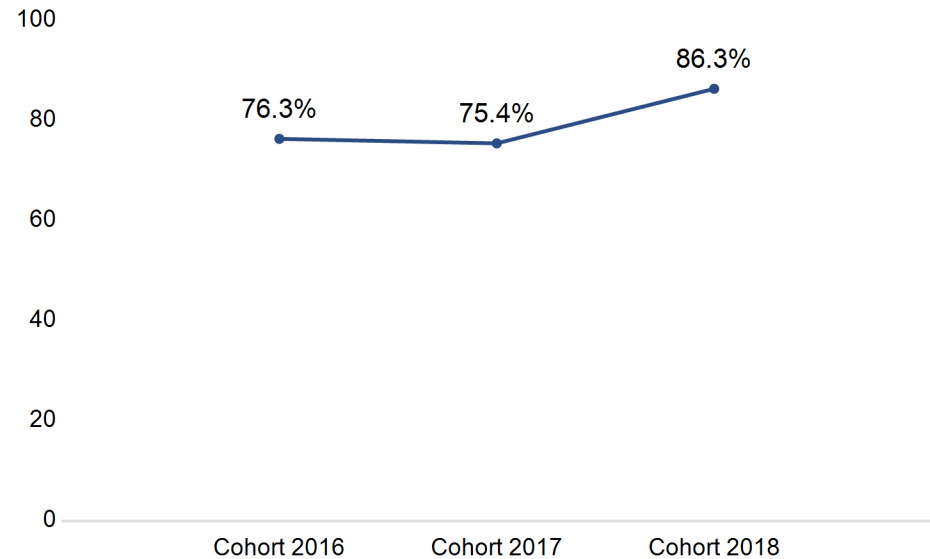
Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	71.1%	83.0%	75.8%	76.3%	75.4%	86.3%
Annual Target	68.9%	70.4%		64.2%	66.0%	
Met Annual Target?	Met Target	Met Target		Met Target	Met Target	
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	75.8%	90.6%	86.3%	92.5%	83.0%	70.4%	Met Target	75.4%	66.0%	Met Target
White	*	94.9%	*	95.9%	*	**	**	*	**	**
Hispanic	60.7%	84.5%	*	87.3%	*	64.7%	Met Target	*	54.3%	Met Target
Black or African American	82.5%	83.3%	93.3%	87.1%	88.1%	71.3%	Met Target	69.3%	68.7%	Met Target
Asian, Native Hawaiian or Pacific Islander	N	96.9%	N	97.8%	N	N	N	N	N	N
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	N	N	N
Female	69.0%	92.8%	94.7%	94.4%	92.1%			72.3%		
Male	81.1%	88.5%	80.7%	90.8%	76.8%			79.6%		
Economically Disadvantaged Students	81.7%	84.0%	89.0%	87.3%	84.9%	66.8%	Met Target	77.4%	61.0%	Met Target
Students with Disabilities	65.6%	79.2%	75.0%	83.8%	57.1%	57.2%	Not Met	65.5%	62.7%	Met Target
English Learners	*	75.4%	88.9%	80.1%	88.9%	**	**	92.9%	**	**
Homeless Students	*	74.6%	*	78.3%	*			*		
Students in Foster Care	*	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	*	85.0%	*			N		



Asbury Park High School
(25-0100-010)
Grades Offered: 09-12
2018-2019

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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	26.4%	12.5%
Substitute Competency Test	20.8%	15.3%
Portfolio Appeals Process	27.8%	47.2%
Alternate Requirements specified in IEP	25.0%	25.0%
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	3.3%	1.2%
2017-2018	3.5%	1.2%
2016-2017	1.9%	1.1%



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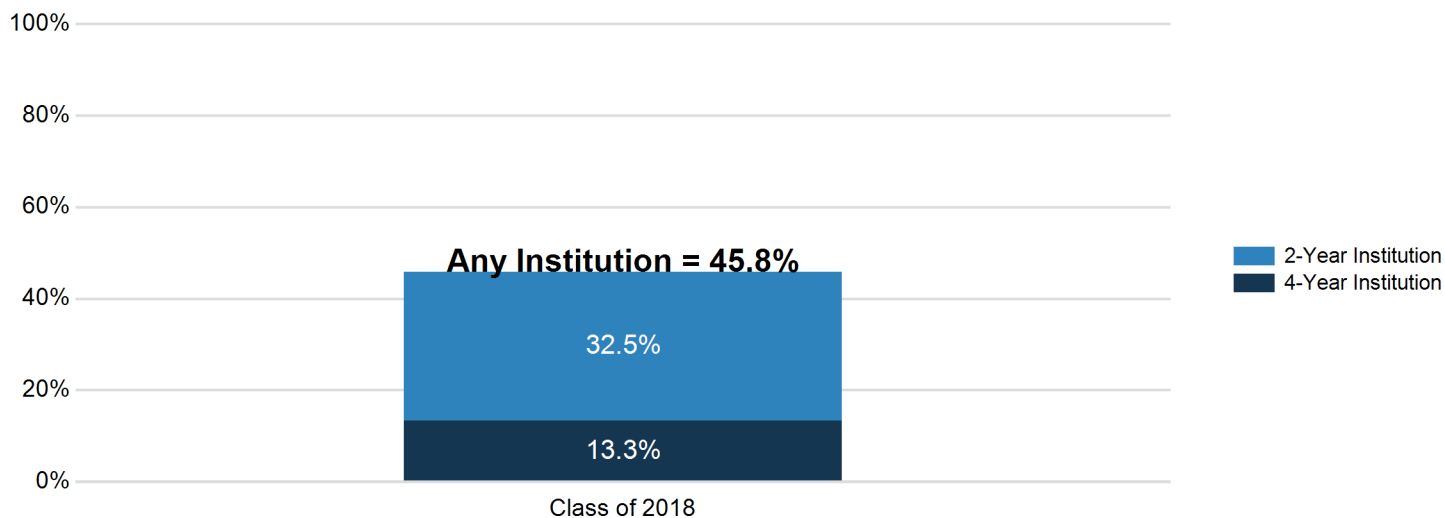
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

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	32.5%
% Enrolled in 4-Year Institution	13.3%
% Enrolled in Any Postsecondary Institution	45.8%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	26.3%	66.7%	33.3%
White	*	*	*
Hispanic	*	*	*
Black or African American	22%	53.8%	46.2%
Asian, Native Hawaiian, or Pacific Islander	N	N	N
American Indian or Alaska Native	N	N	N
Two or More Races	N	N	N
Economically Disadvantaged Students	22.5%	55.6%	44.4%
Students with Disabilities	10.7%	66.7%	33.3%
English Learners	18.2%	100%	0%

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	45.8%	71.1%	28.9%	86.8%	13.2%	94.7%	5.3%
White	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*
Black or African American	49.1%	69.2%	30.8%	88.5%	11.5%	96.2%	3.8%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	N	N	N
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	56.3%	66.7%	33.3%	83.3%	16.7%	88.9%	11.1%
Students with Disabilities	31.3%	100%	0%	100%	0%	100%	0%
English Learners	40%	100%	0%	100%	0%	100%	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.

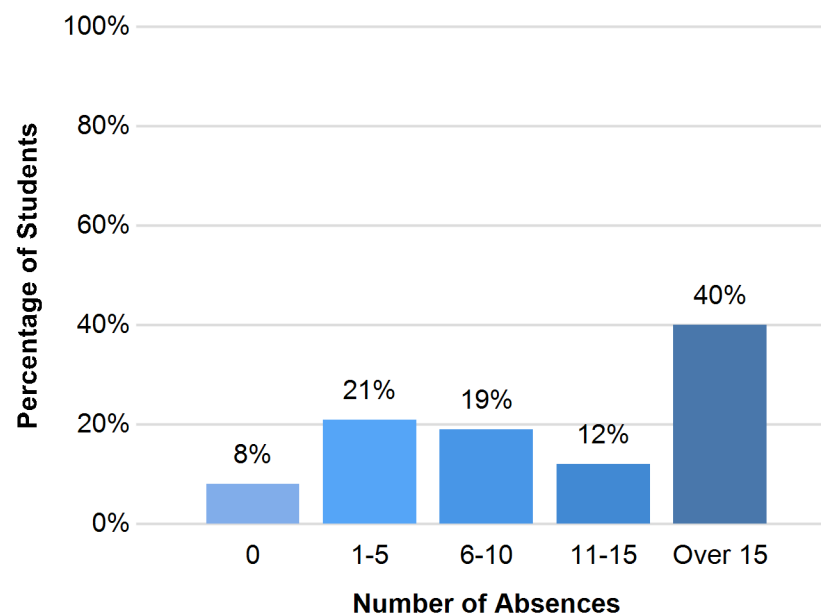
Chronic Absenteeism

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	161	37.3	14.2	Not Met
White	1	9.1	**	**
Hispanic	46	28.4	14.2	Not Met
Black or African American	114	44.0	14.2	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	61	30.0		
Male	100	43.7		
Economically Disadvantaged Students	79	42.0	14.2	Not Met
Students with Disabilities	49	41.5	14.2	Not Met
English Learners	17	27.9	14.2	Not Met
Homeless Students	9	56.3		
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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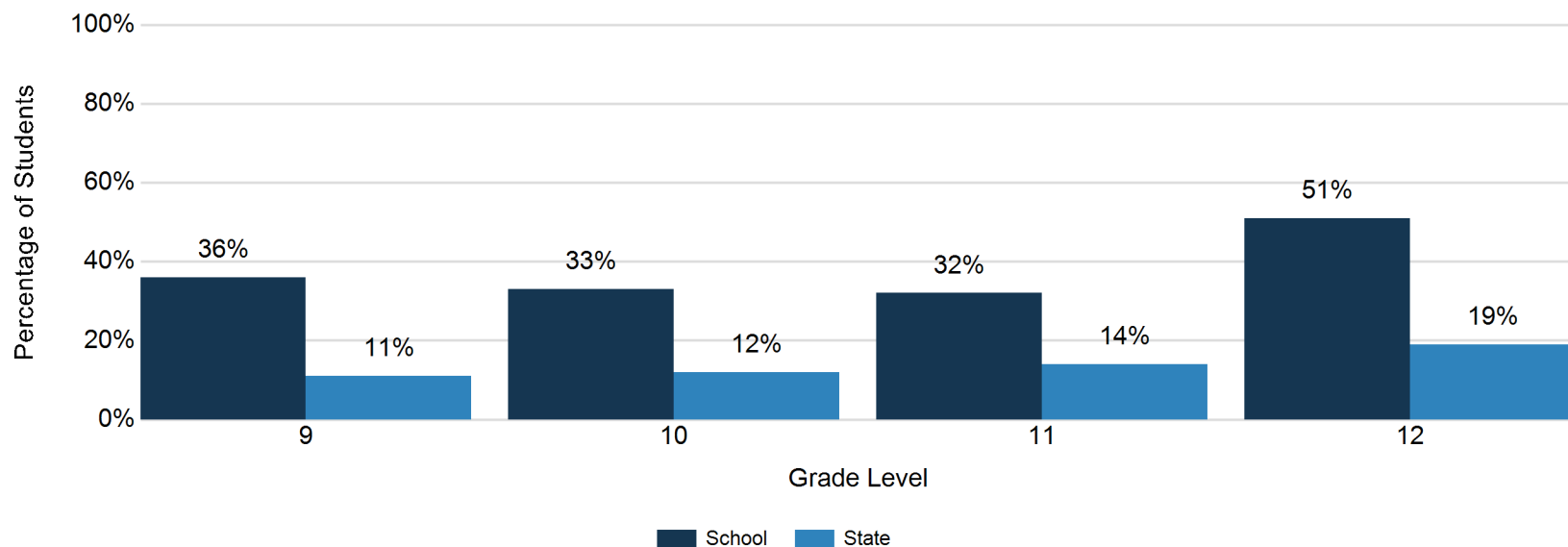
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Chronic Absenteeism by Grade

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	5
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	2.52

Police Notifications

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

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

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	83	20.9%
Out-of-School Suspensions	32	8.1%
Any Suspension	99	24.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
166



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School Day

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

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:25 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 48 Mins
Shared Time - Instructional Time	5 Hrs. 48 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	17.9	12.1
Average years experience in district	13.2	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	99:1	85:1
Teachers to Administrators	11:1	9:1
Students to Librarians/Media Specialists		975:1
Students to Nurses		325:1
Students to Counselors		279:1
Students to Child Study Team Members		130:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.8%	65.9%	50.0%	48.4%	77.1%	54.9%
Male	52.2%	34.1%	50.0%	51.6%	22.9%	45.1%
White	1.4%	63.6%	0.0%	42.4%	83.6%	77.4%
Hispanic	38.5%	4.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	59.9%	25.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	6.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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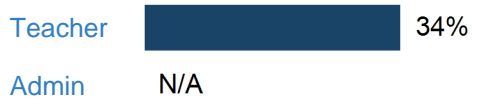
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Teachers and Administrators - Level of Education

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.

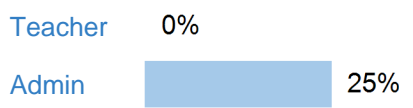
Bachelor's Degree



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	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	94.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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	Low Performing Student Group (ATSI)
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	22.2%	21.8%	16.5%
Math Proficiency	*	14.2%	14.7%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	71.1%	83.0%	75.8%
5-Year Graduation Rate†	76.3%	75.4%	86.3%
Progress toward English Language Proficiency		31.7%	15.2%
Chronic Absenteeism	N	35.4%	37.3%

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



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

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

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

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

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

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



Asbury Park High School
(25-0100-010)
Grades Offered: 09-12
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	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Met Target	Met Target	Met Target	Not Met	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Not Met	Met Target	Met Target	Met Target	n/a	Not Met	No
Black or African American	Not Met	Met Target†	Met Target	Met Target	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	Met Target	Met Target	Met Target	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Target	n/a	Not Met	No
English Learners	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).



Asbury Park High School
(25-0100-010)
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.



Highlights:

- We offer an Early College Program, "Dream Academy" and College Promise.
- We offer Career and Technical Education Programs for grade 9 -12.
- We provide an integrated approach to Wellness for our faculty, students, and staff..



Mission, Vision, Theme:

Asbury Park School District will provide all students with a comprehensive and progressive education where everyone possesses the skills and character to succeed in a diverse, evolving global society. Vision: A distinguished, comprehensive educational organization.



Awards, Recognition, Accomplishments:

Ocean First Bank Music Grant



Asbury Park High School
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Courses, Curriculum, Instruction:

All courses at APHS are aligned with the NJ Student Learning Standards. In 2017-2018, advanced courses were offered in English 1-3, Algebra 1, Geometry, Advanced Math, Calculus 1, Biology, Chemistry, World Studies and US History 1 & 2.



Sports and Athletics:

Sports Offered: Baseball (Boys), Bowling (Boys & Girls), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Boys & Girls)



Clubs and Activities:

The A.P.H.S. offers many diverse clubs to enhance the skills, talents and interests of all our students: Student Council, National Honor Society, Debate Team, Health Occupations Students of America, Yearbook, Chess Club, Anime/Comic Club, Chorus Club, LGBT Club, AM/PM Gym, Technology Student Association Club



Asbury Park High School
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Before and After School Programs:

Our at risk population identified by discipline data, were enrolled in the Alternative Learning Lab (ALL) program which met once a week for 45 minutes. They were taught SEL competencies and complementary practices such as mediation and yoga to address social and emotional wellness. Students had the opportunity to complete PARCC requirements doing PARCC Portfolios. Credit Recovery using Odyssey Ware. Penn Foster on line accredited alternative flexible diploma certification program.



Staff and Professional Learning:

Staff is offered a multitude of varied Professional Learning focused on the following: Data analysis, Wellness, PBSIS, Best Practices, School Wide Writing Initiative, Pacing Guide Construction, Test Preparation, Instructional Leadership Team, , Hibstervention, and Technology integration. Professional Development is facilitated by Administrators, Instructional Coaches, Teachers and outside consultants.



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2018-2019

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Student Supports and Services:

Individual and group counseling is available to students in need of emotional support. Students and parents are provided with referrals to community resources when needed. Students of displaced families are provided with transportation and additional services (counseling, tutoring, referrals) as allowed under McKinney-Vento.



Student Health and Wellness:

APHS provided a comprehensive and integrated wellness initiative that targeted faculty, at-risk students, early college students and the general student body. These interventions included "Wellness Wednesday" professional learning communities (PLC) for teachers on topics ranging from research based information on mental health issues pertinent to our population to experiential wellness activities such as massage, yoga and mindfulness.





Asbury Park High School
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Administrators, Staff, Parents and Students have all taken a Climate and Culture Survey. The results were shared district wide. There have also been surveys specific to PBSIS as well as "We Teach" "We Learn" and "We Support" Surveys given to the perspective sub group.</p>
 <p>Facilities:</p>	<p>The APHS has a refurbished CTE Wing with an Engineering Lab/Workshop as well as a Clinical Room for the Allied Health Classes. Our sports teams have the opportunity to play on our new field and updated stadium. APHS recently had a new HVAC system installed and all classrooms are air conditioned.</p>



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School Narrative

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Other Information

College and Career Readiness and Structured Learning provide students with opportunities to explore different postsecondary options and career opportunities through college tours, informational Lunch and Learn workshops, experiential programs, job shadowing, volunteerism, internships and paid work experience. These experiences will assist students in making informed decisions about their future endeavors. APHS also offers Career and Technical Education Programs in Allied Health, Law and Public Safety, Engineering and Fashion Design. These programs are designed to give our students the opportunity to study in their field of interest, receive college credits and receive hands on experience prior to graduating from high school. APHS offers a 4-year Early College program called "Dream Academy" which allows students an opportunity to earn an Associate's Degree along with their High School Diploma. College Promise Program provides enrichment and college readiness courses to eligible students to help them prepare for the college Entry Exam. Qualified students then receive a scholarship to attend Brookdale Community College. Students in need of additional academic and/or behavioral support are referred to the building's I&RS Team, where supports such as tutoring and counseling are put into place. Students with disabilities that do not meet the criteria for special education services or those that are temporary are provided with Section 504 Individual Accommodation Plans.



