



Prospect Park School No. 1
(31-4270-010)
Grades Offered: PK-08
2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
- N** No Data is available to display
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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:

**Prospect Park School No. 1**

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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	Passaic
District	Prospect Park Public School District
Principal Name	Mrs. Catherine DArrigo
Address	94 BROWN AVENUE PROSPECT PARK, NJ 07508-2018
Phone Number	973-790-7909
Email Address	cdarrigo@prospectparknj.com
Website	https://www.prospectparknj.com/ppnj/



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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	76	77	80
KG	100	72	76
1	87	95	72
2	87	92	97
3	110	89	92
4	108	103	86
5	105	104	102
6	94	102	94
7	89	93	97
8	84	89	96
Total	940	916	892

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	48.3%	48.7%	47.8%
Male	51.7%	51.3%	52.2%
Economically Disadvantaged Students	63.1%	68.9%	63.5%
Students with Disabilities	15.7%	14.7%	17.0%
English Learners	6.6%	7.9%	7.8%
Homeless Students	0.1%	0.8%	0.2%
Students in Foster Care	0.1%	0.5%	0.2%
Military-Connected Students	0.1%	0.3%	0.2%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	8.8%	8.7%	8.9%
Hispanic	72.4%	73.5%	71.9%
Black or African American	15.1%	13.6%	14.5%
Asian	2.3%	3.1%	3.7%
Native Hawaiian or Pacific Islander	0.5%	0.3%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	0.8%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	41	34	40
PK - Full Day	35	43	40
KG - Half Day	0	0	0
KG - Full Day	100	72	76

Enrollment by Home Language

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

Home Language	% of Students
English	60.4%
Spanish	32.3%
Arabic	3.8%
Bengali	2.1%
Other Languages	1.3%

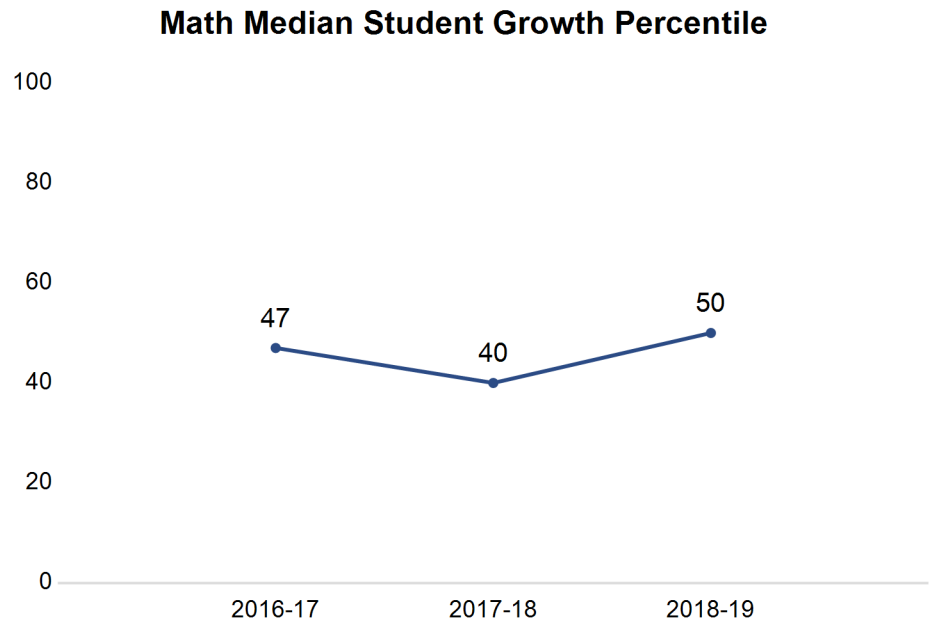
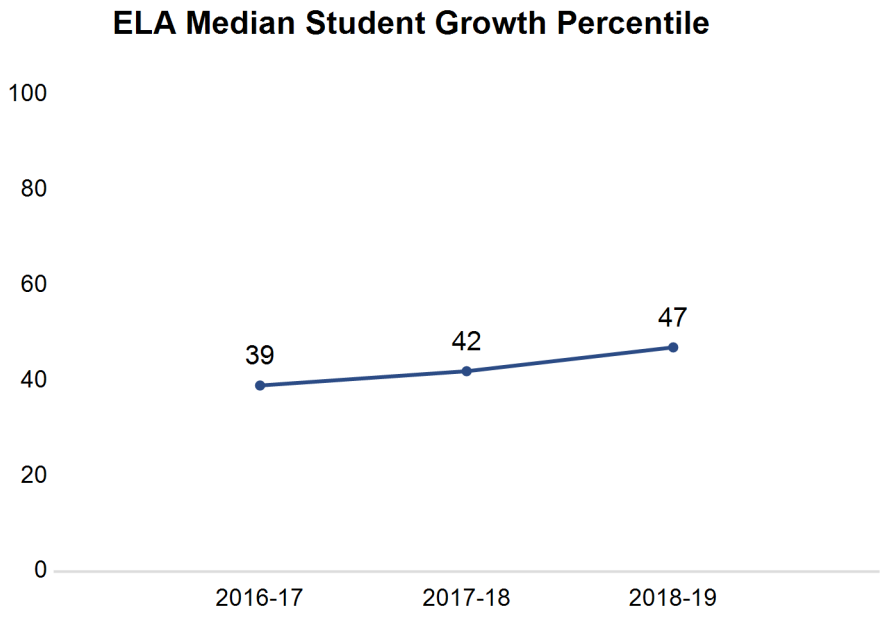