Barack Obama Elementary School
(25-0100-020)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Barack Obama Elementary School**

(25-0100-020)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Asbury Park School District
Principal Name	Mr. Reginald Mirthil
Address	1300 BANGS AVENUE ASBURY PARK, NJ 07712-6368
Phone Number	732-776-2545
Email Address	mirthilr@asburypark.k12.nj.us
Website	http://asburyparksdboes.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



Barack Obama Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	73	131	46
KG	46	40	47
1	28	33	42
2	58	27	33
3	45	47	40
4	47	41	41
5	56	30	27
Total	353	349	276

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.2%	51.6%	51.4%
Male	51.8%	48.4%	48.6%
Economically Disadvantaged Students	77.1%	57.0%	63.8%
Students with Disabilities	13.6%	7.4%	11.6%
English Learners	6.5%	3.7%	5.8%
Homeless Students	2.3%	3.4%	2.5%
Students in Foster Care	0.8%	1.4%	1.4%
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	2.3%	3.2%	3.6%
Hispanic	28.6%	26.1%	29.7%
Black or African American	68.8%	70.2%	66.7%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.6%	0.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	73	131	46
KG - Half Day	0	0	0
KG - Full Day	46	40	47

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	85.1%
Spanish	13.0%
Other Languages	1.8%



Barack Obama Elementary School
(25-0100-020)
Grades Offered: PK-05
2018-2019

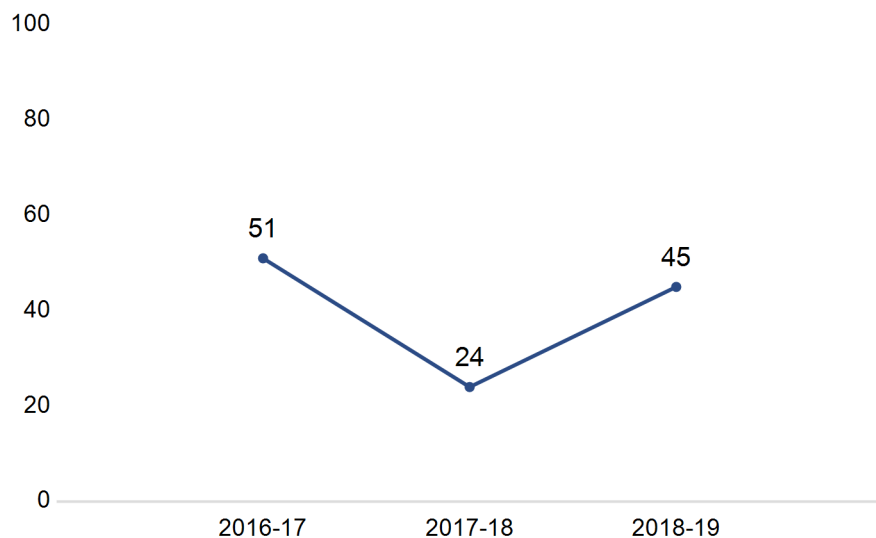
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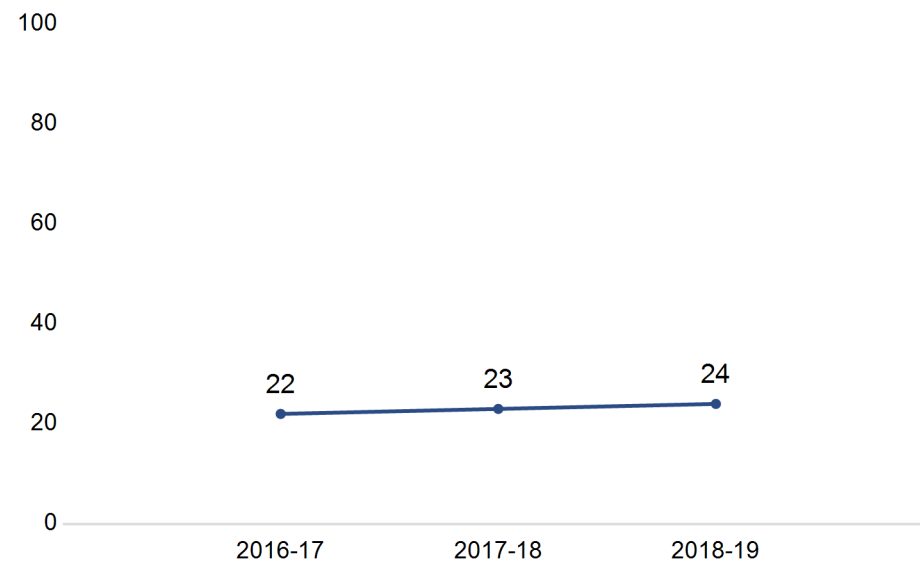
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	24	45	22	23	24
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Barack Obama Elementary School

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Grades Offered: PK-05

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	43	50	Met Standard	24	38	50	Not Met
White	*	36	50	**	*	39.5	52	**
Hispanic	52	43	49	Met Standard	24	43	47	Not Met
Black or African American	36	45	45	Not Met	24	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46	45	53	N	30	37	50	N
Male	35	39	47	N	19.5	39	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	24	43	46	Not Met
Students with Disabilities	*	33	43	**	*	33	45	**
English Learners	*	42	52	**	*	41	50	**
Homeless Students	*	35.5	43	N	*	19	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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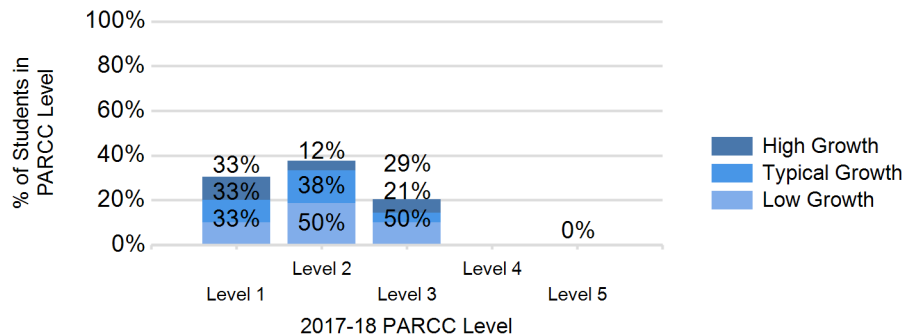
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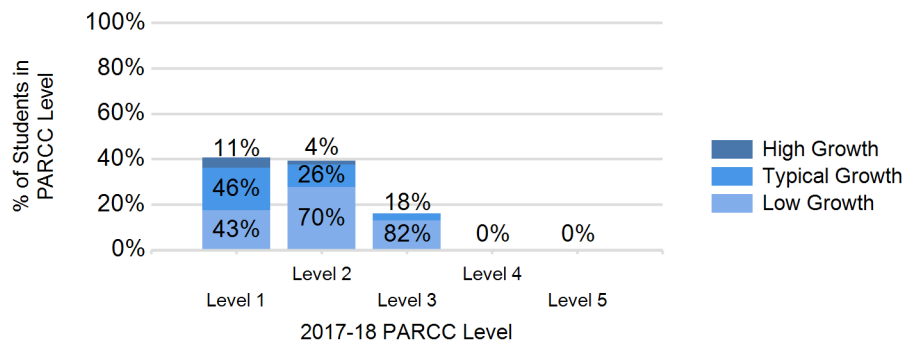
Student Growth by Performance Level

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

ELA



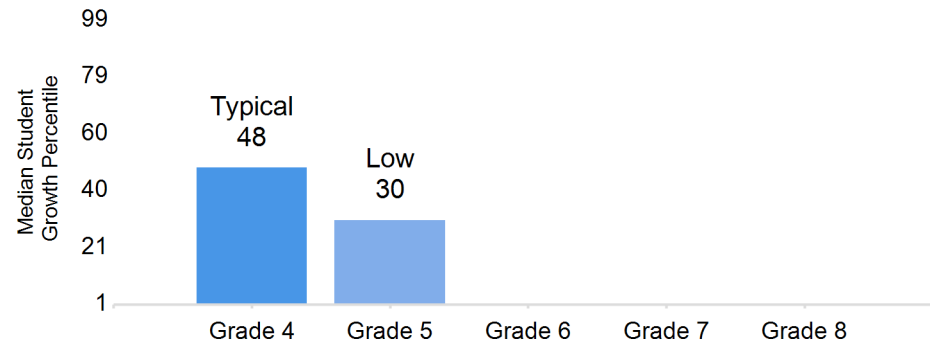
Math



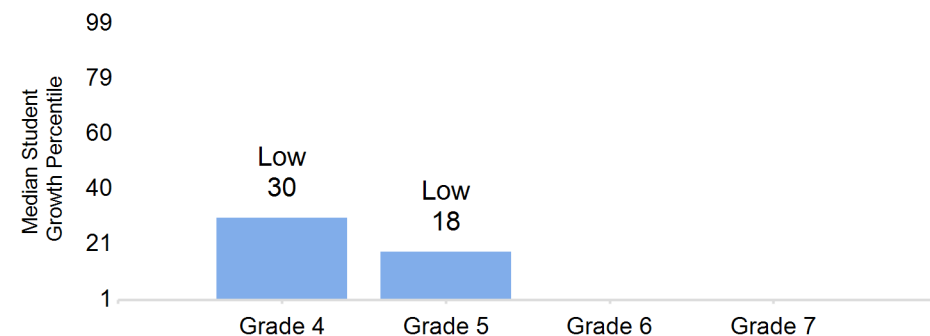
Student Growth by Grade

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

ELA



Math





Barack Obama Elementary School
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2018-2019

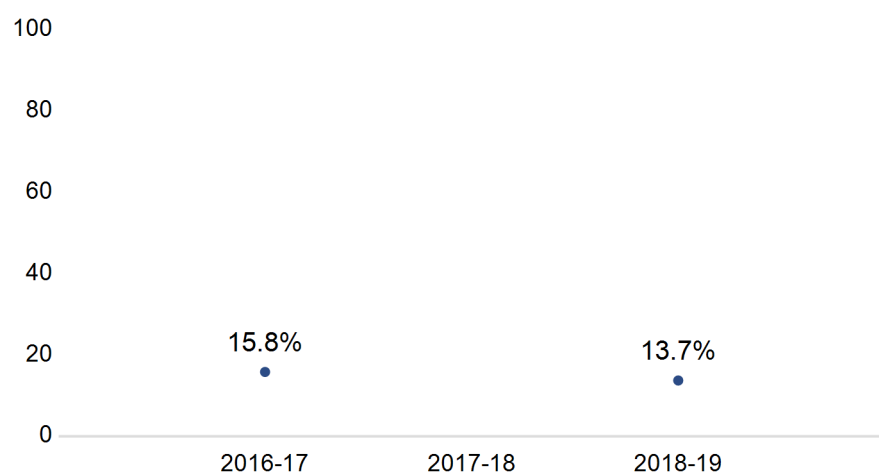
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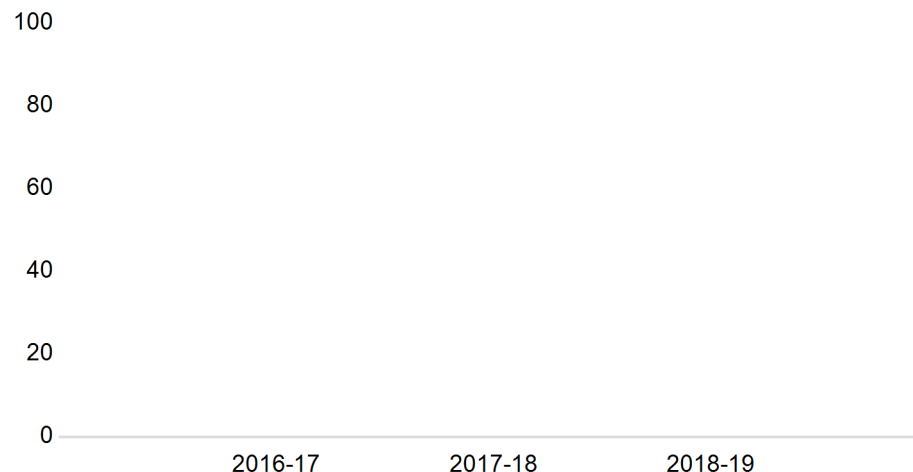
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	98.4%	96.4%	97.5%	98.4%	96.4%
Proficiency Rate for Federal Accountability	15.8%	*	13.7%	*	*	*
Annual Target	12.0%	15.6%	19.1%	5.8%	9.7%	13.6%
Met Annual Target?	Met Target	Not Met	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	102	96.4	13.7	17.1	57.9	13.7	19.1	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	22.5	43.9	*	21.7	Met Target†
Black or African American	67	97.3	10.4	*	38.5	10.4	18.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	53	96.4	17.0	*	64.8	17.0		
Male	49	96.4	10.2	*	51.3	10.2		
Economically Disadvantaged Students	75	97.6	*	*	40.0	*	19.4	Met Target†
Non-Economically Disadvantaged Students	27	93.1	*	*	67.9	*		
Students with Disabilities	12	92.3	16.7	*	22.7	16.1	**	**
Students without Disabilities	90	97.0	13.3	*	65.1	13.3		
English Learners	*	*	*	12.3	29.3	*	**	**
Non-English Learners	*	*	*	18.0	60.6	*		
Homeless Students	*	*	*	14.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



Barack Obama Elementary School

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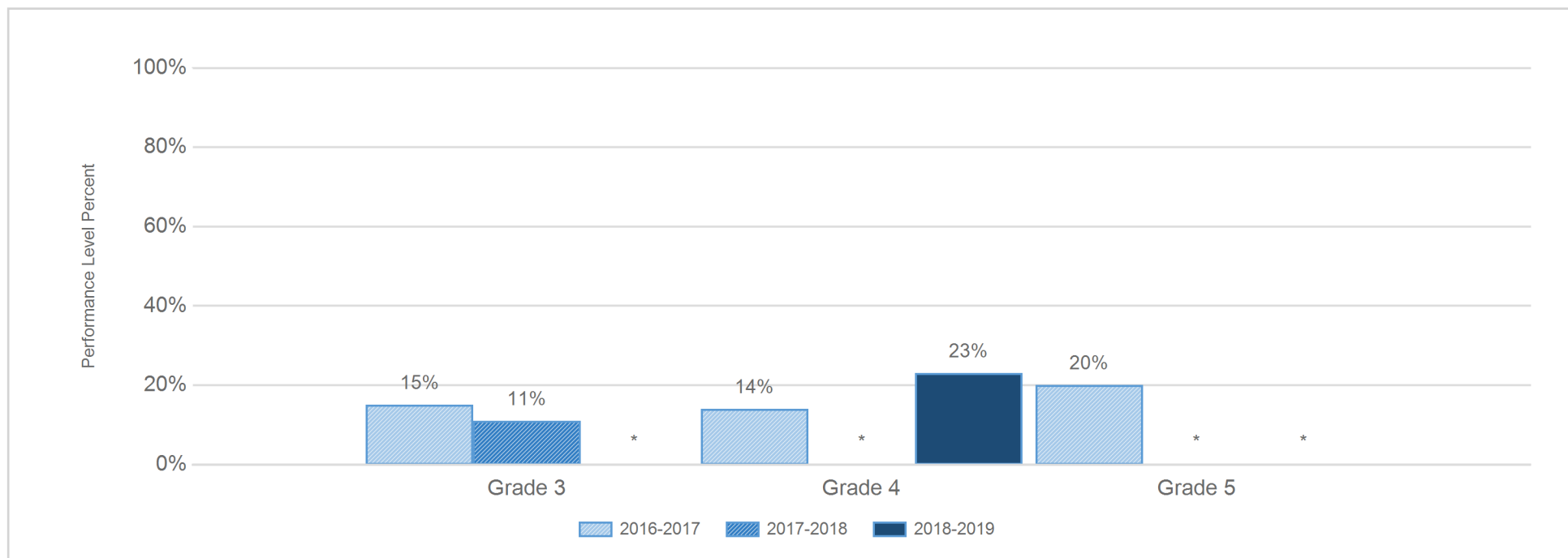
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English Language Arts Assessment - Performance Trends

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.





Barack Obama Elementary School
(25-0100-020)
Grades Offered: PK-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	31	698	701	748	*	*	*	*	*	*	50%
White	N	N	*	757	N	N	N	N	N	N	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	702	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	12	700	703	753	*	*	*	*	*	*	55%
Male	19	697	700	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	*	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	31	698	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Barack Obama Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	44	723	721	755	25%	32%	*	*	*	23%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	29	722	718	739	*	38%	*	*	*	17%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	25	730	725	760	*	*	*	*	*	24%	62%
Male	19	714	717	750	*	*	*	*	*	21%	53%
Economically Disadvantaged Students	31	727	723	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	13	714	717	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	687	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	727	761	*	*	*	*	*	*	64%
English Learners	*	*	707	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Barack Obama Elementary School
(25-0100-020)
Grades Offered: PK-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	30	714	722	756	*	*	*	*	*	*	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	12	722	*	743	*	*	*	*	*	*	44%
Black or African American	18	709	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	714	724	761	*	*	*	*	*	*	64%
Male	13	715	720	750	*	*	*	*	*	*	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	701	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	726	762	*	*	*	*	*	*	65%
English Learners	*	*	713	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	723	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Barack Obama Elementary School
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Grades Offered: PK-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	102	96.4	*	*	44.5	*	13.6	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	12.1	28.8	*	15.8	Not Met
Black or African American	67	97.3	*	*	23.0	*	12.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	53	96.4	*	*	44.9	*		
Male	49	96.4	*	*	44.2	*		
Economically Disadvantaged Students	75	97.6	*	*	26.3	*	13.7	Not Met
Non-Economically Disadvantaged Students	27	93.1	*	*	54.9	*		
Students with Disabilities	12	92.3	*	*	17.4	*	**	**
Students without Disabilities	90	97.0	*	*	50.0	*		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



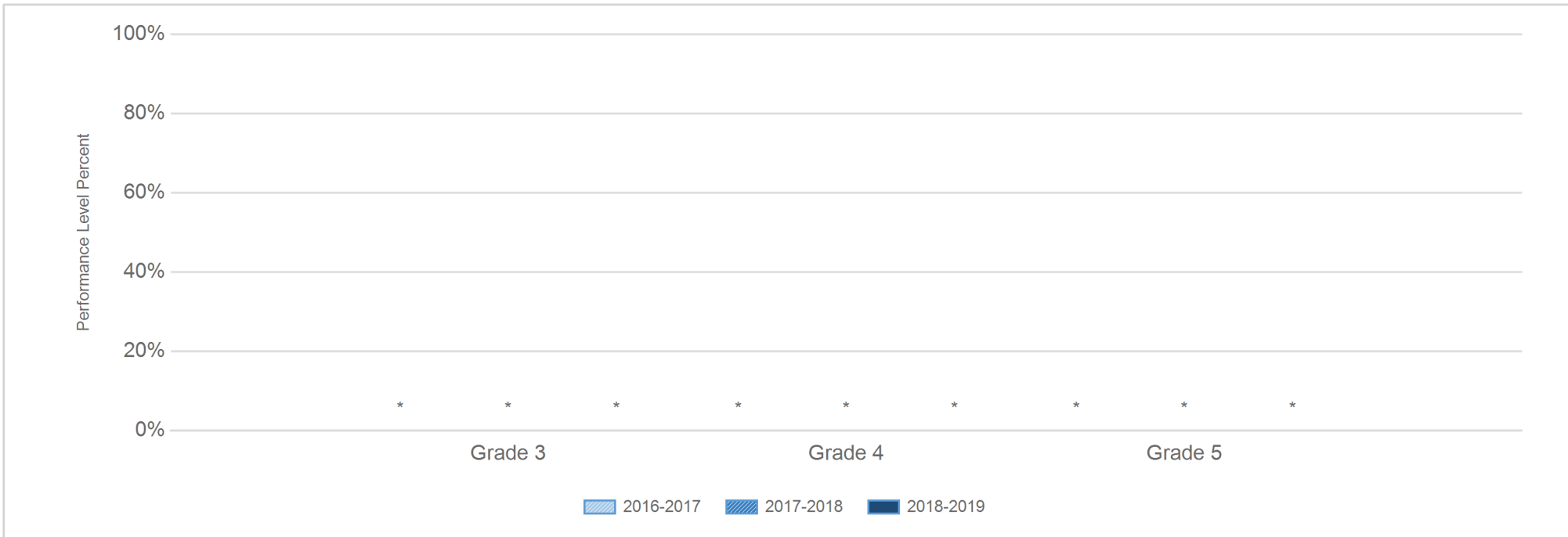
Barack Obama Elementary School
 (25-0100-020)
 Grades Offered: PK-05
 2018-2019

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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.



Barack Obama Elementary School
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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	31	703	700	752	*	*	*	*	*	*	55%
White	N	N	*	760	N	N	N	N	N	N	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	700	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	12	702	698	751	*	*	*	*	*	*	54%
Male	19	704	701	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	*	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	31	703	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Barack Obama 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	44	706	707	749	*	*	*	*	*	*	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	*	*	*	737	*	*	*	*	*	*	36%
Black or African American	29	703	701	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	25	707	707	749	*	*	*	*	*	*	50%
Male	19	705	706	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	31	711	709	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	13	696	703	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	689	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	710	754	*	*	*	*	*	*	56%
English Learners	*	*	705	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	707	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Barack Obama Elementary School

(25-0100-020)

Grades Offered: PK-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	30	700	710	747	*	*	*	*	*	*	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	12	705	*	735	*	*	*	*	*	*	30%
Black or African American	18	697	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	701	708	747	*	*	*	*	*	*	47%
Male	13	700	712	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	711	752	*	*	*	*	*	*	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	710	749	*	*	*	*	*	*	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



Barack Obama Elementary 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
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	41.7%	**	**

† 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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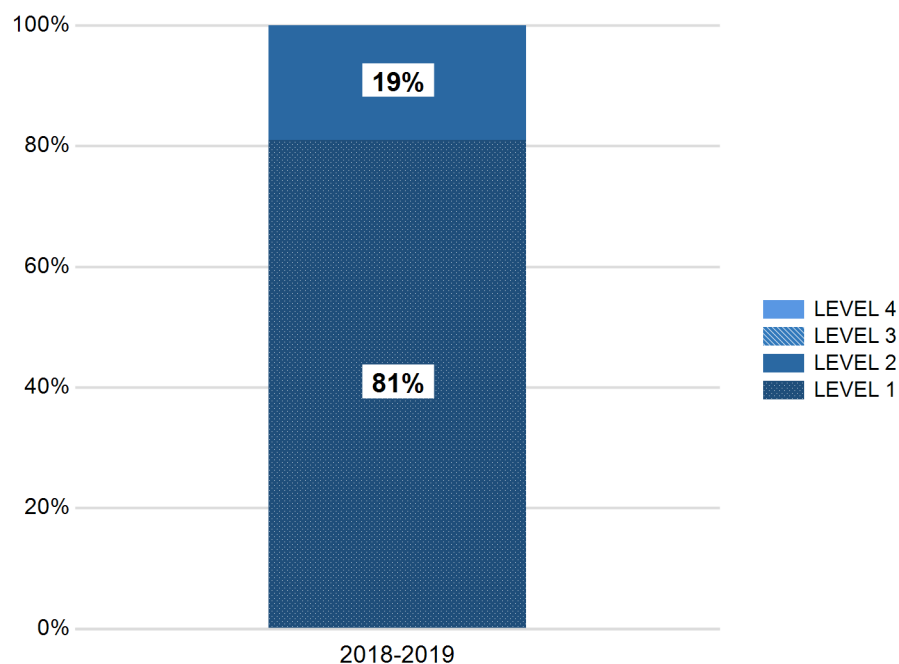
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	81	19	0	0
White	N	N	N	N
Hispanic	70	30	0	0
Black or African American	88	12	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	87	13	0	0
Male	75	25	0	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

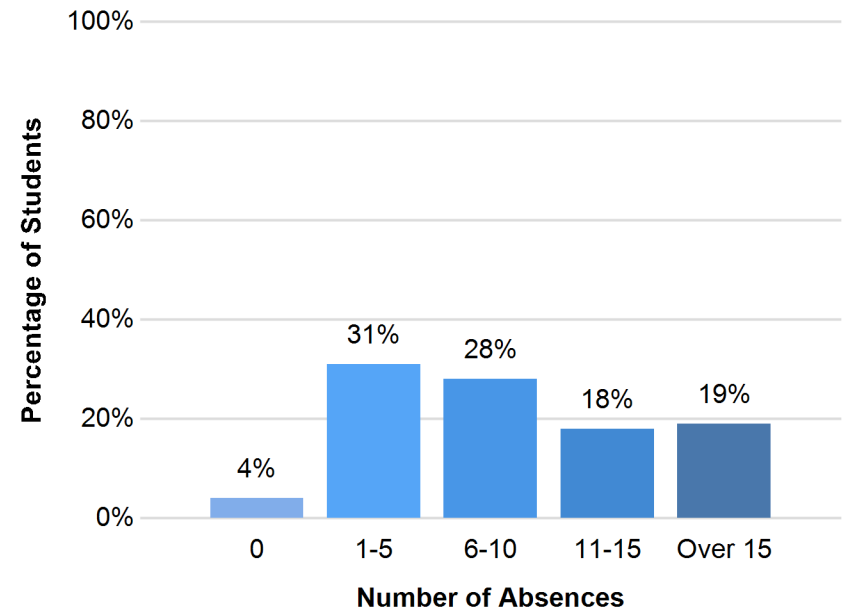
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	44	17.0	8.9	Not Met
White	*	*	**	**
Hispanic	*	*	8.9	Not Met
Black or African American	28	16.7	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	23	17.7		
Male	21	16.3		
Economically Disadvantaged Students	28	17.0	8.9	Not Met
Students with Disabilities	9	22.0	8.9	Not Met
English Learners	2	6.1	8.9	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.





Barack Obama Elementary School

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2018-2019

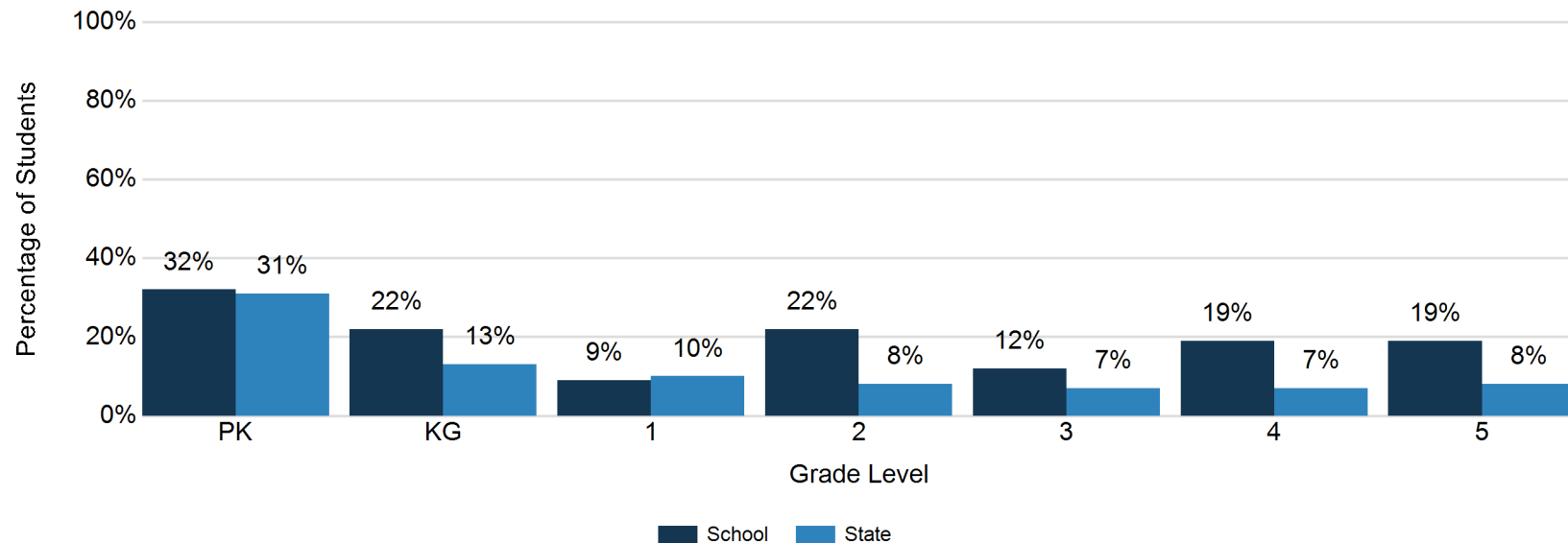
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

Chronic Absenteeism by Grade

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





Barack Obama Elementary School

(25-0100-020)

Grades Offered: PK-05

2018-2019

Report Key:

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.72

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	*	*
Out-of-School Suspensions	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

10



Barack Obama Elementary School

(25-0100-020)

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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	7:55 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 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	17.3	12.1
Average years experience in district	14.9	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	7:1	9:1
Students to Administrators	138:1	85:1
Teachers to Administrators	20:1	9:1
Students to Librarians/Media Specialists		975:1
Students to Nurses		325:1
Students to Counselors		279:1
Students to Child Study Team Members		130:1



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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	51.4%	82.1%	50.0%	48.4%	77.1%	54.9%
Male	48.6%	17.9%	50.0%	51.6%	22.9%	45.1%
White	3.6%	59.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	29.7%	2.6%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.7%	38.5%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	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	91.7%



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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
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	Low Performing Student Group (ATSI)
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	
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	15.8%	*	13.7%
Math Proficiency	*	*	*
ELA Growth	51	24	45
Math Growth	22	23	24
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	41.7%
Chronic Absenteeism	N	20.2%	17.0%

† 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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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	Met Target†	Not Met	Met Standard	Not Met	**	Not Met	Yes
White	**	**	**	**	n/a	**	No
Hispanic	Met Target†	Not Met	Met Standard	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	**	**	**	**	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	**	**	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	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:

- Focused literacy intervention
- Experiential learning through 21st Century inspired studies and programs
- Social Emotional learning programs



Mission, Vision, Theme:

The Barack Obama Elementary School supports the district mission of providing students with a comprehensive and progressive education. The schools theme is H.E.R.O. Helpful, Engaged, Respectful, and On-task



Awards, Recognition, Accomplishments:

EZ Ride. Org's Safe Ride to School Gold award recipient



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Courses, Curriculum, Instruction:

ELA/Math/Science/Social Studies/Physical Education/Art/STEAM/Reading Intervention



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 <p>Before and After School Programs:</p>	<p>Thought Leaders after school enrichment program is a comprehensive program run by the district offered to the students in grades pre-k through 5</p>
 <p>Staff and Professional Learning:</p>	<p>Instructional staff engage in weekly professional learning communities. The meetings are aligned to the instructional needs which address the state performance standards. The instructional support team is lead by the schools SciP committee.</p>



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 <p>Student Supports and Services:</p>	<p>Students with learning deficits are supported by their individualized educational plan (IEP) and customized teaching throughout the school day. The school has instructional support available for students in need of academic support. Early detection of student learning deficiencies is done through testing and intervention services.</p>
 <p>Student Health and Wellness:</p>	<p>Students receive physical education classes as well as health by certified instructors. Breakfast programs are also offered in the morning.</p>
 <p>Parent and Community Involvement:</p>	<p>PTO</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We Surveys</p>
 <p>Facilities:</p>	<p>Electronic smartboards are found in each room. Two computer labs are in the building.</p>
 <p>School Safety:</p>	<p>Closed circuit tv"s were installed. Security officers are present on each floor and at the main entrance.</p>





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 <p>Technology and STEM:</p>	<p>STEAM class was introduced this year.</p>
 <p>Early Childhood Education:</p>	<p>P3 & P4 programs offered.</p>



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Other Information

Obama is a uniform school. The school schedule is eight(8) periods. We offer pre-kindergarten through fifth grade instruction.



Bradley Elementary School
(25-0100-040)
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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:



Bradley Elementary School
(25-0100-040)
Grades Offered: PK-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Asbury Park School District
Principal Name	Mr. Perry Medina
Address	1100 THIRD AVENUE ASBURY PARK, NJ 07712-5798
Phone Number	732-776-3100
Email Address	ruize@asburypark.k12.nj.us
Website	http://asburyparksdbes.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



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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	99	147	87
KG	53	44	51
1	38	49	61
2	50	33	57
3	57	58	49
4	47	57	53
5	46	41	46
Total	390	429	404

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.9%	50.3%	47.5%
Male	52.1%	49.7%	52.5%
Economically Disadvantaged Students	69.2%	51.3%	59.2%
Students with Disabilities	21.0%	17.5%	19.6%
English Learners	4.9%	7.0%	9.4%
Homeless Students	1.5%	2.3%	5.0%
Students in Foster Care	0.3%	0.0%	0.2%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.5%

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	1.5%	1.4%	2.5%
Hispanic	41.8%	43.4%	42.6%
Black or African American	55.9%	54.8%	54.5%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.8%	0.5%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	99	147	87
KG - Half Day	0	0	0
KG - Full Day	53	44	51

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	74.3%
Spanish	24.5%
Other Languages	1.2%



Bradley Elementary School
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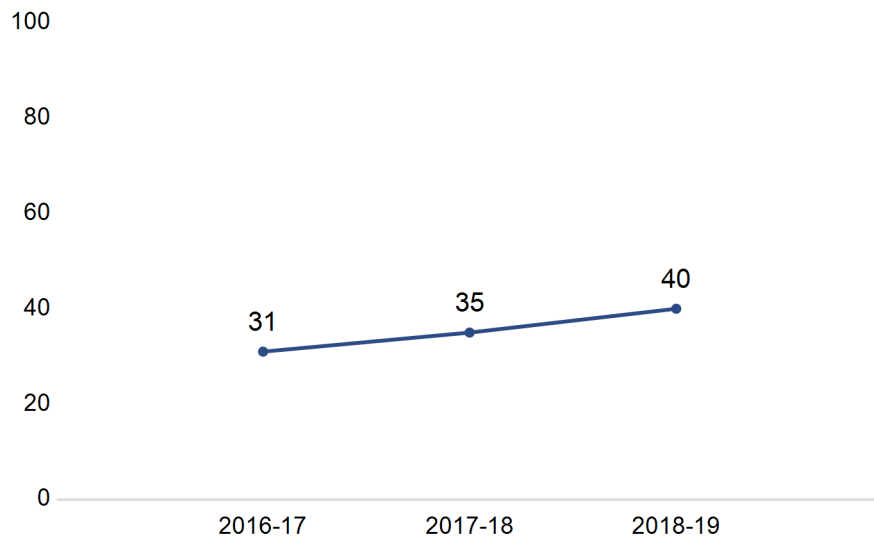
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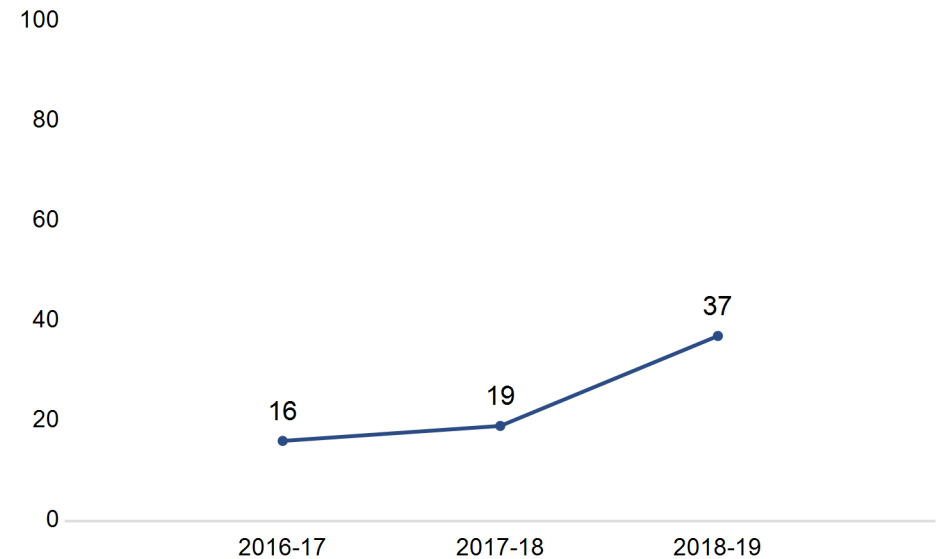
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	31	35	40	16	19	37
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Bradley 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	40	43	50	Met Standard	37	38	50	Not Met
White	N	36	50	**	N	39.5	52	**
Hispanic	36	43	49	Not Met	39	43	47	Not Met
Black or African American	45	45	45	Met Standard	32	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	43	45	53	N	26	37	50	N
Male	33.5	39	47	N	38	39	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	37	43	46	Not Met
Students with Disabilities	23	33	43	**	47.5	33	45	**
English Learners	28	42	52	**	49.5	41	50	**
Homeless Students	*	35.5	43	N	*	19	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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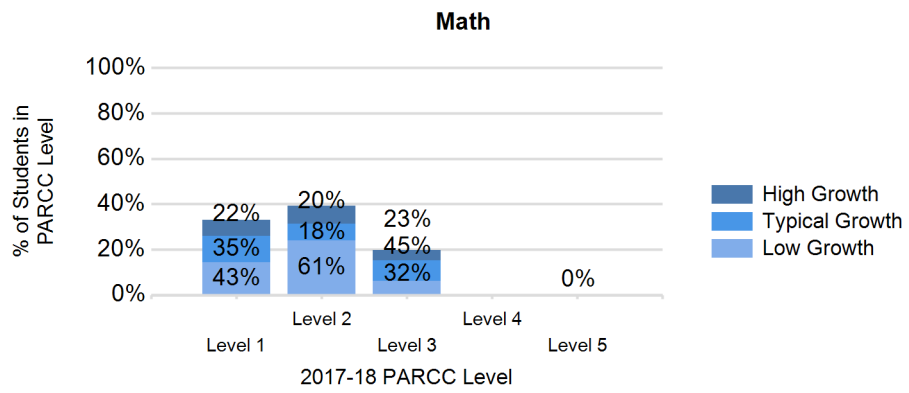
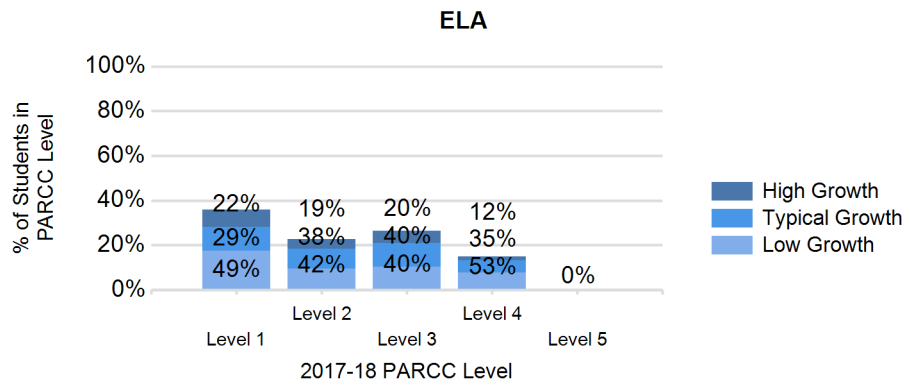
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

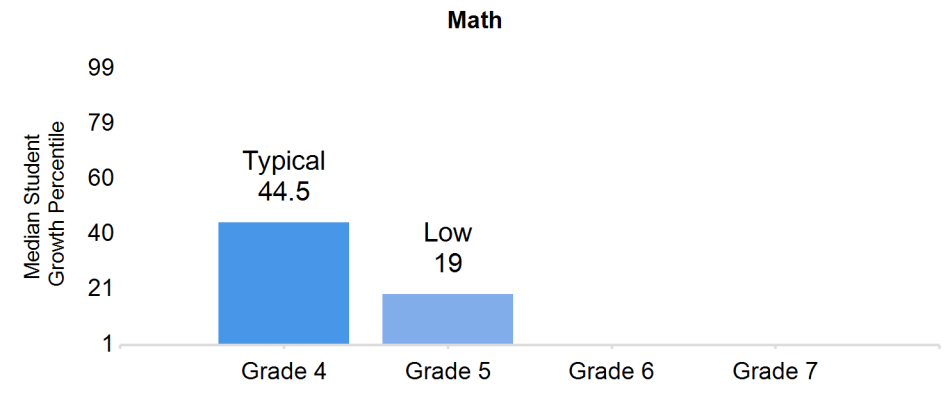
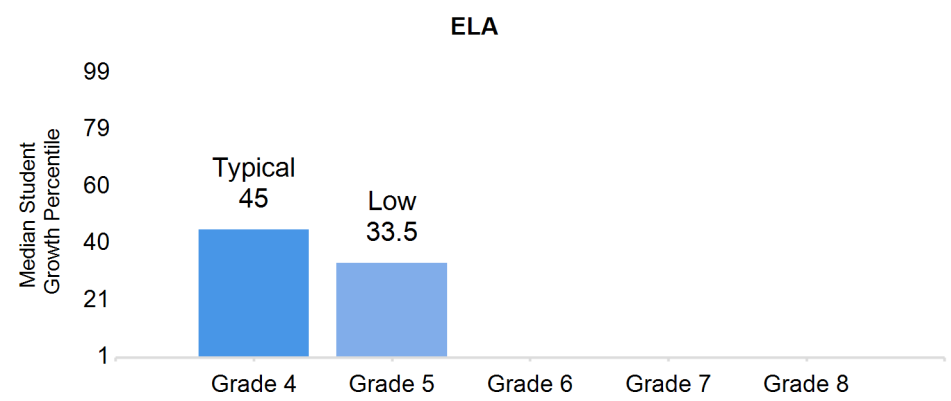
Student Growth by Performance Level