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Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	39	42	47	47	40	50
Met Standard (40-59.5)?	Not Met	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	47	47	50	Met Standard	50	50	50	Met Standard
White	66	66	50	Exceeds Standard	48	48	52	Met Standard
Hispanic	47	47	49	Met Standard	50	50	47	Met Standard
Black or African American	43	43	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	41	41	59	**	47	47	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48.5	48.5	53	N	53	53	50	N
Male	45	45	47	N	47	47	51	N
Economically Disadvantaged Students	45	45	48	Met Standard	50	50	46	Met Standard
Students with Disabilities	37	37	43	Not Met	47	47	45	Met Standard
English Learners	48	48	52	Met Standard	47	47	50	Met Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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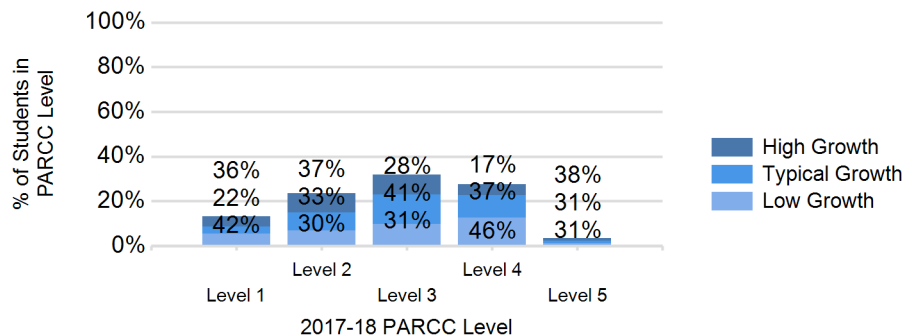
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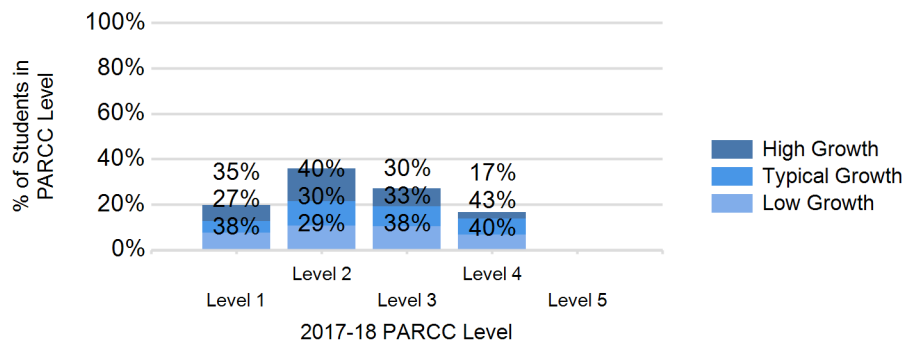
Student Growth by Performance Level

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

ELA



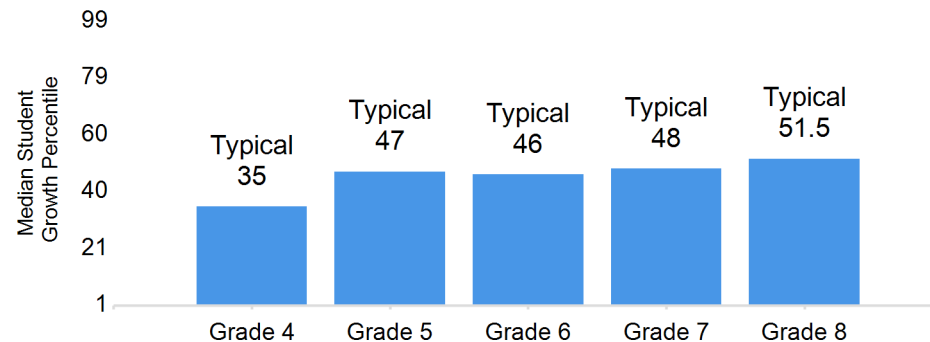
Math



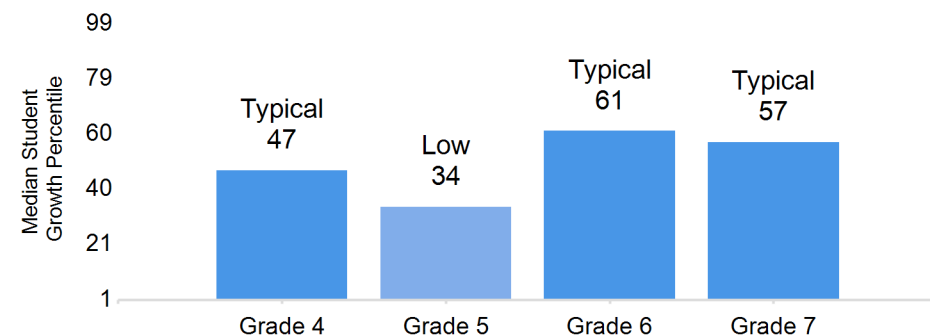
Student Growth by Grade

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

ELA



Math





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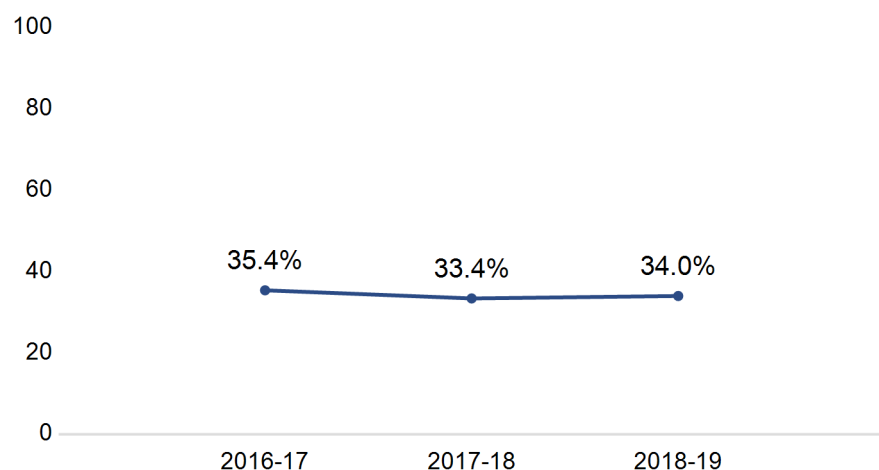
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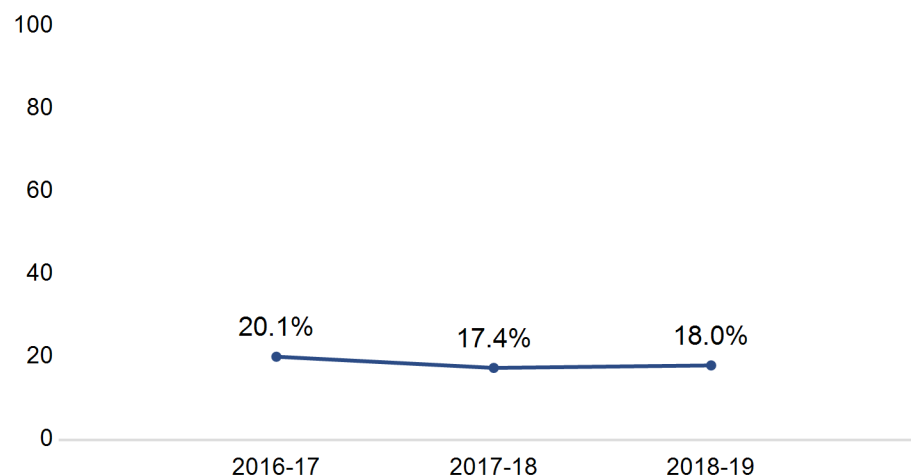
English Language Arts and Mathematics Performance Trends

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	98.8%	98.3%	99.5%	99.2%	98.3%	99.5%
Proficiency Rate for Federal Accountability	35.4%	33.4%	34.0%	20.1%	17.4%	18.0%
Annual Target	42.6%	44.5%	46.5%	22.0%	25.0%	28.1%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	553	99.5	34.0	34.0	57.9	34.0	46.5	Not Met
White	53	100.0	35.8	35.8	66.9	35.8	50.3	Not Met
Hispanic	391	99.8	33.0	33.0	43.9	33.0	43.8	Not Met
Black or African American	86	97.8	29.1	29.1	38.5	29.1	49.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.9	*	**	**
American Indian or Alaska Native	N	N	N	N	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	277	99.3	43.0	43.0	64.8	43.0		
Male	276	99.6	25.0	25.0	51.3	25.0		
Economically Disadvantaged Students	352	99.5	31.3	31.3	40.0	31.3	44.3	Not Met
Non-Economically Disadvantaged Students	201	99.5	38.8	38.8	67.9	38.8		
Students with Disabilities	88	98.9	*	*	22.7	*	17.5	Not Met
Students without Disabilities	465	99.6	*	*	65.1	*		
English Learners	57	100.0	*	*	29.3	*	17.3	Not Met
Non-English Learners	496	99.4	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

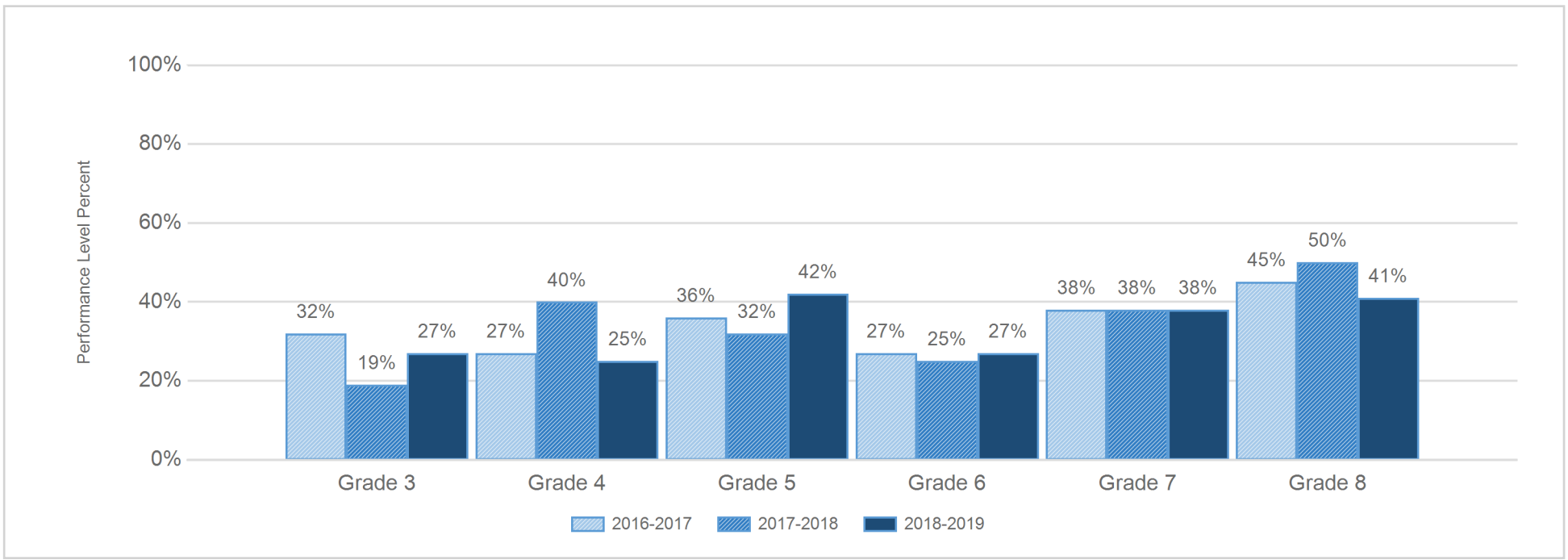


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English Language Arts Assessment - Performance Trends