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



Student Growth by Grade

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





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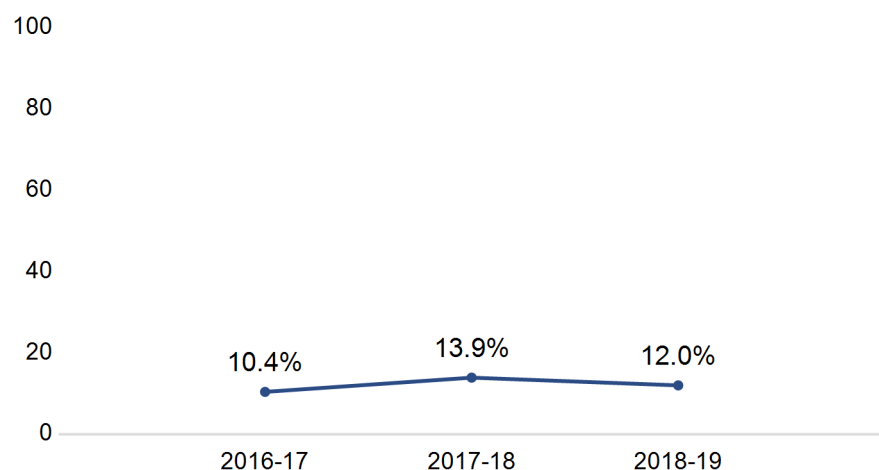
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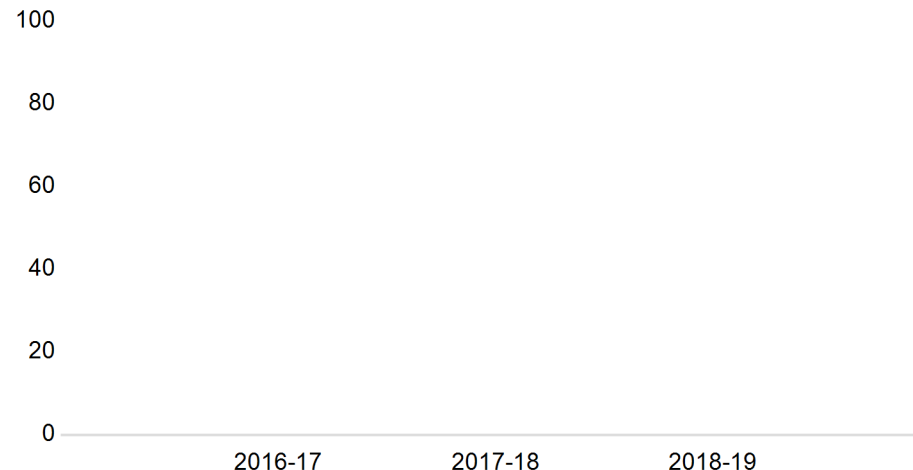
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.4%	100.0%	100.0%	98.1%	98.7%	98.9%
Proficiency Rate for Federal Accountability	10.4%	13.9%	12.0%	*	*	*
Annual Target	19.3%	22.5%	25.7%	12.0%	15.6%	19.1%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	167	100.0	12.0	17.1	57.9	12.0	25.7	Not Met
White	*	*	*	*	66.9	*	**	**
Hispanic	68	100.0	20.6	22.5	43.9	20.6	31.1	Not Met
Black or African American	93	100.0	*	*	38.5	*	23.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	77	100.0	*	*	64.8	*		
Male	90	100.0	*	*	51.3	*		
Economically Disadvantaged Students	113	100.0	10.6	*	40.0	10.6	25.9	Not Met
Non-Economically Disadvantaged Students	54	100.0	14.8	*	67.9	14.8		
Students with Disabilities	38	100.0	*	*	22.7	*	8	Not Met
Students without Disabilities	129	100.0	*	*	65.1	*		
English Learners	23	100.0	*	12.3	29.3	*	15.9	Met Target†
Non-English Learners	144	100.0	*	18.0	60.6	*		
Homeless Students	10	100.0	*	14.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



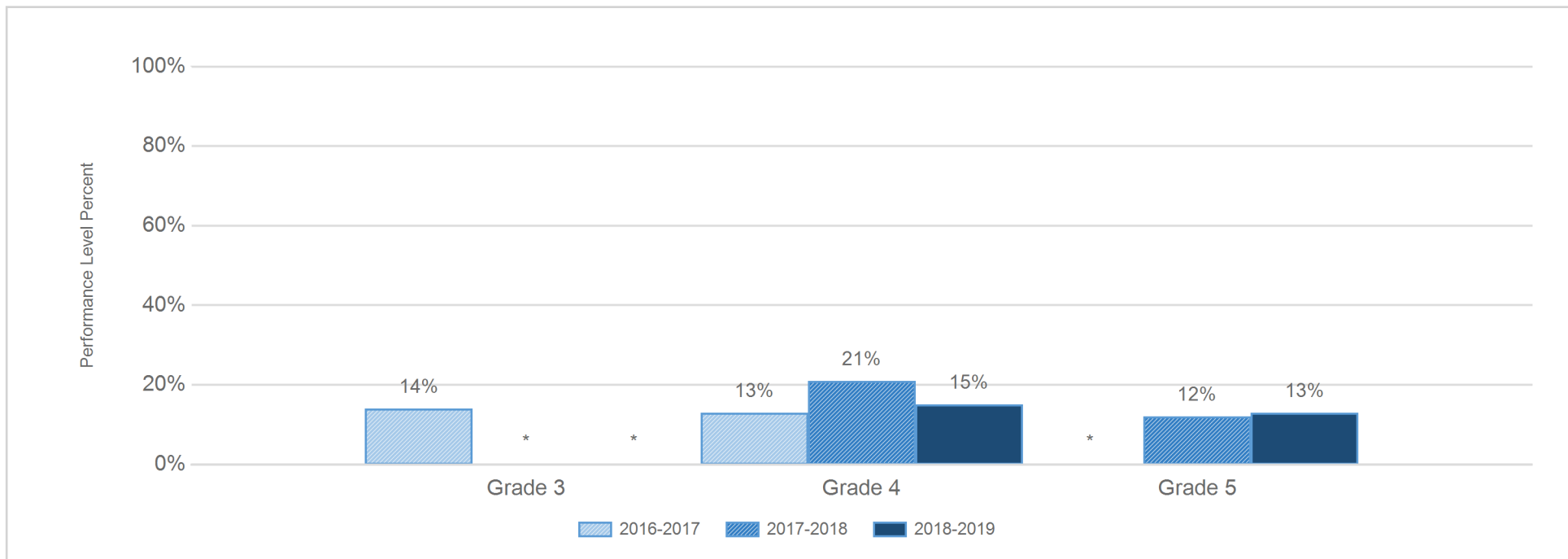
Bradley Elementary School
 (25-0100-040)
 Grades Offered: PK-05
 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	702	701	748	*	*	*	*	*	*	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	37	707	702	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	28	711	703	753	*	*	*	*	*	*	55%
Male	29	694	700	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	40	706	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	17	693	*	759	*	*	*	*	*	*	61%
Students with Disabilities	18	685	*	719	*	*	*	*	*	*	24%
Students without Disabilities	39	710	*	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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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	61	716	721	755	30%	33%	23%	*	*	15%	57%
White	N	N	*	763	N	N	N	N	N	N	67%
Hispanic	31	717	*	743	*	*	*	*	*	*	44%
Black or African American	30	715	718	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	28	722	725	760	*	*	*	*	*	18%	62%
Male	33	712	717	750	*	*	*	*	*	12%	53%
Economically Disadvantaged Students	43	719	723	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	18	711	717	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	687	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	727	761	*	*	*	*	*	*	64%
English Learners	*	*	707	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	724	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	54	719	722	756	24%	30%	33%	*	*	13%	58%
White	N	N	*	764	N	N	N	N	N	N	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	30	717	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	27	722	724	761	*	*	*	*	*	15%	64%
Male	27	716	720	750	*	*	*	*	*	11%	52%
Economically Disadvantaged Students	34	721	*	740	*	*	*	*	*	15%	39%
Non-Economically Disadvantaged Students	20	715	*	766	*	*	*	*	*	10%	69%
Students with Disabilities	11	689	701	724	*	*	*	*	*	*	23%
Students without Disabilities	43	726	726	762	*	*	*	*	*	*	65%
English Learners	*	*	713	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	723	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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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	165	98.9	*	*	44.5	*	19.1	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	68	100.0	11.8	12.1	28.8	11.8	22.1	Not Met
Black or African American	91	97.9	*	*	23.0	*	17.6	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	97.6	*	*	44.9	*		
Male	90	100.0	*	*	44.2	*		
Economically Disadvantaged Students	112	99.2	*	*	26.3	*	19.2	Not Met
Non-Economically Disadvantaged Students	53	98.2	*	*	54.9	*		
Students with Disabilities	38	100.0	*	*	17.4	*	8	Not Met
Students without Disabilities	127	98.5	*	*	50.0	*		
English Learners	23	100.0	*	*	25.0	*	8	Met Target†
Non-English Learners	142	98.7	*	*	46.5	*		
Homeless Students	10	100.0	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



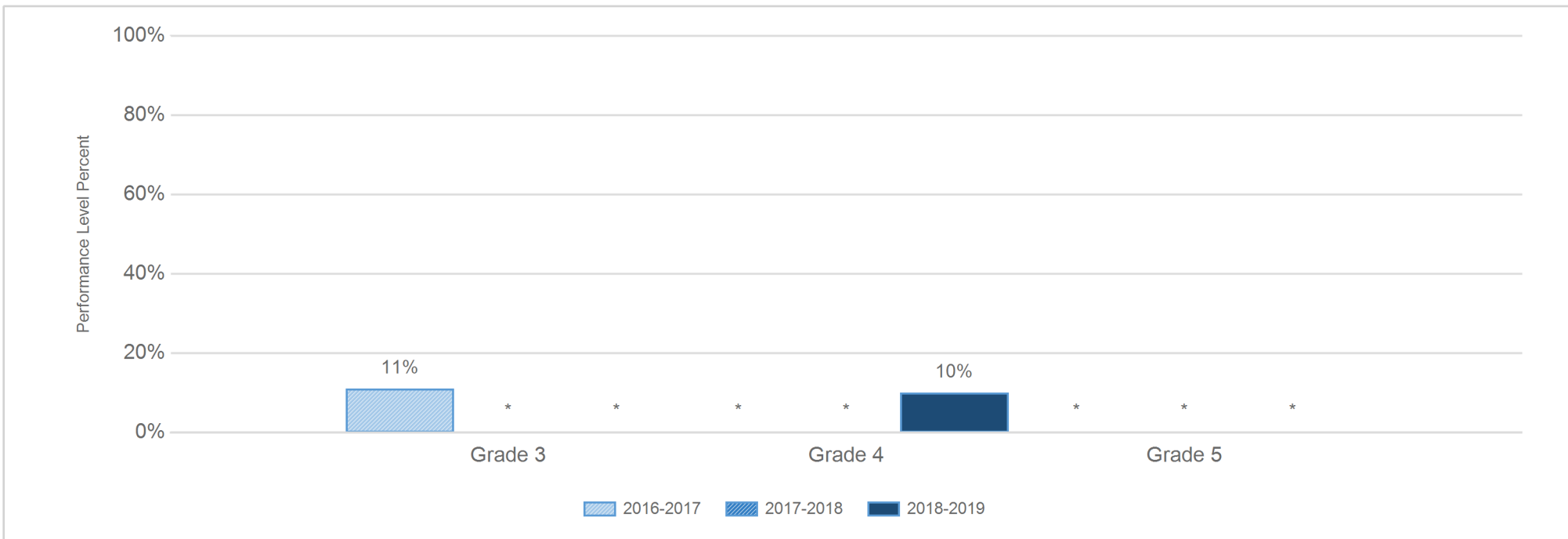
Bradley Elementary School
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



Bradley Elementary School
(25-0100-040)
Grades Offered: PK-05
2018-2019

Report Key:

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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	58	703	700	752	*	*	*	*	*	*	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	37	706	700	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	29	703	698	751	*	*	*	*	*	*	54%
Male	29	704	701	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	41	701	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	17	708	*	761	*	*	*	*	*	*	67%
Students with Disabilities	18	697	*	731	*	*	*	*	*	*	31%
Students without Disabilities	40	706	*	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	59	708	707	749	41%	29%	20%	*	*	10%	51%
White	N	N	*	757	N	N	N	N	N	N	62%
Hispanic	31	718	*	737	*	*	*	*	*	*	36%
Black or African American	28	698	701	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	26	710	707	749	*	*	*	*	*	*	50%
Male	33	707	706	749	*	*	*	*	*	*	52%
Economically Disadvantaged Students	42	707	709	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	17	711	703	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	689	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	710	754	*	*	*	*	*	*	56%
English Learners	*	*	705	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	707	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	707	710	747	*	*	*	*	*	*	47%
White	N	N	*	755	N	N	N	N	N	N	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	30	704	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	27	704	708	747	*	*	*	*	*	*	47%
Male	28	709	712	747	*	*	*	*	*	*	47%
Economically Disadvantaged Students	35	706	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	20	709	*	757	*	*	*	*	*	*	59%
Students with Disabilities	11	702	703	725	*	*	*	*	*	*	19%
Students without Disabilities	44	708	711	752	*	*	*	*	*	*	52%
English Learners	*	*	710	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	710	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	22.2%	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	13	*	*
3-4	10	*	*
5 or more	15	*	*



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2018-2019

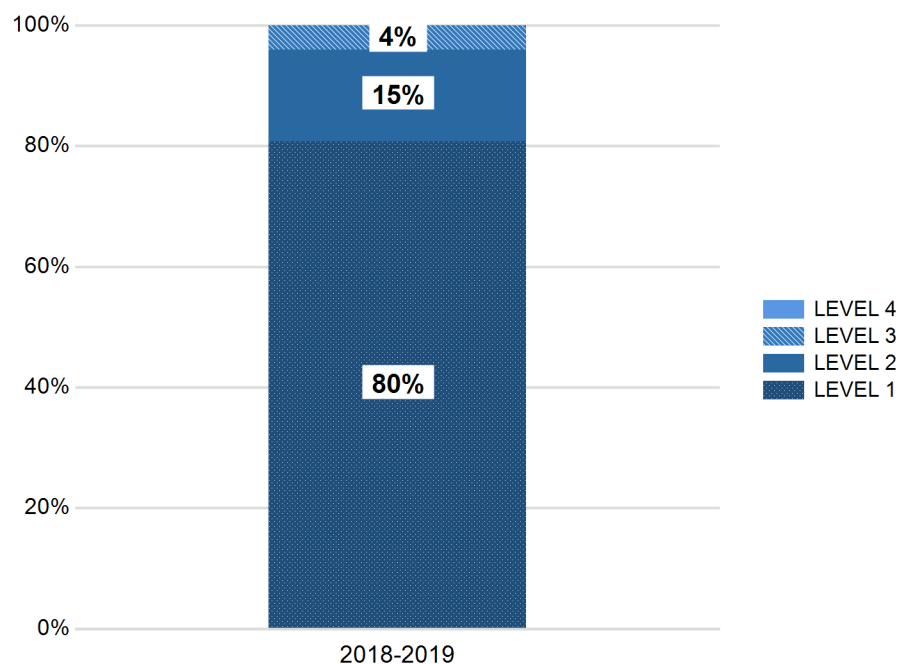
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	80	15	4	0
White	N	N	N	N
Hispanic	77	14	9	0
Black or African American	83	17	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	83	17	0	0
Male	78	13	9	0
Economically Disadvantaged Students	81	15	4	0
Non-Economically Disadvantaged Students	79	16	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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.

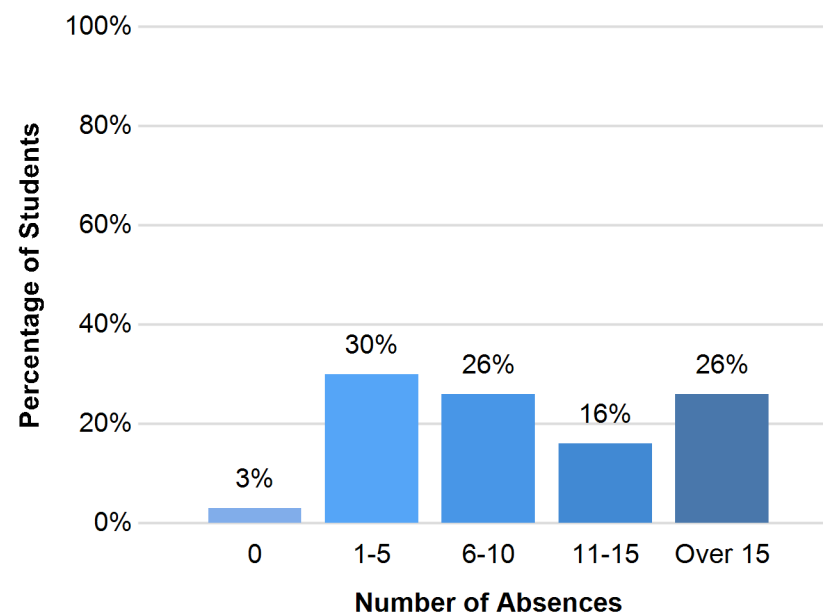
Chronic Absenteeism

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	72	23.7	8.9	Not Met
White	*	*	**	**
Hispanic	15	12.9	8.9	Not Met
Black or African American	53	29.1	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	33	21.3		
Male	39	26.2		
Economically Disadvantaged Students	48	26.5	8.9	Not Met
Students with Disabilities	16	31.4	8.9	Not Met
English Learners	6	20.7	8.9	Not Met
Homeless Students	5	38.5		
Students in Foster Care	N	N		
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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2018-2019

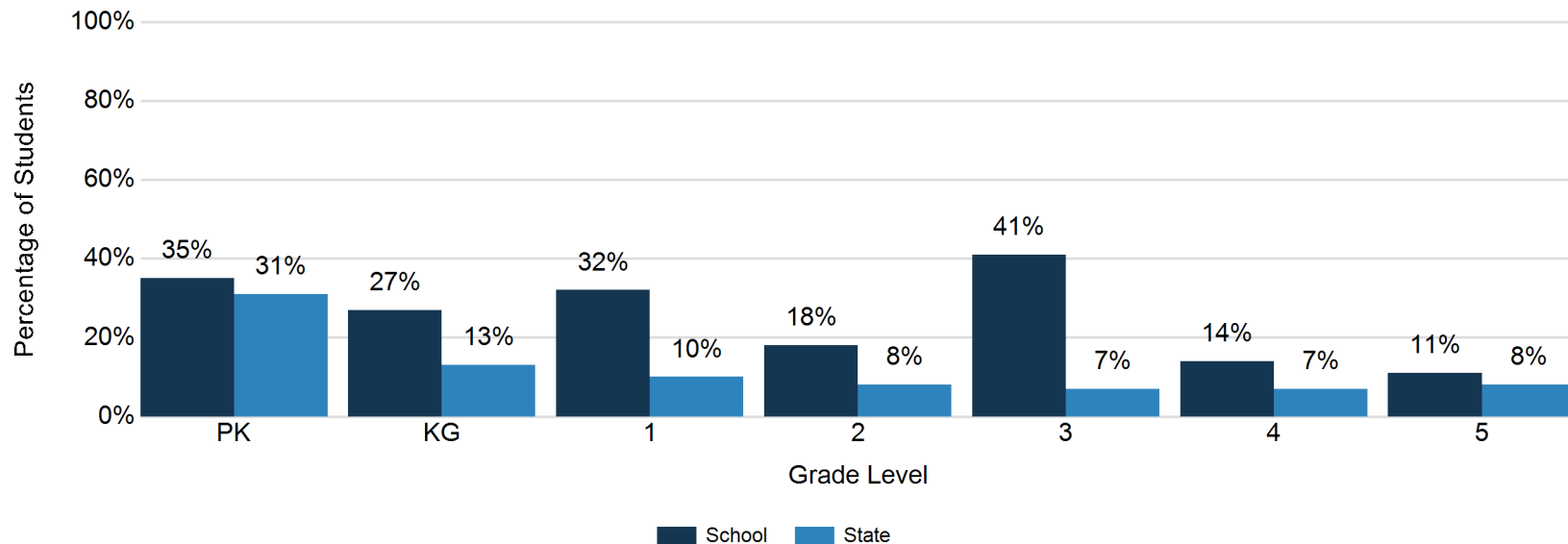
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.25

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	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	7:55 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 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	48	118,214
Average years experience in public schools	17.9	12.1
Average years experience in district	14.5	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	9:1
Students to Administrators	202:1	85:1
Teachers to Administrators	24:1	9:1
Students to Librarians/Media Specialists		975:1
Students to Nurses		325:1
Students to Counselors		279:1
Students to Child Study Team Members		130:1



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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	47.5%	85.4%	0.0%	48.4%	77.1%	54.9%
Male	52.5%	14.6%	100.0%	51.6%	22.9%	45.1%
White	2.5%	68.8%	0.0%	42.4%	83.6%	77.4%
Hispanic	42.6%	8.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	54.5%	22.9%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers 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	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	92.7%



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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	
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.



Bradley Elementary School
(25-0100-040)
Grades Offered: PK-05
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

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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	10.4%	13.9%	12.0%
Math Proficiency	*	*	*
ELA Growth	31	35	40
Math Growth	16	19	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.5%	22.2%
Chronic Absenteeism	N	19.7%	23.7%

† 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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2018-2019

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

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

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

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



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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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School Narrative

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



Highlights:

- STEAM Afterschool Academy for Grades Pre-K, K, 1 and 2. Thought Leaders Afterschool Academy (TLAA) for Grades 3-5: Provides STEAM, HW Help, Recreational Activities and more
- Featured as a Showcase School by International Center for Leadership in Education.
- Curriculum includes Do The Math, Balanced Literacy, Journeys ELA Program, Interventions (iRead, System 44 and Read 180)



Mission, Vision, Theme:

Bradley Elementary School is dedicated to increasing student learning and achievement through research-based instructional methods and curriculum, while meeting every individual child's needs socially, emotionally, and academically. All stakeholders in the learning community are provided with on-going professional development opportunities ensuring that they acquire the knowledge & skills necessary for classroom applications that result in improved pedagogical methods.