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	90	727	727	748	26%	23%	24%	*	*	27%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	66	729	729	734	21%	23%	29%	*	*	27%	36%
Black or African American	13	723	723	731	*	*	*	*	*	31%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	43	725	725	753	28%	*	*	*	*	26%	55%
Male	47	729	729	743	23%	*	*	*	*	28%	46%
Economically Disadvantaged Students	68	724	724	731	*	*	*	*	*	22%	33%
Non-Economically Disadvantaged Students	22	738	738	759	*	*	*	*	*	41%	61%
Students with Disabilities	10	697	697	719	*	*	0%	*	*	10%	24%
Students without Disabilities	80	731	731	754	*	*	28%	*	*	29%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	729	729	755	19%	19%	37%	25%	0%	25%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	55	731	731	743	*	*	36%	27%	0%	27%	44%
Black or African American	17	712	712	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	35	731	731	760	*	*	29%	*	*	37%	62%
Male	49	728	728	750	*	*	43%	*	*	16%	53%
Economically Disadvantaged Students	53	729	729	740	*	*	36%	*	*	26%	40%
Non-Economically Disadvantaged Students	31	730	730	765	*	*	39%	*	*	23%	69%
Students with Disabilities	16	688	688	725	*	*	*	*	*	*	25%
Students without Disabilities	68	739	739	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	100	741	741	756	16%	17%	25%	*	*	42%	58%
White	*	*	*	764	*	*	*	*	*	*	68%
Hispanic	75	739	739	743	15%	19%	27%	*	*	40%	44%
Black or African American	12	738	738	739	*	*	*	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	N	762	N	N	N	N	N	N	65%
Female	49	751	751	761	*	*	27%	*	*	51%	64%
Male	51	732	732	750	*	*	24%	*	*	33%	52%
Economically Disadvantaged Students	63	744	744	740	*	*	*	*	*	44%	39%
Non-Economically Disadvantaged Students	37	737	737	766	*	*	*	*	*	38%	69%
Students with Disabilities	10	703	703	724	*	*	*	*	*	*	23%
Students without Disabilities	90	746	746	762	*	*	*	*	*	*	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	731	731	754	15%	20%	38%	27%	0%	27%	56%
White	*	*	*	762	*	*	*	*	*	*	65%
Hispanic	65	731	731	743	*	*	42%	25%	0%	25%	43%
Black or African American	15	721	721	738	*	*	*	*	*	20%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	53	733	733	762	*	*	34%	*	*	34%	64%
Male	41	728	728	748	*	*	44%	*	*	17%	48%
Economically Disadvantaged Students	59	727	727	740	*	*	42%	*	*	20%	39%
Non-Economically Disadvantaged Students	35	737	737	763	*	*	31%	*	*	37%	67%
Students with Disabilities	22	712	712	722	*	*	*	*	*	*	19%
Students without Disabilities	72	737	737	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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%



Prospect Park School No. 1
(31-4270-010)
Grades Offered: PK-08
2018-2019

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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	97	738	738	761	10%	23%	29%	*	*	38%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	70	738	738	747	14%	19%	29%	*	*	39%	50%
Black or African American	14	740	740	741	0%	*	*	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	52	746	746	769	*	21%	27%	*	*	48%	71%
Male	45	729	729	753	*	24%	31%	*	*	27%	55%
Economically Disadvantaged Students	63	734	734	743	*	*	*	*	*	32%	45%
Non-Economically Disadvantaged Students	34	746	746	771	*	*	*	*	*	50%	73%
Students with Disabilities	13	717	717	720	*	*	*	*	*	*	22%
Students without Disabilities	84	741	741	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	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	94	746	746	762	*	*	40%	*	*	41%	63%
White	*	*	*	770	*	*	*	*	*	*	72%
Hispanic	67	743	743	747	*	*	46%	*	*	34%	49%
Black or African American	17	748	748	741	*	*	*	*	*	47%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	N	N	N	769	N	N	N	N	N	N	69%
Female	50	753	753	771	*	*	30%	*	*	56%	71%
Male	44	738	738	753	*	*	52%	*	*	25%	55%
Economically Disadvantaged Students	54	745	745	743	*	*	39%	*	*	41%	45%
Non-Economically Disadvantaged Students	40	748	748	772	*	*	43%	*	*	43%	72%
Students with Disabilities	13	721	721	721	*	*	*	*	*	15%	22%
Students without Disabilities	81	750	750	770	*	*	*	*	*	46%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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	556	99.5	18.0	18.0	44.5	18.0	28.1	Not Met
White	53	100.0	28.3	28.3	54.1	28.3	37	Met Target†
Hispanic	394	99.8	17.3	17.3	28.8	17.3	26.1	Not Met
Black or African American	86	97.8	10.5	10.5	23.0	10.5	24.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	76.5	*	N	N
American Indian or Alaska Native	N	N	N	N	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	279	99.3	18.3	18.3	44.9	18.3		
Male	277	99.7	17.7	17.7	44.2	17.7		
Economically Disadvantaged Students	352	99.5	16.2	16.2	26.3	16.2	27.6	Not Met
Non-Economically Disadvantaged Students	204	99.5	21.1	21.1	54.9	21.1		
Students with Disabilities	88	98.9	*	*	17.4	*	17.5	Not Met
Students without Disabilities	468	99.6	*	*	50.0	*		
English Learners	60	100.0	*	*	25.0	*	13.9	Not Met
Non-English Learners	496	99.4	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