Awards, Recognition, Accomplishments:

Featured as a Showcase School by International Center for Leadership in Education. Gold Level Recognition for NJ Safe Routes to School.



Bradley Elementary School

(25-0100-040)

Grades Offered: PK-05

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Courses, Curriculum, Instruction:

Journeys Houghton Mifflin Harcourt (HMH) 2017, a research-based 90 min. comprehensive balanced literacy program. HMH Read 180, System 44 and iRead intervention programs are designed to help those struggling readers close the achievement gap. EnVisions Math is a daily problem-based interactive program enhanced by using visual learning strategies that deepen conceptual understanding. Do the Math/Math Solutions is an intervention program designed to support struggling students in Grades K-5.



Bradley Elementary School

(25-0100-040)

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2018-2019

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 <p>Before and After School Programs:</p>	<p>Girl Scouts, PRINCESS Ladies Empowerment Group, Thought Leaders After-school Academy (TLAA)-STEAM, Recreational Activities, HW Support, Lakehouse Music, Big Brothers Big Sisters, Baby Beta Club</p>
 <p>Staff and Professional Learning:</p>	<p>Staff participates in weekly Common Planning Time (CPT) PD Sessions. Monthly District wide PD. Staff members are a part of Instructional Leadership Team and/or Administrative Leadership Team. We have a collaborative partnership with ICLE who provides onsite PD for both staff and Admin.</p>



Bradley Elementary School

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2018-2019

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 <p>Student Supports and Services:</p>	<p>We provide our students ESL/Bilingual Education support through push in and pull out opportunities. We offer In Class Support (ICS) for our classified students in mainstream classes. We offer Pull out/Push in Resource. Intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties.</p>
 <p>Student Health and Wellness:</p>	<p>Students at Bradley get free breakfast and lunch. In addition, Bradley Elementary has a health council made up by teachers. Teachers coordinate "Walk to School" day in October annually. Teachers coordinate Bradley "Bike Rodeo" done annually in the Spring. In addition, a grant through the Robert Wood Johnson foundation assist students in eating healthy via the "Alliance for a Healthier Asbury Park."</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTO offers a variety of events for parents and students in the community. PTO host a Grandparents Breakfast, Halloween Done Safely, Father/Daughter Dance, Mother/Son Dance, Trick or Treat Movie Night, Holiday School Store, Game Night, Donuts with Dad. Our Genesis SIS System has a Parent Portal that parents can access for grades and attendance. We enjoy a partnership with the the Alliance for Healthy Asbury. We also have a great partnership with Barnes and Noble.</p>



Bradley Elementary School

(25-0100-040)

Grades Offered: PK-05



2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The school climate survey is conducted on a yearly base. The survey results were consistent throughout all of the areas of learning, environment, community, etc. There were some discrepancies of how the staff and students perceived bullying and their outside school interests. This will be addressed in the strategic plan.</p>
 <p>Facilities:</p>	<p>Bradley Elementary has a library, science room, a computer lab, art room, gymnasium, music room, and a steam room. The building has air conditioning, an enclosed playground via fence and a turf soccer field enclosed by a fence. The building is 28 years old. There hasn't been any major renovations. The building has two floors with an elevator.</p>



Bradley Elementary School
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2018-2019

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Other Information

The current technology at Bradley are Interactive white boards and desktop computers in all of the classes. Students also have access to lap tops, Chromebooks and iPads. These devices are used to extend instruction and students are exposed to a multitude of digital tools to enhance learning opportunities. STEAM labs have been integrated into our school and are allowing students to explore and create in a in a space that allows them to produce artifacts using digital media.



Dr. Martin Luther King Middle School
(25-0100-070)
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:



Dr. Martin Luther King Middle School

(25-0100-070)

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	Monmouth
District	Asbury Park School District
Principal Name	Mr. Johnny Grasso
Address	1200 BANGS AVENUE ASBURY PARK, NJ 07712-6314
Phone Number	732-776-2559
Email Address	grassoj@asburypark.k12.nj.us
Website	http://asburyparksdmlk.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	112	125	102
7	108	120	110
8	123	118	116
Total	345	365	328

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.1%	45.3%	44.5%
Male	51.9%	54.7%	55.5%
Economically Disadvantaged Students	63.2%	51.4%	55.5%
Students with Disabilities	22.0%	20.7%	16.8%
English Learners	9.6%	9.3%	7.9%
Homeless Students	0.6%	1.6%	3.0%
Students in Foster Care	0.9%	0.5%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.3%

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	1.9%	1.0%	1.5%
Hispanic	37.4%	43.6%	45.4%
Black or African American	60.7%	55.4%	53.0%
Asian	0.0%	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.0%

Enrollment by Home Language

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

Home Language	% of Students
English	70.7%
Spanish	22.6%
Haitian	6.4%
Other Languages	0.3%

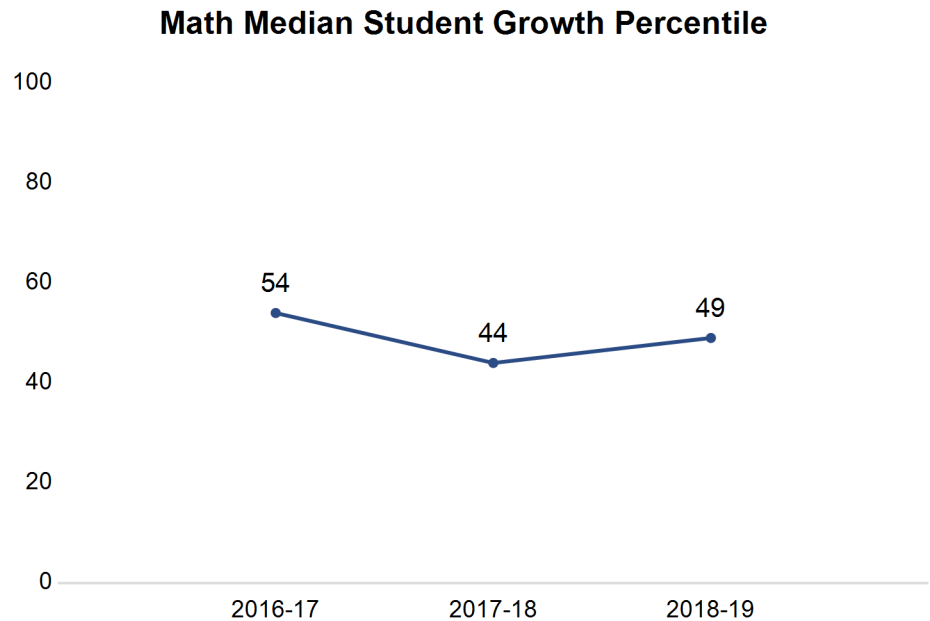
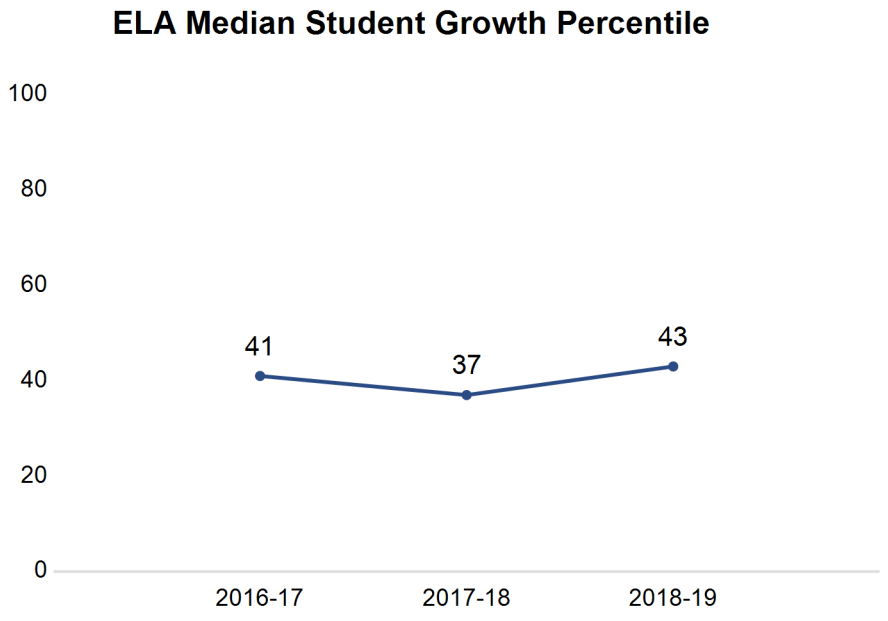


Dr. Martin Luther King Middle School
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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	37	43	54	44	49
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Dr. Martin Luther King Middle School
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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	43	43	50	Met Standard	49	38	50	Met Standard
White	*	36	50	**	*	39.5	52	**
Hispanic	41	43	49	Met Standard	49	43	47	Met Standard
Black or African American	46	45	45	Met Standard	46	36	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	N	N	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	46	45	53	N	48	37	50	N
Male	40	39	47	N	50	39	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	53	43	46	Met Standard
Students with Disabilities	38	33	43	Not Met	32	33	45	Not Met
English Learners	46	42	52	Met Standard	50	41	50	Met Standard
Homeless Students	*	35.5	43	N	*	19	44	N
Students in Foster Care	*	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Dr. Martin Luther King Middle School
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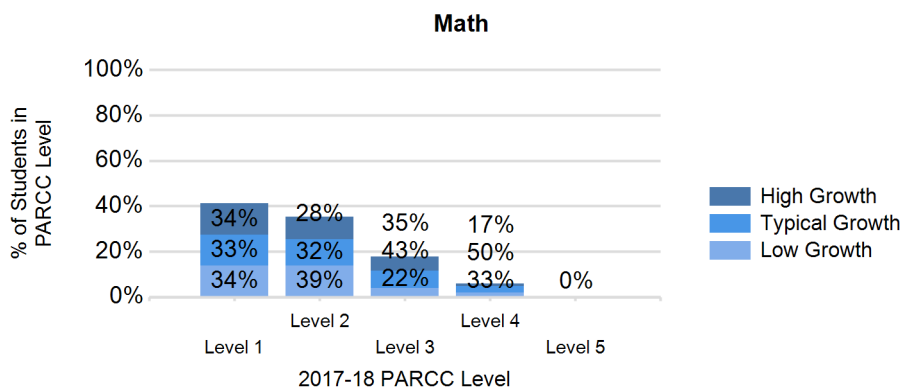
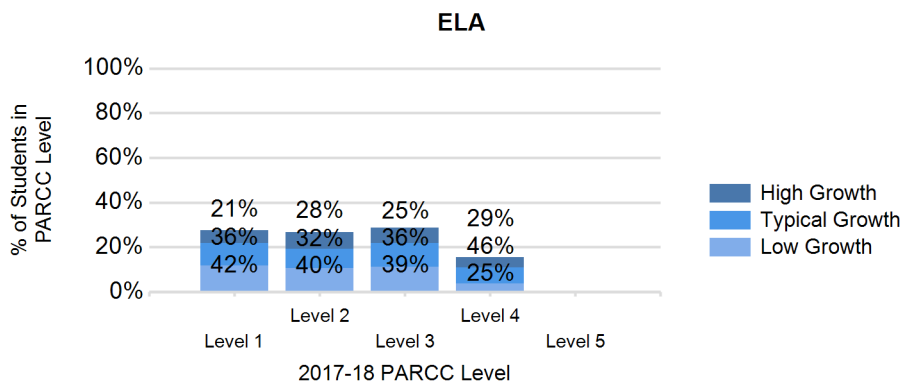
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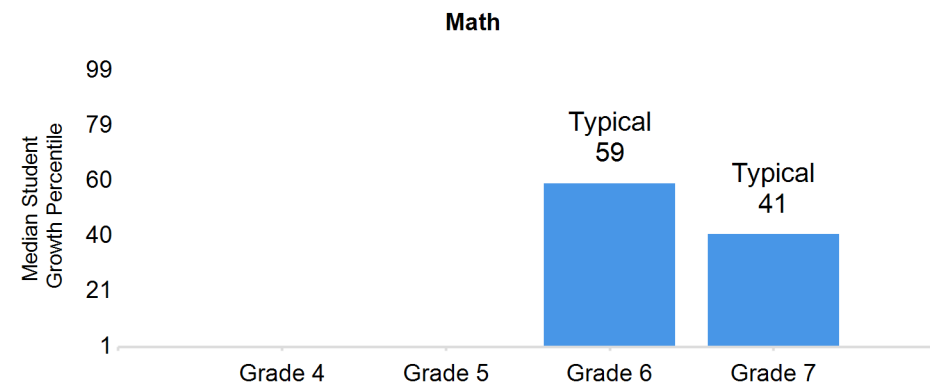
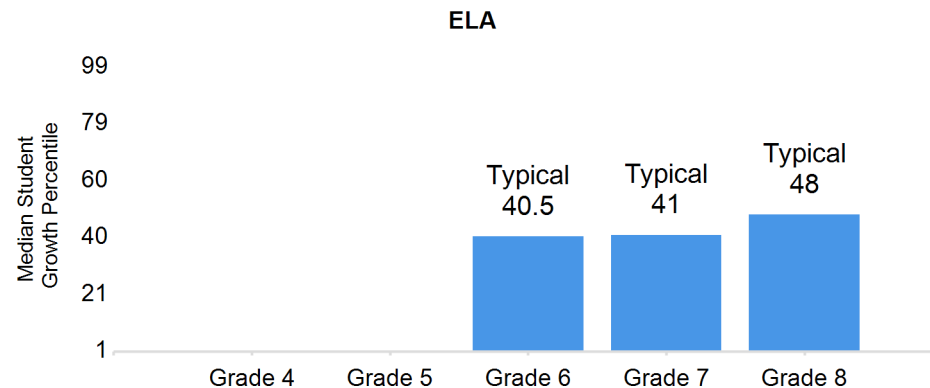
Student Growth by Performance Level

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.





Dr. Martin Luther King Middle School
(25-0100-070)
Grades Offered: 06-08
2018-2019

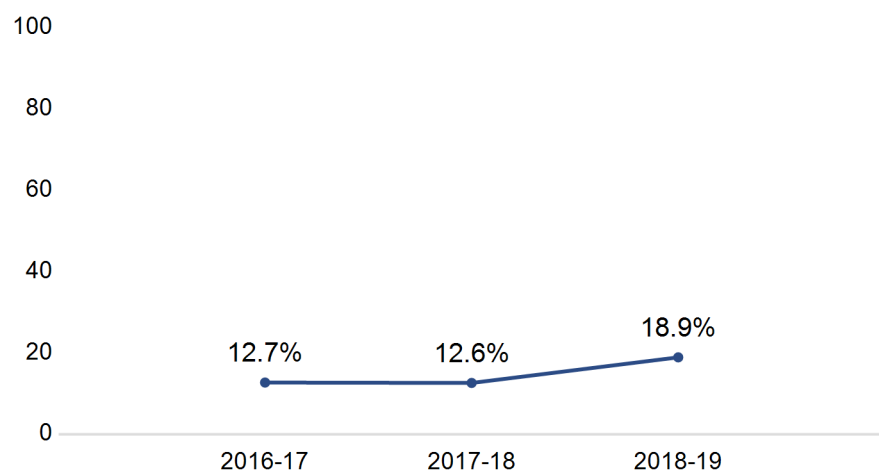
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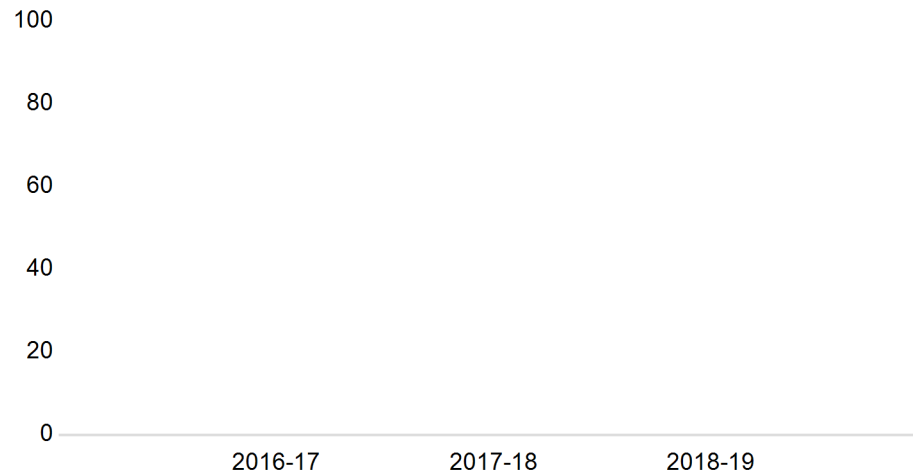
English Language Arts and Mathematics Performance Trends

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	93.2%	98.9%	97.9%	93.7%	98.1%	97.1%
Proficiency Rate for Federal Accountability	12.7%	12.6%	18.9%	*	*	*
Annual Target	11.7%	15.3%	18.9%	10.6%	14.2%	17.9%
Met Annual Target?	Met Target	Met Target†	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Dr. Martin Luther King Middle School
(25-0100-070)
Grades Offered: 06-08
2018-2019

Report Key:

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	318	97.9	18.9	17.1	57.9	18.9	18.9	Met Target
White	*	*	*	*	66.9	*	**	**
Hispanic	*	*	*	22.5	43.9	*	20.9	Met Target
Black or African American	166	97.2	16.3	*	38.5	16.3	17.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	141	98.0	24.1	*	64.8	24.1		
Male	177	97.9	14.7	*	51.3	14.7		
Economically Disadvantaged Students	198	97.2	17.7	*	40.0	17.7	19.2	Met Target†
Non-Economically Disadvantaged Students	120	99.2	20.8	*	67.9	20.8		
Students with Disabilities	71	97.4	*	*	22.7	*	13	Not Met
Students without Disabilities	247	98.1	*	*	65.1	*		
English Learners	47	100.0	10.6	12.3	29.3	10.6	14.4	Met Target†
Non-English Learners	271	97.6	20.3	18.0	60.6	20.3		
Homeless Students	*	*	*	14.8	29.1	*		
Students In Foster Care	*	*	*	*	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.

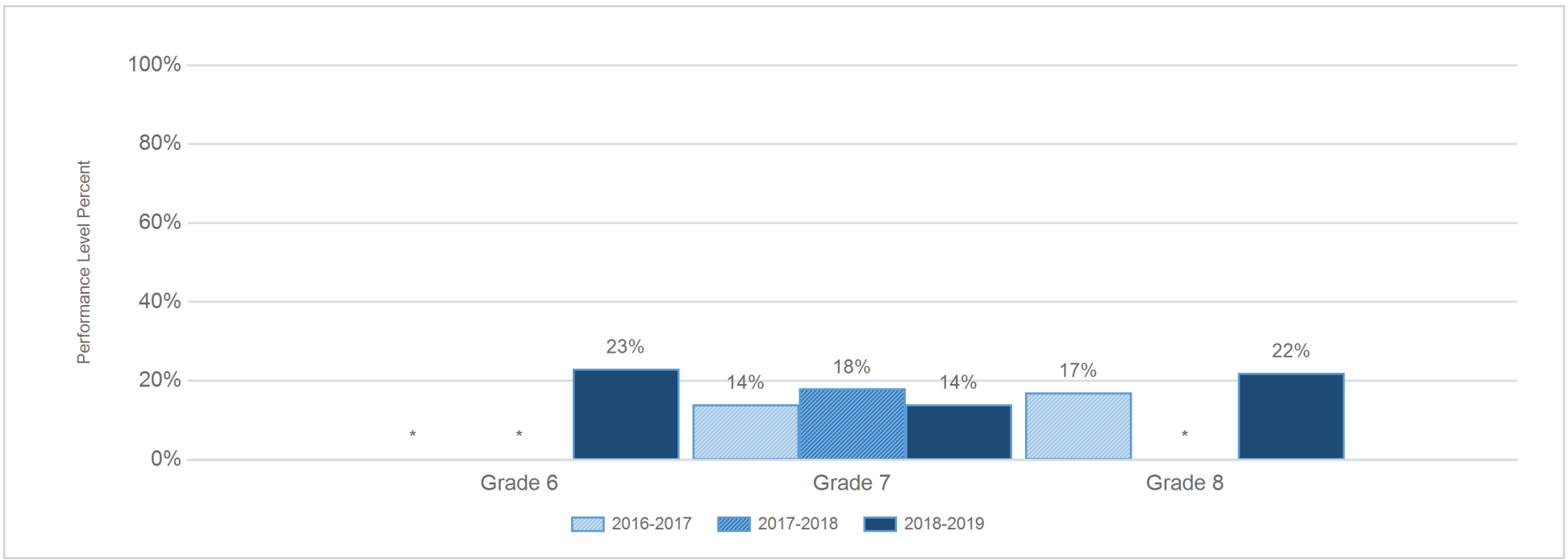


Dr. Martin Luther King Middle School
 (25-0100-070)
 Grades Offered: 06-08
 2018-2019

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English Language Arts Assessment - Performance Trends

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





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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	103	720	720	754	32%	24%	20%	*	*	23%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	52	715	715	738	38%	25%	*	*	*	21%	36%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	780	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	42	729	729	762	24%	24%	26%	*	*	26%	64%
Male	61	714	714	748	38%	25%	16%	*	*	21%	48%
Economically Disadvantaged Students	60	726	726	740	23%	*	18%	*	*	30%	39%
Non-Economically Disadvantaged Students	43	711	711	763	44%	*	23%	*	*	14%	67%
Students with Disabilities	21	687	687	722	*	*	*	*	*	*	19%
Students without Disabilities	82	728	728	761	*	*	*	*	*	*	64%
English Learners	12	693	693	710	*	*	*	*	*	*	*
Non-English Learners	91	723	723	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	112	716	716	761	34%	23%	29%	*	*	14%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	57	717	717	747	30%	21%	33%	*	*	16%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	790	N	N	N	N	N	N	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	44	722	722	769	25%	25%	32%	*	*	18%	71%
Male	68	711	711	753	40%	22%	26%	*	*	12%	55%
Economically Disadvantaged Students	70	709	709	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	42	726	726	771	*	*	*	*	*	*	73%
Students with Disabilities	27	684	684	720	*	*	*	*	*	*	22%
Students without Disabilities	85	726	726	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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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	114	718	718	762	37%	22%	19%	*	*	22%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	49%
Black or African American	70	714	714	741	43%	21%	19%	*	*	17%	43%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	794	N	N	N	N	N	N	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	61	729	729	771	*	*	*	*	*	*	71%
Male	53	705	705	753	*	*	*	*	*	*	55%
Economically Disadvantaged Students	78	716	716	743	40%	*	*	*	*	21%	45%
Non-Economically Disadvantaged Students	36	722	722	772	31%	*	*	*	*	25%	72%
Students with Disabilities	25	689	689	721	*	*	*	*	*	*	22%
Students without Disabilities	89	726	726	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	317	97.1	*	*	44.5	*	17.9	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	*	*	*	12.1	28.8	*	20.2	Not Met
Black or African American	164	95.6	*	*	23.0	*	16.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	140	96.7	*	*	44.9	*		
Male	177	97.4	*	*	44.2	*		
Economically Disadvantaged Students	197	95.9	*	*	26.3	*	18.2	Not Met
Non-Economically Disadvantaged Students	120	99.2	*	*	54.9	*		
Students with Disabilities	70	96.2	*	*	17.4	*	9.2	Not Met
Students without Disabilities	247	97.4	*	*	50.0	*		
English Learners	47	98.1	*	*	25.0	*	16.6	Not Met
Non-English Learners	270	96.9	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



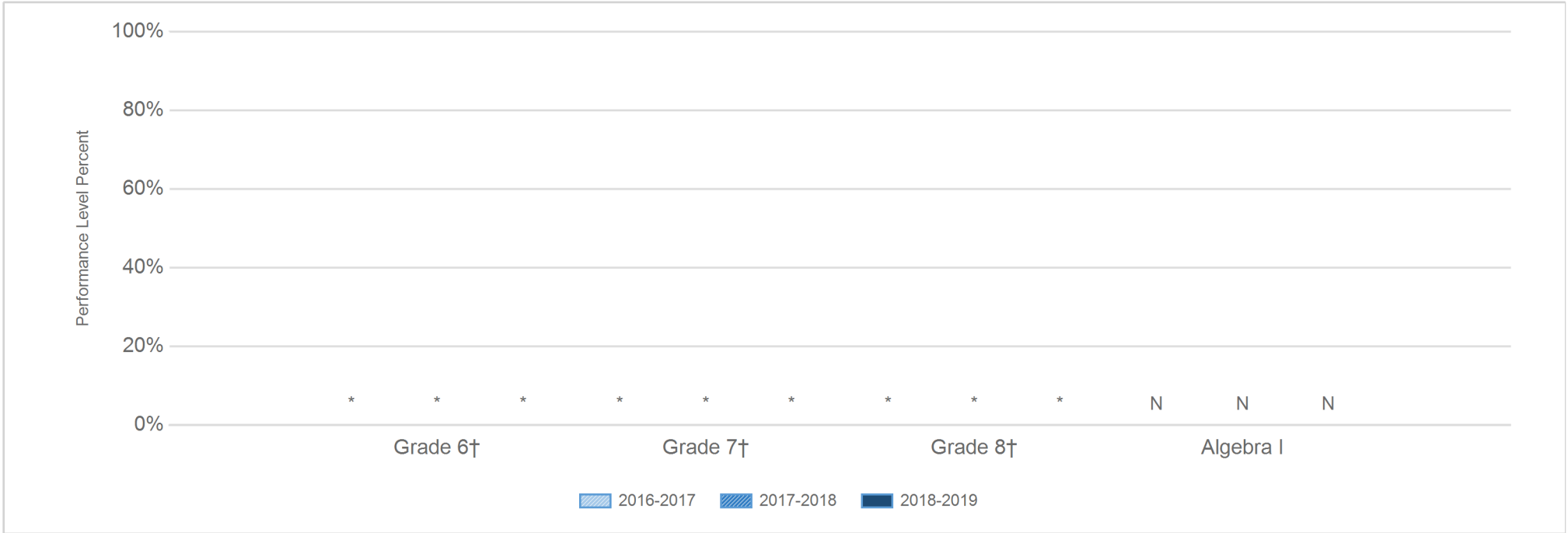
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Mathematics Assessment – Performance Trends

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	104	710	710	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	52	704	704	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	769	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	43	713	713	742	*	*	*	*	*	*	42%
Male	61	709	709	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	61	714	714	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	43	705	705	750	*	*	*	*	*	*	53%
Students with Disabilities	21	681	681	716	*	*	*	*	*	*	12%
Students without Disabilities	83	718	718	746	*	*	*	*	*	*	46%
English Learners	13	700	700	709	*	*	*	*	*	*	*
Non-English Learners	91	712	712	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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	114	709	709	744	*	*	*	*	*	*	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	58	712	712	733	*	*	*	*	*	*	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	768	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	45	707	707	744	*	*	*	*	*	*	42%
Male	69	711	711	743	*	*	*	*	*	*	42%
Economically Disadvantaged Students	72	706	706	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	42	714	714	751	*	*	*	*	*	*	53%
Students with Disabilities	27	697	697	718	*	*	*	*	*	*	13%
Students without Disabilities	87	713	713	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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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	114	692	692	728	*	*	*	*	*	*	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	67	688	688	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	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	N	730	N	N	N	N	N	N	31%
Female	59	695	695	731	*	*	*	*	*	*	31%
Male	55	688	688	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	78	689	689	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	36	697	697	735	*	*	*	*	*	*	36%
Students with Disabilities	24	671	671	707	*	*	*	*	*	*	10%
Students without Disabilities	90	697	697	734	*	*	*	*	*	*	35%
English Learners	12	689	689	706	*	*	*	*	*	*	10%
Non-English Learners	102	692	692	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%



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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	721	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	N	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	N	N	725	745	N	N	N	N	N	N	44%
Male	N	N	717	743	N	N	N	N	N	N	41%
Economically Disadvantaged Students	N	N	722	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	N	N	720	752	N	N	N	N	N	N	52%
Students with Disabilities	N	N	715	717	N	N	N	N	N	N	12%
Students without Disabilities	N	N	722	748	N	N	N	N	N	N	47%
English Learners	N	N	716	710	N	N	N	N	N	N	*
Non-English Learners	N	N	722	745	N	N	N	N	N	N	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



Dr. Martin Luther King Middle School

(25-0100-070)

Grades Offered: 06-08

2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
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	27.3%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	18	*	*
3-4	*	*	*
5 or more	*	*	*



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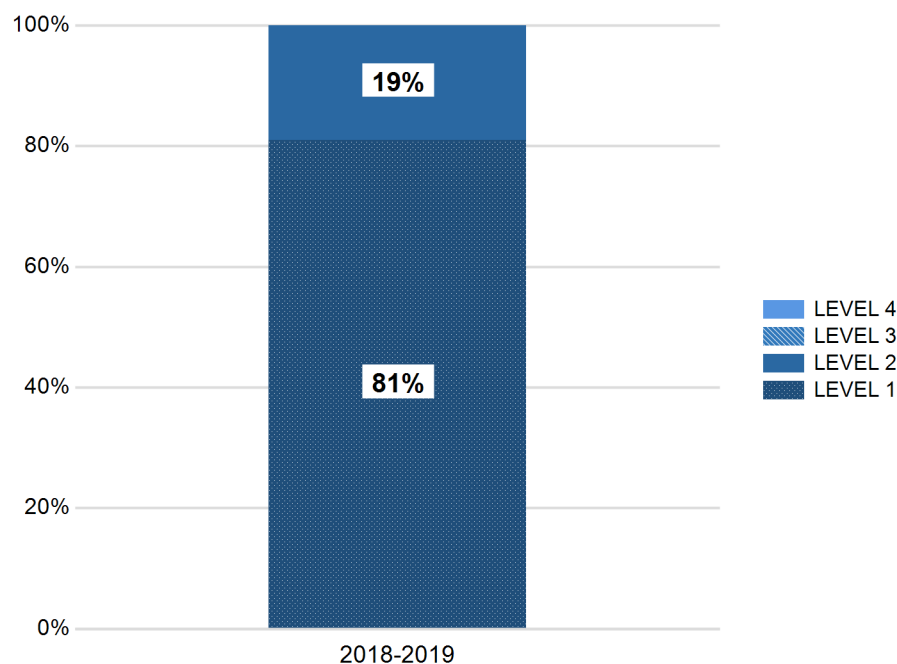
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	81	19	0	0
White	*	*	*	*
Hispanic	73	27	0	0
Black or African American	85	15	0	0
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	79	21	0	0
Male	83	17	0	0
Economically Disadvantaged Students	84	16	0	0
Non-Economically Disadvantaged Students	75	25	0	0
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 [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	115
7	0	0	131
8	0	0	126
Total	0	0	372

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	2	0	0	0	0	0	0
7	16	0	0	0	0	0	0
8	44	0	0	0	0	0	0
Total	62	0	0	0	0	0	0



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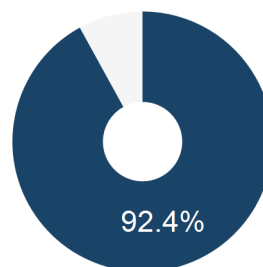
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

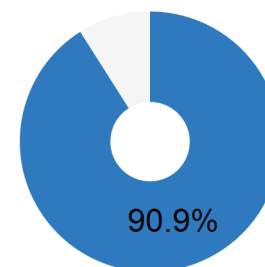
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

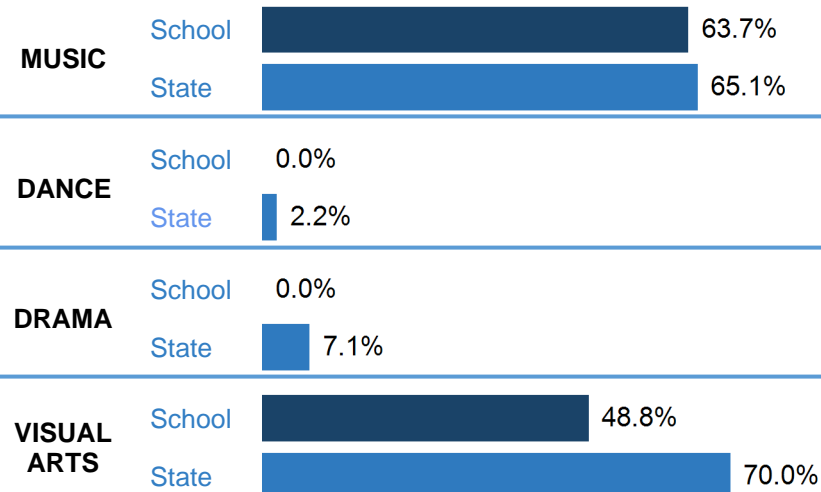


School



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.

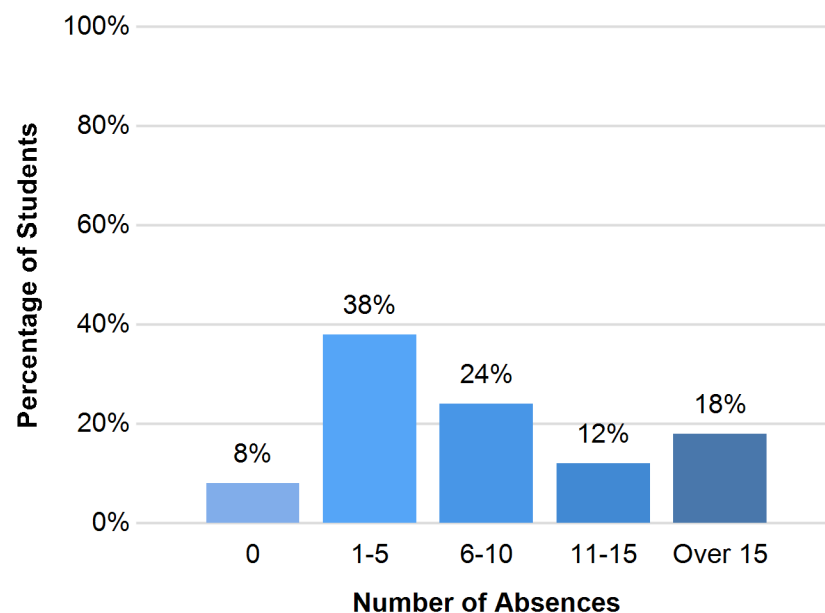
Chronic Absenteeism

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	55	16.3	9.1	Not Met
White	*	*	**	**
Hispanic	*	*	9.1	Not Met
Black or African American	36	20.0	9.1	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	23	15.4		
Male	32	17.0		
Economically Disadvantaged Students	39	20.5	9.1	Not Met
Students with Disabilities	12	18.2	9.1	Not Met
English Learners	3	11.5	9.1	Not Met
Homeless Students	2	20.0		
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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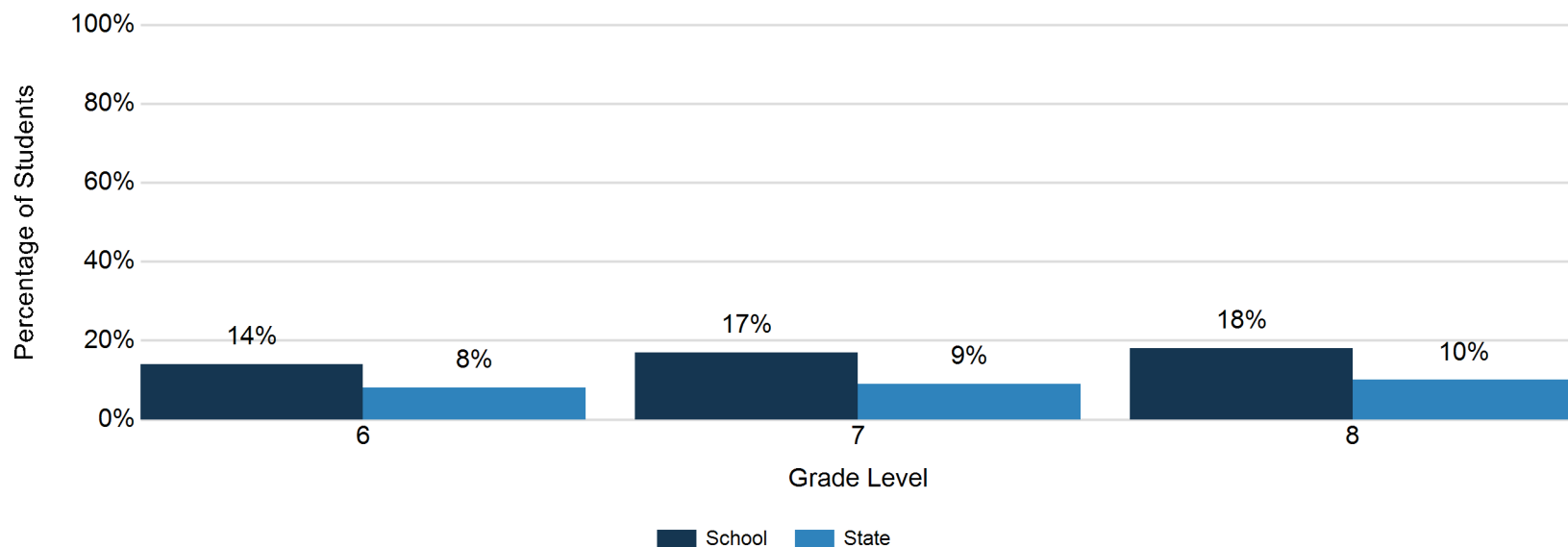
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Chronic Absenteeism by Grade

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	28
Weapons	1
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	41
Incidents Per 100 Students Enrolled	12.50

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	0	0
Gender	0	2	2
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	5	5
No Identified Nature	3		3

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	16	4.9%
Out-of-School Suspensions	43	13.1%
Any Suspension	49	14.9%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
337



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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 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	15.0	12.1
Average years experience in district	13.1	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	9:1
Students to Administrators	66:1	85:1
Teachers to Administrators	8:1	9:1
Students to Librarians/Media Specialists		975:1
Students to Nurses		325:1
Students to Counselors		279:1
Students to Child Study Team Members		130:1



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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	44.5%	63.4%	60.0%	48.4%	77.1%	54.9%
Male	55.5%	36.6%	40.0%	51.6%	22.9%	45.1%
White	1.5%	70.7%	60.0%	42.4%	83.6%	77.4%
Hispanic	45.4%	2.4%	0.0%	29.9%	7.3%	7.2%
Black or African American	53.0%	26.8%	40.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

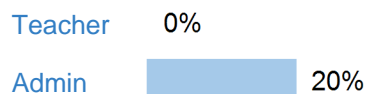
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	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	99.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
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	Low Performing Student Group (ATSI)
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	12.7%	12.6%	18.9%
Math Proficiency	*	*	*
ELA Growth	41	37	43
Math Growth	54	44	49
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		30.0%	27.3%
Chronic Absenteeism	N	19.4%	16.3%

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target†	Not Met	Yes
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target†	Not Met	Met Standard	Met Standard	n/a	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	Not Met	n/a	Not Met	Yes
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).



Dr. Martin Luther King Middle School

(25-0100-070)

Grades Offered: 06-08

2018-2019

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School Narrative

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



Highlights:

- 21st Century Learning
- Dream Scholars
- Digital Literacy



Mission, Vision, Theme:

Vision: Asbury Park School District is a distinguished comprehensive educational organization. Mission: Asbury Park School District will provide all students with a comprehensive and progressive education where everyone possesses the skills and character to succeed in a diverse, evolving global society.