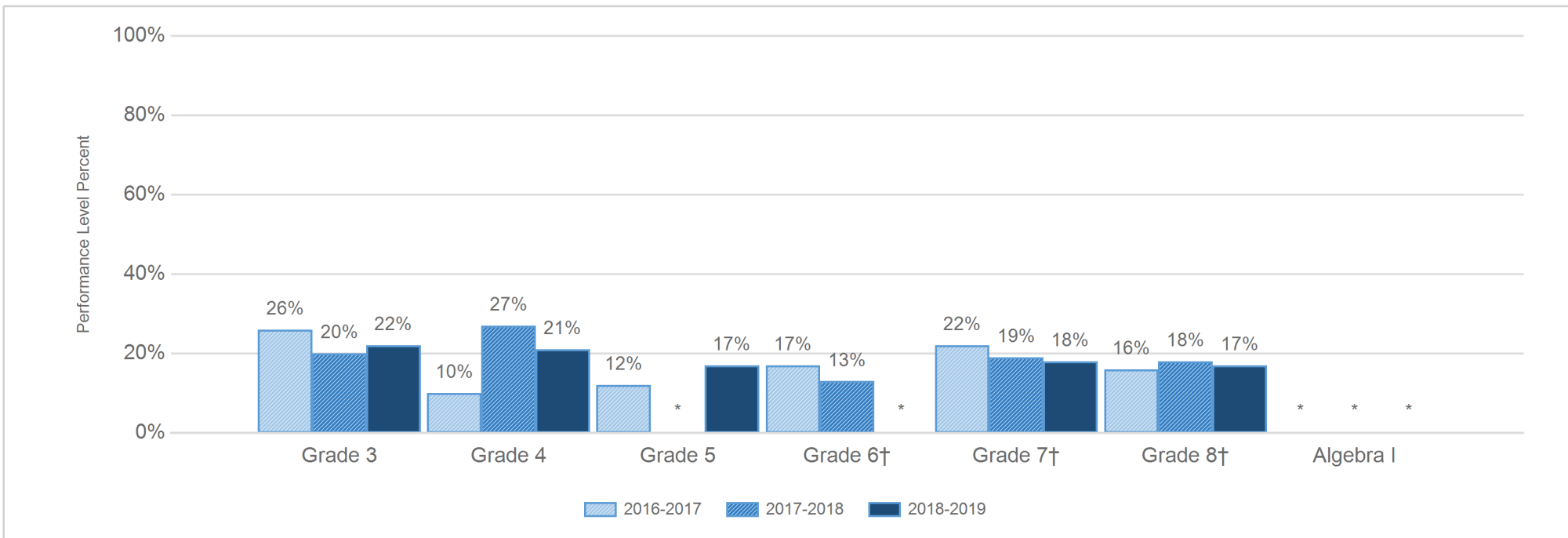
Prospect Park School No. 1
(31-4270-010)
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Mathematics Assessment – Performance Trends

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	91	728	728	752	18%	29%	32%	*	*	22%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	67	728	728	739	19%	24%	36%	*	*	21%	40%
Black or African American	13	726	726	735	*	*	*	*	*	23%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	44	727	727	751	*	27%	32%	*	*	20%	54%
Male	47	729	729	752	*	30%	32%	*	*	23%	56%
Economically Disadvantaged Students	68	723	723	737	*	*	*	*	*	15%	37%
Non-Economically Disadvantaged Students	23	743	743	761	*	*	*	*	*	43%	67%
Students with Disabilities	10	731	731	731	*	*	*	*	*	10%	31%
Students without Disabilities	81	728	728	756	*	*	*	*	*	23%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	84	725	725	749	15%	27%	36%	21%	0%	21%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	55	728	728	737	*	27%	38%	*	*	24%	36%
Black or African American	17	706	706	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	35	723	723	749	*	29%	*	*	*	29%	50%
Male	49	726	726	749	*	27%	*	*	*	16%	52%
Economically Disadvantaged Students	53	724	724	734	*	*	38%	*	*	21%	32%
Non-Economically Disadvantaged Students	31	726	726	759	*	*	32%	*	*	23%	63%
Students with Disabilities	16	688	688	726	*	*	*	*	*	*	25%
Students without Disabilities	68	733	733	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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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	102	722	722	747	22%	37%	25%	*	*	17%	47%
White	*	*	*	755	*	*	*	*	*	*	58%
Hispanic	76	720	720	735	21%	41%	25%	*	*	13%	30%
Black or African American	12	717	717	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	N	753	N	N	N	N	N	N	55%
Female	51	722	722	747	*	41%	25%	*	*	16%	47%
Male	51	722	722	747	*	33%	24%	*	*	18%	47%
Economically Disadvantaged Students	64	720	720	732	*	34%	23%	*	*	17%	27%
Non-Economically Disadvantaged Students	38	724	724	757	*	42%	26%	*	*	16%	59%
Students with Disabilities	10	709	709	725	*	*	*	*	*	*	19%
Students without Disabilities	92	723	723	752	*	*	*	*	*	*	52%
English Learners	10	702	702	718	*	*	*	*	*	*	12%
Non-English Learners	92	724	724	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	95	718	718	741	*	*	*	*	*	*	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	66	720	720	729	*	*	*	*	*	*	24%
Black or African American	15	712	712	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	53	718	718	742	*	*	*	*	*	*	42%
Male	42	719	719	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	60	716	716	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	35	721	721	750	*	*	*	*	*	*	53%
Students with Disabilities	22	702	702	716	*	*	*	*	*	*	12%
Students without Disabilities	73	723	723	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	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	98	728	728	744	13%	28%	41%	*	*	18%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	71	727	727	733	14%	30%	37%	*	*	20%	26%
Black or African American	14	731	731	727	*	*	*	*	*	14%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	52	729	729	744	*	25%	44%	*	*	17%	42%
Male	46	727	727	743	*	30%	37%	*	*	20%	42%
Economically Disadvantaged Students	63	726	726	731	*	27%	43%	*	*	16%	24%
Non-Economically Disadvantaged Students	35	732	732	751	*	29%	37%	*	*	23%	53%
Students with Disabilities	13	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	85	732	732	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	86	723	723	728	19%	31%	33%	17%	0%	17%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	63	724	724	722	16%	35%	33%	16%	0%	16%	22%
Black or African American	14	711	711	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	45	724	724	731	*	36%	31%	*	*	18%	31%
Male	41	721	721	726	*	27%	34%	*	*	17%	27%
Economically Disadvantaged Students	49	723	723	719	*	29%	33%	*	*	18%	20%
Non-Economically Disadvantaged Students	37	722	722	735	*	35%	32%	*	*	16%	36%
Students with Disabilities	13	699	699	707	*	*	*	*	*	15%	10%
Students without Disabilities	73	727	727	734	*	*	*	*	*	18%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Prospect Park School No. 1
(31-4270-010)
Grades Offered: PK-08
2018-2019

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	*	*	*	744	*	*	*	*	*	*	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	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	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*
5	*	*
6	*	*
7	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	54.1%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	34	*	*
3-4	24	*	*
5 or more	*	*	*



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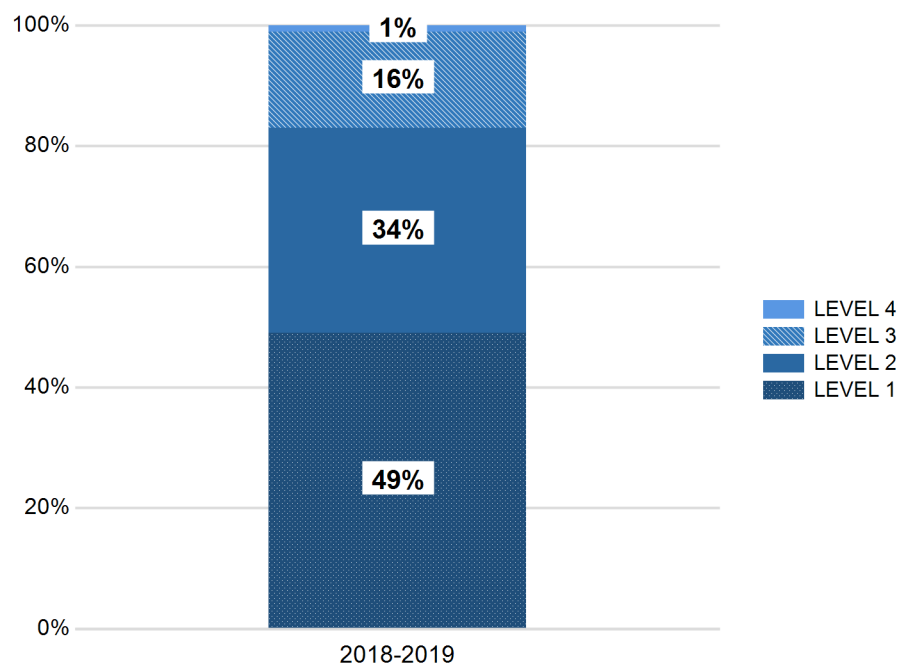
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	49	34	16	1
White	*	*	*	*
Hispanic	51	34	14	0
Black or African American	50	50	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	45	12	0
Male	55	24	20	2
Economically Disadvantaged Students	45	41	13	2
Non-Economically Disadvantaged Students	55	24	21	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	80	20	0	0
Non-English Learners	46	36	17	1
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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2018-2019

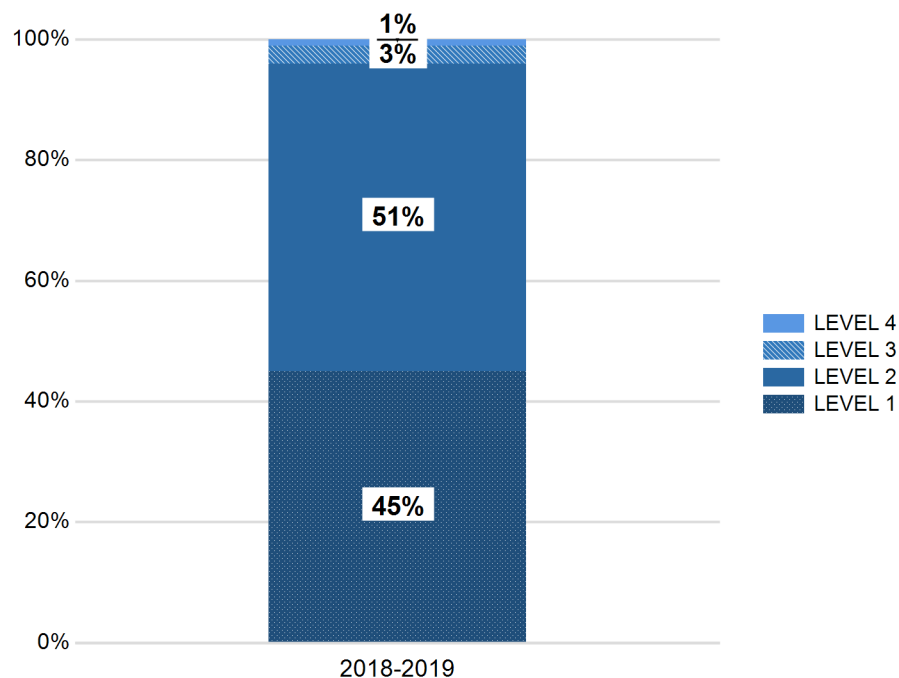
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	45	51	3	1
White	*	*	*	*
Hispanic	46	51	1	1
Black or African American	47	47	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	43	53	4	0
Male	48	48	2	2
Economically Disadvantaged Students	44	51	4	2
Non-Economically Disadvantaged Students	48	50	3	0
Students with Disabilities	77	23	0	0
Students without Disabilities	40	55	4	1
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