Awards, Recognition, Accomplishments:

Honors Assembly, Perfect Attendance, Student of the Month, Bishop Bucks, Teacher of the Year, Teacher of the Month



Dr. Martin Luther King Middle School

(25-0100-070)

Grades Offered: 06-08

2018-2019

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School Narrative

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 <p>Courses, Curriculum, Instruction:</p>	<p>Dream Scholars, Applied Research, Chrome Notebooks and Digital Literacy</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Baseball (Boys), Cross Country (Boys & Girls), Soccer (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls)</p>
 <p>Clubs and Activities:</p>	<p>Archery Club, Art Club, Black History month Activities, Hispanic Heritage Month Activities, Chorus Club, Cultural Day, District Wide Art Exhibit, Family Fun Night, Homework Lab, Thought Leaders Academy, Honors Assemblies, Perfect Attendance Assemblies, Student of the Month, Safe Night, Test Prep Rally, Yearbook, Student Council, Project Venture, Project Vision, Morning Announcement</p>



Dr. Martin Luther King Middle School

(25-0100-070)

Grades Offered: 06-08

2018-2019

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 <p>Before and After School Programs:</p>	<p>21st Century Learning, Project Venture, After School Tutoring Program, Monmouth County Middle School Arts Program</p>
 <p>Staff and Professional Learning:</p>	<p>Staff is offered a multitude of varied Professional Learning focused on the following: Data analysis, Wellness, PBSIS, Best Practices, School Wide Writing Initiative, Pacing Guide Construction, Test Preparation, Social Emotional Learning, Instructional Leadership Team, Standardized Testing Procedures, Hibstervention, and Technology integration. Professional Development is facilitated by Administrators, Instructional Coaches, Teachers and outside consultants.</p>



Dr. Martin Luther King Middle School

(25-0100-070)

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2018-2019

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 <p>Student Supports and Services:</p>	<p>Math Intervention, Reading Intervention, English Language Learning, Pull-Out Replacement, ICR, Student Counseling, KYDS Program</p>
 <p>Student Health and Wellness:</p>	<p>Breakfast Program, Fitness Room, Physical Education/Health, Fitness Course Elective, Filtered Water Stations, Health and Wellness Committee</p>
 <p>Parent and Community Involvement:</p>	<p>PTO, Bring your Parent to School Breakfast</p>



Dr. Martin Luther King Middle School

(25-0100-070)

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We Surveys, Department of Health staff survey, Health & Wellness Staff Survey, Health & Wellness Parent Survey</p>
 <p>Facilities:</p>	<p>Community School Garden, Filtered Water Stations</p>
 <p>School Safety:</p>	<p>Code C/Fire Drills, Walk to School Safely-Bike Safe-Think Safe</p>



Dr. Martin Luther King Middle School

(25-0100-070)

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Technology and
STEM:

Digital Literacy, STEAM Fair



Thurgood Marshall Elementary School

(25-0100-100)

Grades Offered: PK-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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



Thurgood Marshall Elementary School

(25-0100-100)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Monmouth
District	Asbury Park School District
Principal Name	Ms. Thea Marie Jackson-Byers
Address	600 MONROE AVENUE ASBURY PARK, NJ 07712
Phone Number	732-776-2660
Email Address	jacksont@asburypark.k12.nj.us
Website	http://asburyparksdtmes.ss19.sharpschool.com/
Facebook	https://www.facebook.com/asburyparkschools/
Twitter	https://twitter.com/Asbury_ParkSD



Thurgood Marshall Elementary School
(25-0100-100)
Grades Offered: PK-05
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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	88	127	43
KG	69	32	34
1	34	60	41
2	66	36	54
3	73	62	58
4	55	66	58
5	63	46	52
Total	448	429	340

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	48.7%	50.8%	47.4%
Male	51.3%	49.2%	52.6%
Economically Disadvantaged Students	51.8%	42.0%	43.5%
Students with Disabilities	19.6%	16.8%	20.0%
English Learners	10.7%	12.4%	14.4%
Homeless Students	0.0%	2.6%	4.7%
Students in Foster Care	0.2%	0.9%	0.6%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.2%	0.9%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	2.5%	2.8%	5.0%
Hispanic	59.4%	56.4%	54.4%
Black or African American	37.1%	40.3%	40.3%
Asian	0.9%	0.5%	0.0%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.0%	0.0%	0.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	88	127	43
KG - Half Day	0	0	0
KG - Full Day	69	32	34

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	61.5%
Spanish	29.1%
Haitian	7.4%
Other Languages	2.1%



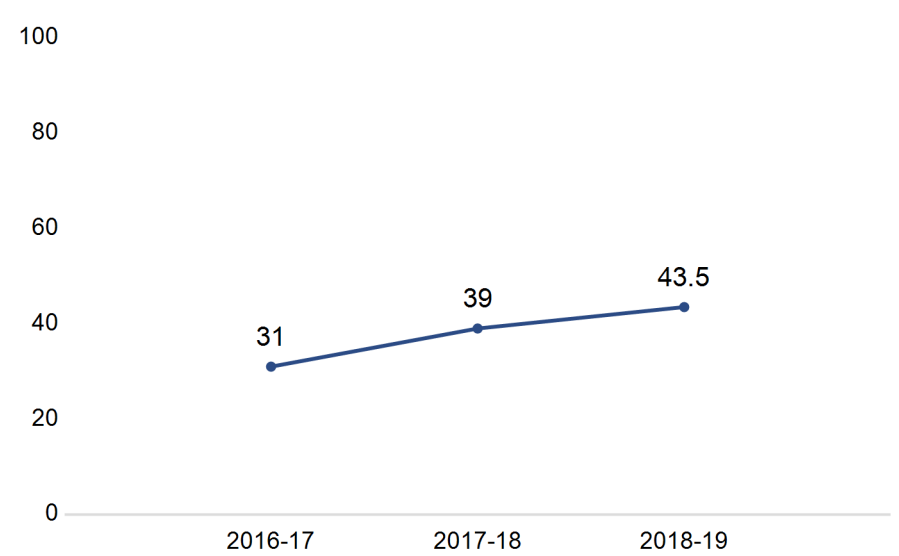
Thurgood Marshall Elementary School
 (25-0100-100)
 Grades Offered: PK-05
 2018-2019

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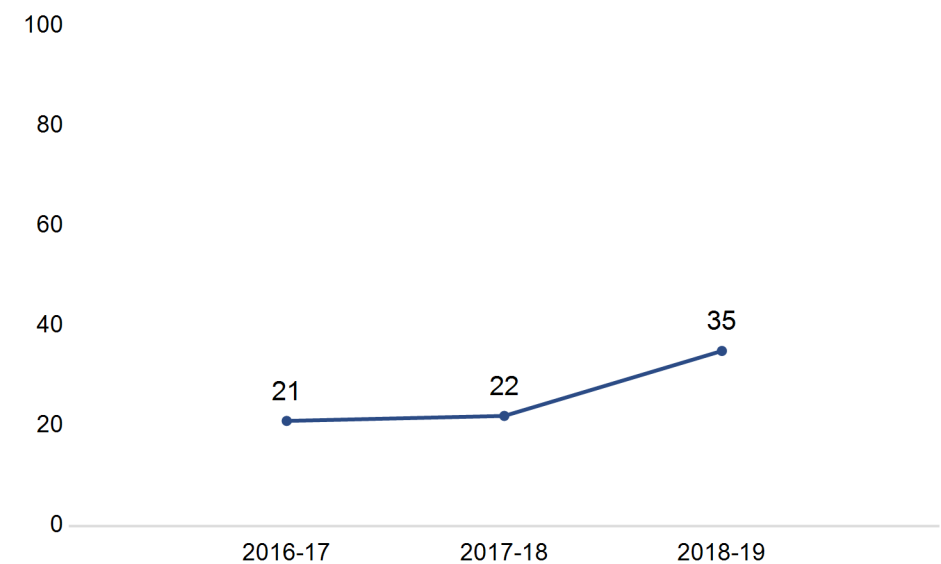
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	31	39	43.5	21	22	35
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Thurgood Marshall Elementary School

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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	43.5	43	50	Met Standard	35	38	50	Not Met
White	*	36	50	**	*	39.5	52	**
Hispanic	45	43	49	Met Standard	35.5	43	47	Not Met
Black or African American	35	45	45	Not Met	35	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	59	**	N	N	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	45	45	53	N	35	37	50	N
Male	40.5	39	47	N	35	39	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	37	43	46	Not Met
Students with Disabilities	32	33	43	Not Met	21.5	33	45	Not Met
English Learners	50	42	52	Met Standard	39.5	41	50	Not Met
Homeless Students	*	35.5	43	N	*	19	44	N
Students in Foster Care	N	*	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Thurgood Marshall Elementary School
 (25-0100-100)
 Grades Offered: PK-05
 2018-2019

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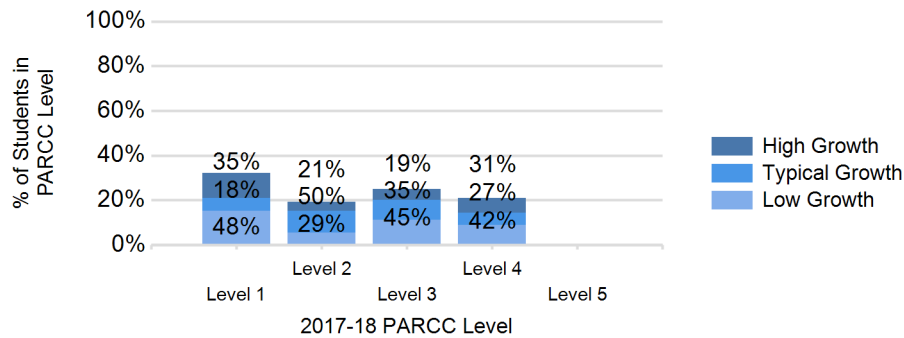
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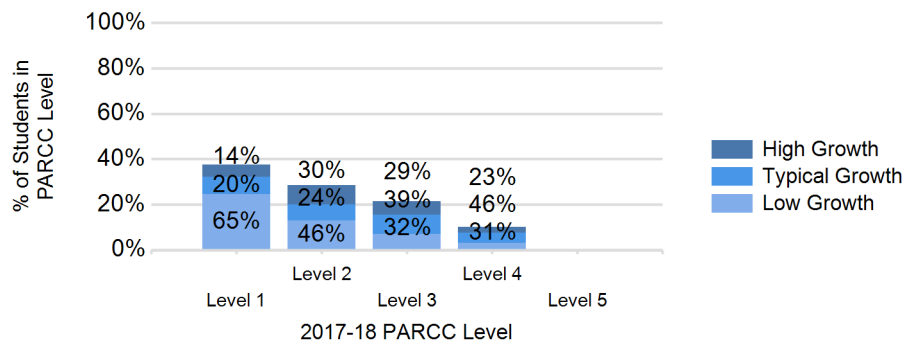
Student Growth by Performance Level

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

ELA



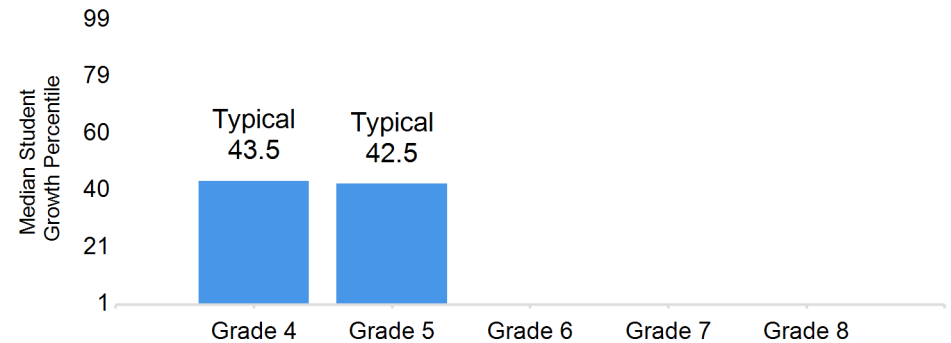
Math



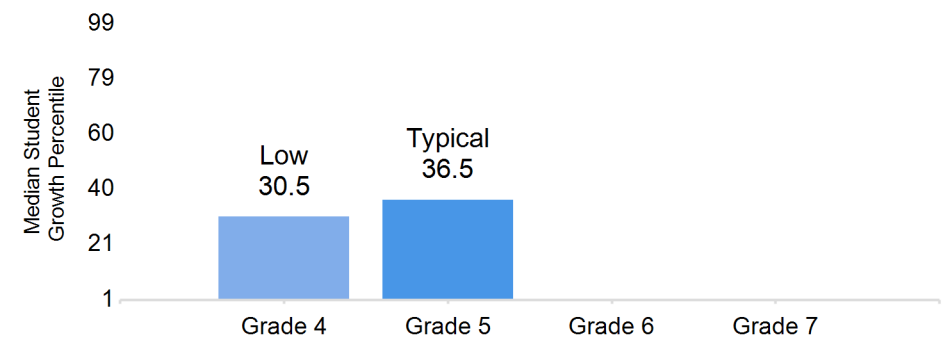
Student Growth by Grade

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

ELA



Math





Thurgood Marshall Elementary School
(25-0100-100)
Grades Offered: PK-05
2018-2019

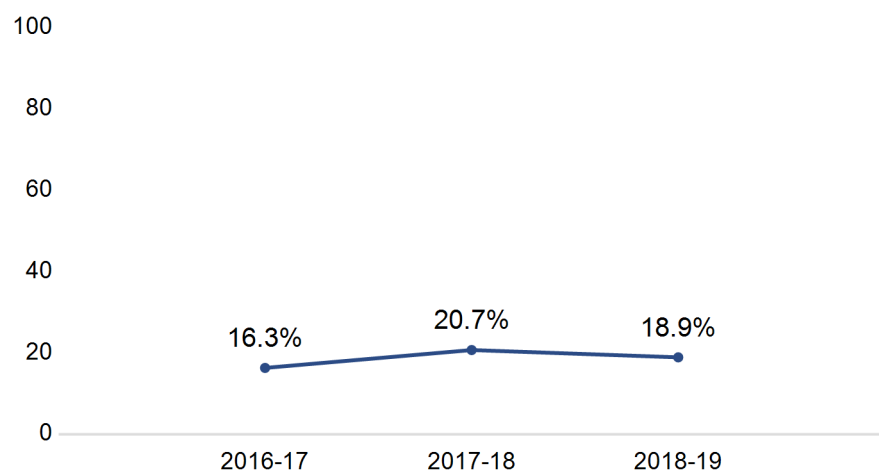
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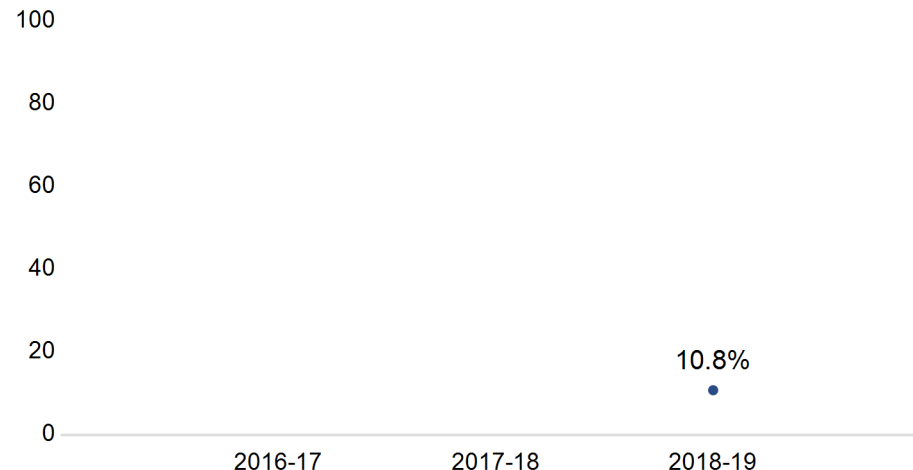
English Language Arts and Mathematics Performance Trends

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	99.5%	99.4%	99.5%	99.5%	99.4%	99.5%
Proficiency Rate for Federal Accountability	16.3%	20.7%	18.9%	*	*	10.8%
Annual Target	12.6%	16.2%	19.7%	10.6%	14.3%	17.9%
Met Annual Target?	Met Target	Met Target	Met Target†	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	185	99.5	18.9	17.1	57.9	18.9	19.7	Met Target†
White	*	*	*	*	66.9	*	**	**
Hispanic	115	99.2	23.5	22.5	43.9	23.5	19.7	Met Target
Black or African American	64	100.0	10.9	*	38.5	10.9	17.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	82.9	N	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	89	100.0	22.5	*	64.8	22.5		
Male	96	99.0	15.6	*	51.3	15.6		
Economically Disadvantaged Students	109	99.1	22.9	*	40.0	22.9	19.5	Met Target
Non-Economically Disadvantaged Students	76	100.0	13.2	*	67.9	13.2		
Students with Disabilities	34	97.2	*	*	22.7	*	14	Met Target†
Students without Disabilities	151	100.0	*	*	65.1	*		
English Learners	50	100.0	18.0	12.3	29.3	18.0	17	Met Target
Non-English Learners	135	99.3	19.3	18.0	60.6	19.3		
Homeless Students	*	*	*	14.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	*	30.4	N		

† Target was met within a confidence interval.



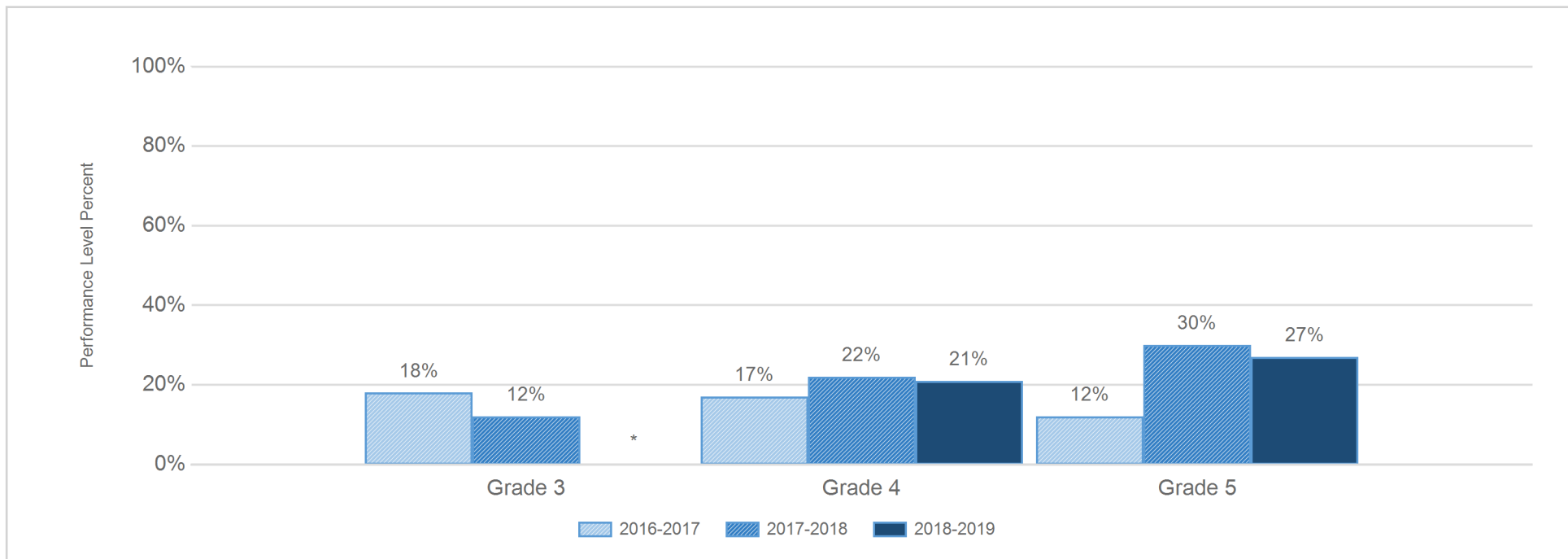
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 2018-2019

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English Language Arts Assessment - Performance Trends

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





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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	56	701	701	748	*	*	*	*	*	*	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	31	705	*	734	35%	*	*	*	*	10%	36%
Black or African American	*	*	702	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	25	695	703	753	*	*	*	*	*	*	55%
Male	31	707	700	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	34	701	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	22	702	*	759	*	*	*	*	*	*	61%
Students with Disabilities	11	677	*	719	*	*	*	*	*	*	24%
Students without Disabilities	45	707	*	754	*	*	*	*	*	*	56%
English Learners	11	703	*	713	*	*	*	*	*	*	17%
Non-English Learners	45	701	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Thurgood Marshall Elementary School
(25-0100-100)
Grades Offered: PK-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	72	724	721	755	31%	22%	26%	*	*	21%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	48	728	*	743	25%	25%	25%	*	*	25%	44%
Black or African American	22	717	718	739	*	*	*	*	*	14%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	723	725	760	*	*	*	*	*	26%	62%
Male	37	724	717	750	*	*	*	*	*	16%	53%
Economically Disadvantaged Students	40	725	723	740	*	*	*	*	*	28%	40%
Non-Economically Disadvantaged Students	32	722	717	765	*	*	*	*	*	13%	69%
Students with Disabilities	15	695	687	725	73%	*	0%	*	*	13%	25%
Students without Disabilities	57	731	727	761	19%	*	33%	*	*	23%	64%
English Learners	14	708	707	720	*	*	*	*	*	14%	17%
Non-English Learners	58	728	724	758	*	*	*	*	*	22%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Thurgood Marshall Elementary School
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	64	728	722	756	17%	34%	22%	27%	0%	27%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	39	734	*	743	*	28%	*	33%	0%	33%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	30	731	724	761	*	*	*	*	*	30%	64%
Male	34	725	720	750	*	*	*	*	*	24%	52%
Economically Disadvantaged Students	42	728	*	740	*	29%	*	*	*	29%	39%
Non-Economically Disadvantaged Students	22	728	*	766	*	45%	*	*	*	23%	69%
Students with Disabilities	*	*	701	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	726	762	*	*	*	*	*	*	65%
English Learners	14	718	713	713	*	*	*	*	*	14%	11%
Non-English Learners	50	730	723	758	*	*	*	*	*	30%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	185	99.5	10.8	*	44.5	10.8	17.9	Not Met
White	*	*	*	*	54.1	*	**	**
Hispanic	115	100.0	14.8	12.1	28.8	14.8	18.3	Met Target†
Black or African American	64	98.6	*	*	23.0	*	13.4	Not Met
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N	76.5	N	**	**
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	89	100.0	10.1	*	44.9	10.1		
Male	96	99.0	11.5	*	44.2	11.5		
Economically Disadvantaged Students	109	99.2	*	*	26.3	*	17.6	Met Target†
Non-Economically Disadvantaged Students	76	100.0	*	*	54.9	*		
Students with Disabilities	34	100.0	*	*	17.4	*	14	Not Met
Students without Disabilities	151	99.4	*	*	50.0	*		
English Learners	50	100.0	12.0	*	25.0	12.0	14.5	Met Target†
Non-English Learners	135	99.3	10.4	*	46.5	10.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	*	23.3	N		

† Target was met within a confidence interval.