**Prospect Park School No. 1**

(31-4270-010)

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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	94
7	0	0	97
8	0	0	96
Total	0	0	287

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	92	0	0	0	0	0	0
7	94	0	0	0	0	0	0
8	96	0	0	0	0	0	0
Total	282	0	0	0	0	0	0



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2018-2019

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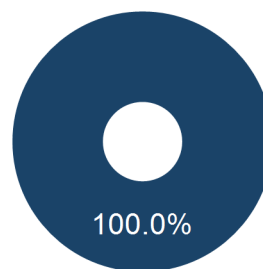
- * Data is not displayed in order to protect student privacy
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Visual and Performing Arts – Course Participation

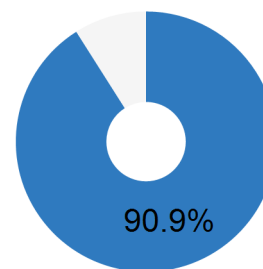
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

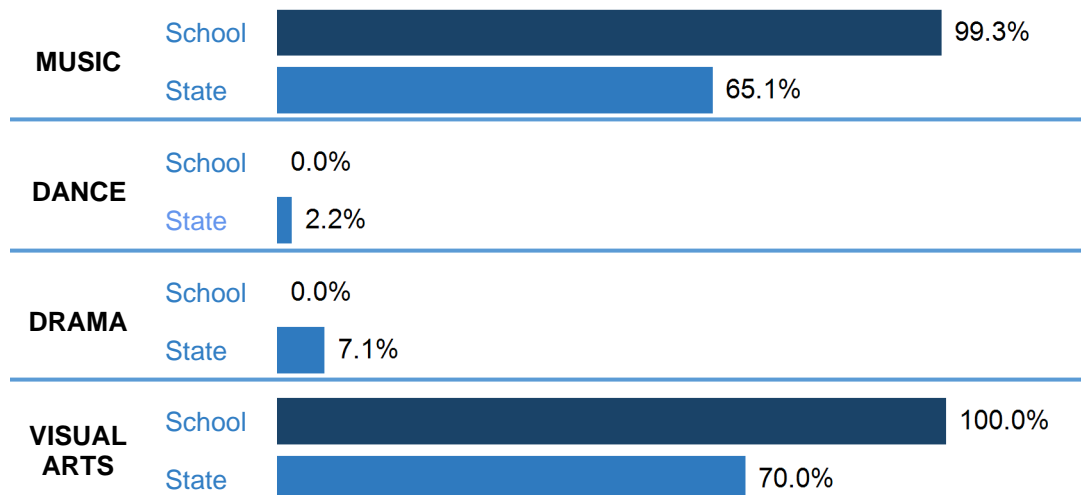


School



State

Students enrolled in one or more classes by discipline:





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

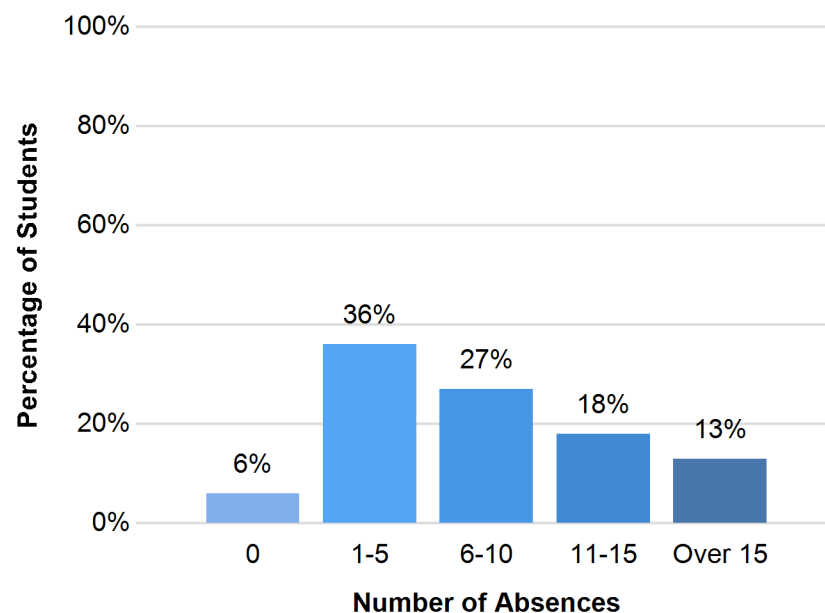
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	74	9.0	9.0	Met
White	4	5.3	9.0	Met
Hispanic	55	9.3	9.0	Not Met
Black or African American	14	11.9	9.0	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.0	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	33	8.2		
Male	41	9.7		
Economically Disadvantaged Students	47	8.9	9.0	Met
Students with Disabilities	21	15.4	9.0	Not Met
English Learners	6	10.9	9.0	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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2018-2019