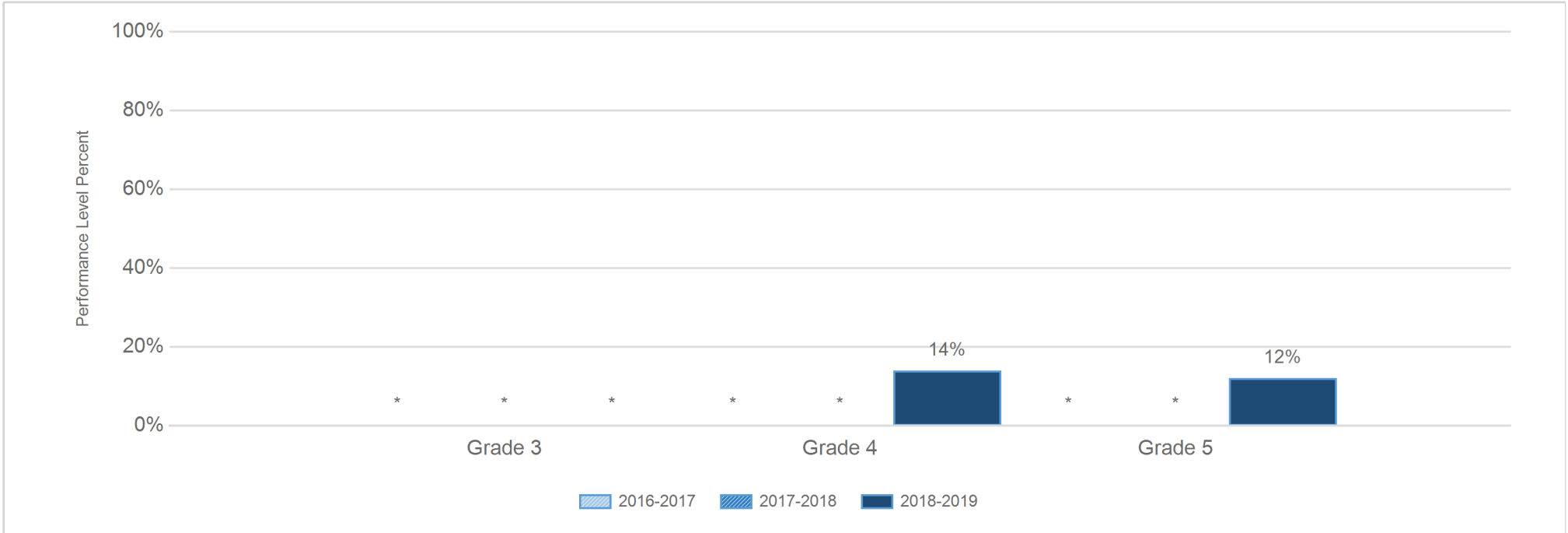
Thurgood Marshall Elementary School
(25-0100-100)
Grades Offered: PK-05
2018-2019

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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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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	56	695	700	752	*	*	*	*	*	*	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	31	703	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	700	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	25	692	698	751	*	*	*	*	*	*	54%
Male	31	698	701	752	*	*	*	*	*	*	56%
Economically Disadvantaged Students	34	694	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	22	697	*	761	*	*	*	*	*	*	67%
Students with Disabilities	11	670	*	731	*	*	*	*	*	*	31%
Students without Disabilities	45	701	*	756	*	*	*	*	*	*	60%
English Learners	11	692	*	728	*	*	*	*	*	*	26%
Non-English Learners	45	696	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	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	74	706	707	749	54%	*	20%	*	*	14%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	49	707	*	737	53%	*	20%	*	*	16%	36%
Black or African American	23	702	701	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	705	707	749	54%	*	*	*	*	11%	50%
Male	39	707	706	749	54%	*	*	*	*	15%	52%
Economically Disadvantaged Students	42	710	709	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	32	701	703	759	*	*	*	*	*	*	63%
Students with Disabilities	15	684	689	726	*	*	*	*	*	*	25%
Students without Disabilities	59	712	710	754	*	*	*	*	*	*	56%
English Learners	15	697	705	722	*	*	*	*	*	*	18%
Non-English Learners	59	708	707	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	65	717	710	747	25%	37%	26%	*	*	12%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	40	725	*	735	*	35%	30%	*	*	18%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	715	708	747	*	45%	*	*	*	10%	47%
Male	34	719	712	747	*	29%	*	*	*	15%	47%
Economically Disadvantaged Students	43	718	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	22	716	*	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	703	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	711	752	*	*	*	*	*	*	52%
English Learners	14	716	710	718	*	*	*	*	*	*	12%
Non-English Learners	51	718	710	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	43.2%	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	15	*	*
3-4	14	*	*
5 or more	15	73.3%	26.7%



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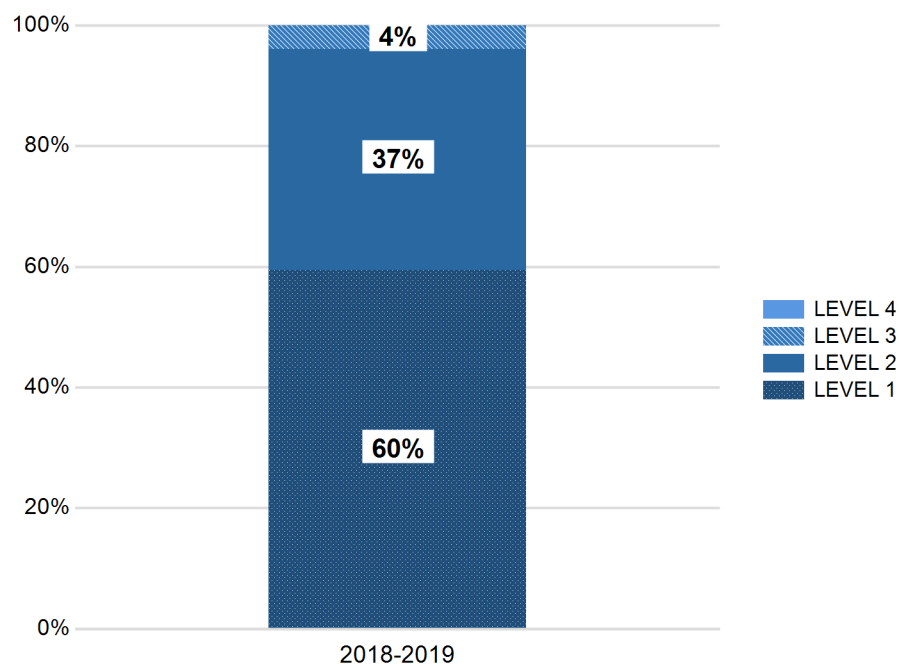
N No Data is available to display

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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 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	60	37	4	0
White	*	*	*	*
Hispanic	50	47	3	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	58	38	4	0
Male	61	36	4	0
Economically Disadvantaged Students	61	36	3	0
Non-Economically Disadvantaged Students	58	37	5	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	80	20	0	0
Non-English Learners	55	40	5	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.

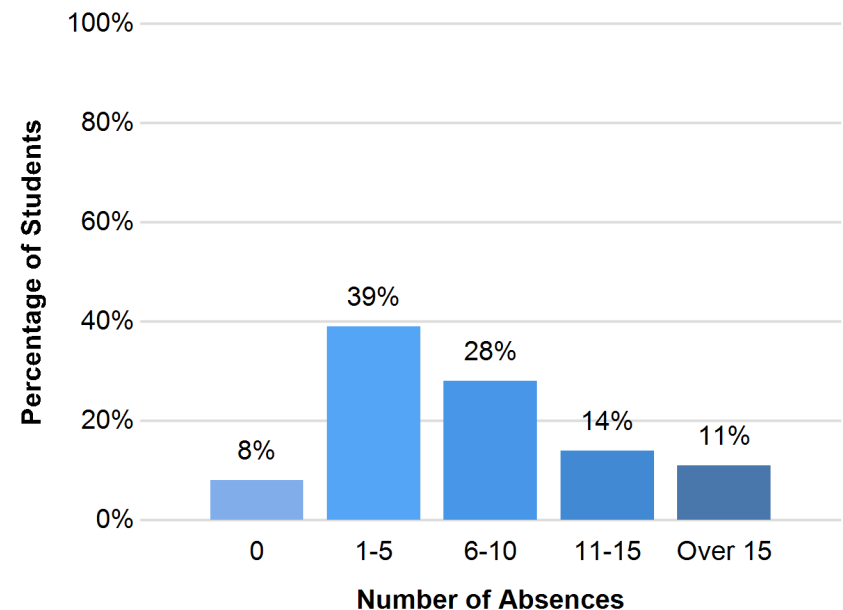
Chronic Absenteeism

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	26	9.6	8.9	Not Met
White	0	0	**	**
Hispanic	7	4.5	8.9	Met
Black or African American	19	18.6	8.9	Not Met
Asian, Native Hawaiian, or Pacific	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	15	11.8		
Male	11	7.6		
Economically Disadvantaged Students	15	12.0	8.9	Not Met
Students with Disabilities	7	13.7	8.9	Not Met
English Learners	1	2.6	8.9	Met
Homeless Students	3	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.





Thurgood Marshall Elementary School

(25-0100-100)

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2018-2019

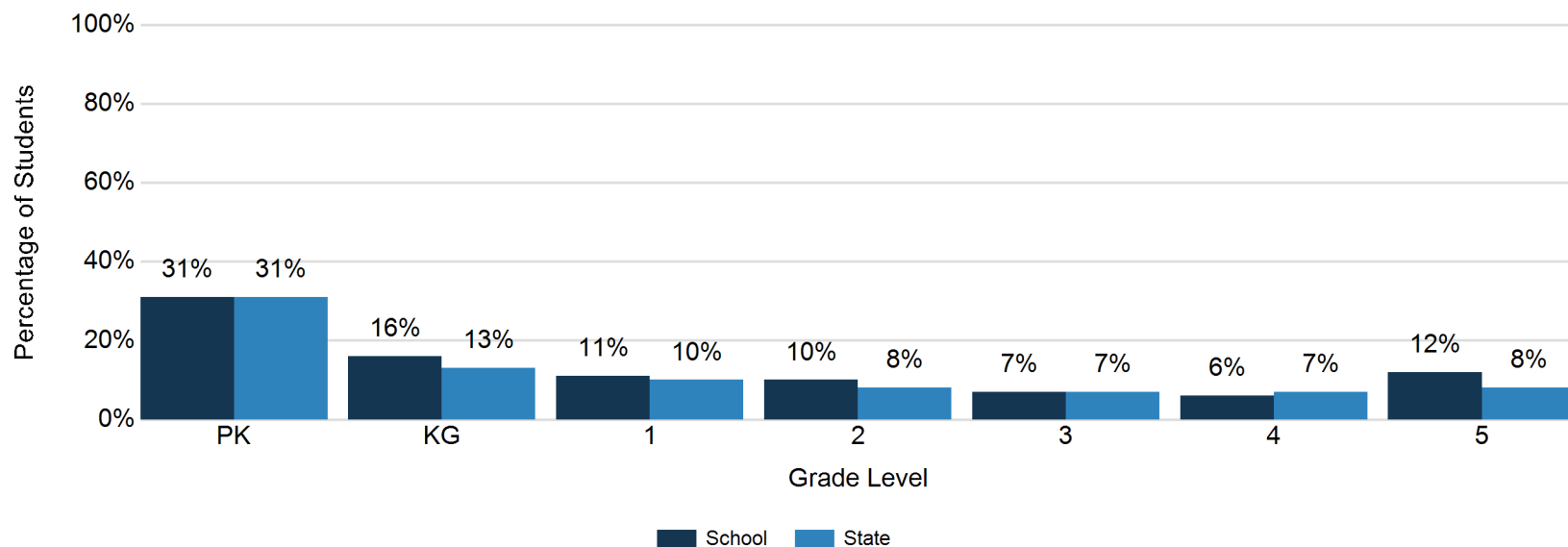
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Chronic Absenteeism by Grade

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





Thurgood Marshall Elementary School

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.59

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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

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

16



Thurgood Marshall Elementary School

(25-0100-100)

Grades Offered: PK-05

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	7:55 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 25 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 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	45	118,214
Average years experience in public schools	17.4	12.1
Average years experience in district	13.8	10.8
Percentage of Teachers with 4 or more years experience in the district	86.7%	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	23	9,530
Average years experience in public schools	22.2	16.0
Average years experience in district	12.0	12.0
Percentage of Administrators with 4 or more years experience in the district	91.3%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	8:1	9:1
Students to Administrators	170:1	85:1
Teachers to Administrators	23:1	9:1
Students to Librarians/Media Specialists		975:1
Students to Nurses		325:1
Students to Counselors		279:1
Students to Child Study Team Members		130:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.4%	88.9%	100.0%	48.4%	77.1%	54.9%
Male	52.6%	11.1%	0.0%	51.6%	22.9%	45.1%
White	5.0%	64.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	54.4%	6.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	40.3%	28.9%	50.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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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 40%

Admin N/A

Master's Degree

Teacher 60%

Admin 50%

Doctoral Degree

Teacher 0%

Admin 50%

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	92.5%	90.5%
2017-18 Administrators: Same district 2018-19	80.8%	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	97.9%



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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	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	Low Performing Student Group (ATSI)
Student Group Status: Black or African American	Low Performing Student Group (ATSI)
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	

† 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	16.3%	20.7%	18.9%
Math Proficiency	*	*	10.8%
ELA Growth	31	39	44
Math Growth	21	22	35
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		44.7%	43.2%
Chronic Absenteeism	N	9.1%	9.6%

† 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:

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 Target†	Not Met	No
White	**	**	**	**	n/a	**	No
Hispanic	Met Target	Met Target†	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	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	Met Target	Met Target†	Met Standard	Not Met	Not Met	Met	No

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



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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:

- Grades K through 2 students demonstrated an overall 28% growth on ELA Link It Assessment from Form A and Form C, as well as, Grades 3 through 5 demonstrated and overall 6% growth in ELA Link It Ass
- Grades K through 2 students demonstrated an overall 29% growth on MathLink It Assessment from Form A and Form C, as well as, Grades 3 through 5 demonstrated and overall 16% growth in Math Link It
- TMES implemented Operation Level Up . "Level Up's" goal was to provide targeted tutoring instruction in ELA and Math for grades 3 through 5 "bubble" students utilizing all available Unified Arts.



Mission, Vision, Theme:

TMES Train is Bound for Performance, Passion and Purpose...Level UP! During the 2018-2019 school year, the Passenger Engineers and Student Passengers of Thurgood Marshall Elementary chose the "This TMES Train is Bound for Performance, Passion, and Purpose...Level Up!" The primary goal of the Student Engineers of Thurgood Marshall Elementary School is the development and education of the total child. Realizing the uniqueness of each child's abilities and experiences in his/her home surroundings and community environments, we strive toward awakening self-awareness and building self-confidence so the child may become a well-adjusted and productive members of society. We have developed, "Operation Level Up" which is filled with high expectations and strategies geared for every student passenger.



Awards, Recognition, Accomplishments:

During the 2018-2019 school year, the Passenger Engineers and Student Passengers of Thurgood Marshall Elementary School Awards Recognition Accomplishments include: 1. 101 Dalmatians NJ PAC Community Day 2. Arbor Day Celebration 3. Mindfulness with Mom 4. Haitian Heritage Month Celebration 5. Recycling Fashion Show 6. Peace with Pops



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 <p>Courses, Curriculum, Instruction:</p>	<p>TMES Instructional Programs *Teaching Strategies Gold (Preschool and Kindergarten) *Journey's Reading Program (Kindergarten through 5th) *Scholastic/HMH Partnership (iRead, System 44, Read 180) (Kindergarten through 5th) *Math:enVisions (enVisions Pearson, Do the Math Now, Houghton Mifflin Harcourt) (Kindergarten through 5th)</p>
 <p>Clubs and Activities:</p>	<p>1. Safety Patrol-The duties for the School Safety Patrols are to attend and participate in all patrol meetings and training sessions. Set a proper example of appropriate behavior and encourage all students to follow school rules at all times. Report for duty on time with safety patrol vest. 2. TMES Chorus: The goal of the Chorus was to provide a platform through choral singing that students develop self-esteem, confidence and the ability to communicate with each other as well as an audience. There is such an elevated sense of achievement during the rehearsal process when harmonies and the music come together. Singers learn to listen, concentrate and think creatively. 3. 21st Century Thought Leaders After School program Disney 101 Dalmatians NJ PAC Collaboration 4. Lakehouse Collaboration for grades 3 through 5</p>



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 <p>Before and After School Programs:</p>	<p>During the 2018-2019 School Year, the STEAAM afterschool program was offered for grades Preschool through 2nd grade. The 21st Century Thought Leaders After School program was offered as an afterschool program for grades 3-5 . Both programs supported the creation of community learning centers that provide academic enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools.</p>
 <p>Staff and Professional Learning:</p>	<p>During the 2018-2019 School Year, the TMES Passenger Engineers participated in various professional development opportunities throughout the year. CPT's(Common Planning Time) were conducted once a week. Delayed Opening and Full Day Inservice were provided by the district once a month. Professional development is a strategy utilized to ensure that our Passenger Engineers continue to strengthen their practice throughout their career. TMES Teachers have engaged in Professional Development that to focused on the needs of their students.</p>



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 <p>Student Supports and Services:</p>	<p>YMCA Wellspring Life skills Program</p>
 <p>Student Health and Wellness:</p>	<p>Mobile Dentist Optical Academy KYDS</p>
 <p>Parent and Community Involvement:</p>	<p>The TMES Staff has taken the "It Takes a village to raise a child" proverb very seriously. We have made a clear message that our Parents and whole community has an essential role to play in the growth and development of its young people. In addition to the vital role that parents and family members play in a child's education, the broader community too has a responsibility to assure high-quality education for all students. During the 2018-2019 school year, we have hosted the following events that promoted Parental and Community Involvement: They include: 1. Grandparents Appreciation Day 2. Hispanic Heritage Month Celebration 3. Thanksgiving Family Feast 4. Dr. Martin Luther King Jr. Program 5. PBSIS Kick-Off 6. Black History Month Program 7. 101 Dalmatians NJ PAC Community Day 8. Arbor Day Celebration 9. Mindfulness with Mom 10. Haitian Heritage Month Celebration 11. Recycling Fashion Show 12. Peace with Pops</p>



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Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We Survey