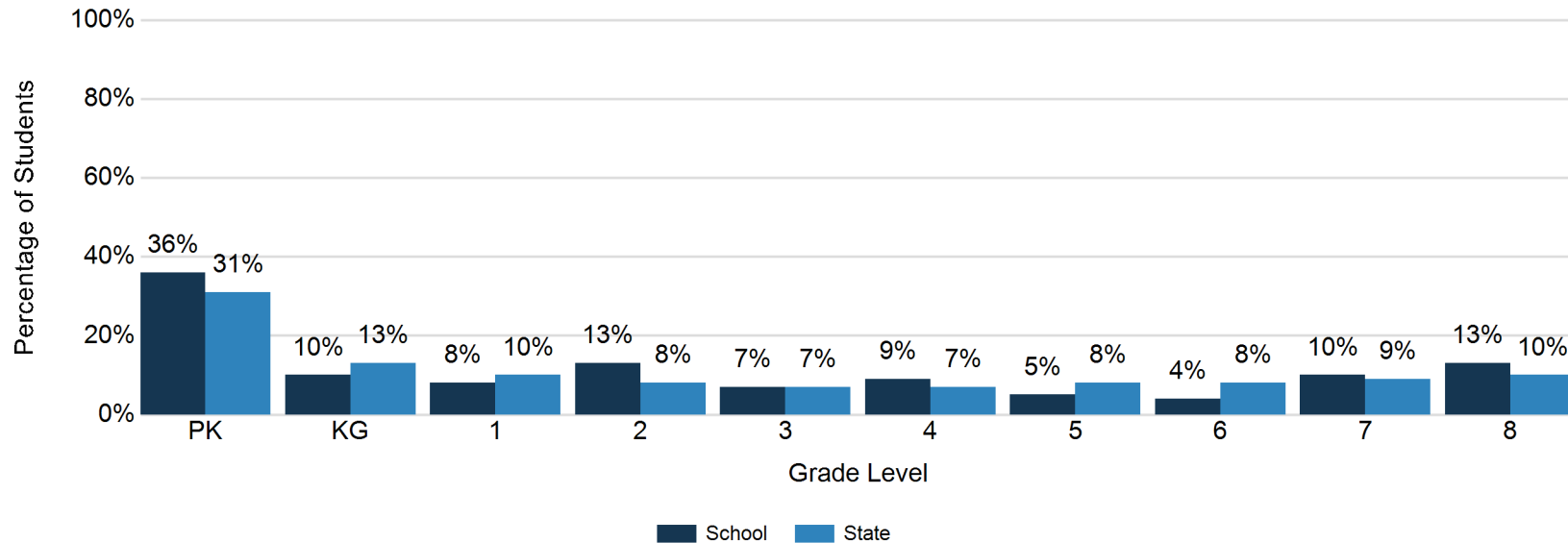
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Chronic Absenteeism by Grade

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. In addition to the 2018-19 data below, NJDOE is required, under *ESSA*, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	20
Total Unique Incidents	20
Incidents Per 100 Students Enrolled	2.24

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	4	4	8
Religion	1	1	2
Ancestry	2	0	2
Gender	3	2	5
Sexual Orientation	3	6	9
Disability	4	3	7
Other	17	5	22
No Identified Nature	0		0

Student Disciplinary Removals

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

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

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

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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	3:10 PM
Length of School Day	6 Hrs 45 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 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 in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	64	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	81.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	5	9,530
Average years experience in public schools	15.8	16.0
Average years experience in district	7.2	12.0
Percentage of Administrators with 4 or more years experience in the district	60.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	14:1	14:1
Students to Administrators	178:1	178:1
Teachers to Administrators	13:1	13:1
Students to Librarians/Media Specialists		892:1
Students to Nurses		N
Students to Counselors		446:1
Students to Child Study Team Members		446:1



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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%	89.1%	60.0%	48.4%	77.1%	54.9%
Male	52.2%	10.9%	40.0%	51.6%	22.9%	45.1%
White	8.9%	85.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	71.9%	7.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.5%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	3.7%	1.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	1.6%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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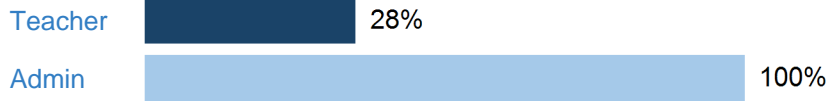
Teachers and Administrators - Level of Education

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	95.4%	90.5%
2017-18 Administrators: Same district 2018-19	80.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.9%



Prospect Park School No. 1

(31-4270-010)

Grades Offered: PK-08

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.4%	33.4%	34.0%
Math Proficiency	20.1%	17.4%	18.0%
ELA Growth	39	42	47
Math Growth	47	40	50
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		61.1%	54.1%
Chronic Absenteeism	9.4%	9.5%	9.0%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- We believe: All children can learn. All children are different. All children need encouragement, kindness, support and love from the community. Children are more capable than they realize.
- Students participate in performances celebrating history, holidays & cultures through the year. They also share with the community events such as a Veterans Breakfast, a Smorgasbord & a science fair.



Mission, Vision, Theme:

The mission of the Prospect Park School District is to develop healthy, alert, informed, responsible, and well balanced human beings who believe in our America Heritage, and are imbued with a true desire and willingness to participate in and actively contribute to our democratic way of life. We also believe that the public school should be a place where principal, teacher, and parent work in unison to insure the successful progress and goal attainment of the child. The school community works together to support students so they are ready for our 21st century future. Profile of a graduate: When We Graduate We Are: Collaborators; Critical Thinkers and Problems Solvers; Adaptable; Continuous Learners; Decision Makers, Emotionally Intelligent.



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Courses, Curriculum, Instruction:

All district curriculum is aligned to the NJ Student Learning Standards. The district is part of the Passaic County Curriculum Consortium and has worked with the consortium to bring engaging, research-based instructional practices to the teachers. Each subject has a textbook series and various online resources to support the curriculum and instruction. The school employs block scheduling in both mathematics and English language arts. Students participate in a variety of activities throughout their instruction including collaborative work such as problem based learning and math talk. Students take part in core academic subjects each day including Social Studies, Mathematics, English Language Arts and Science as well as special areas. Special areas include art, music Spanish, PE, media studies, and makerspace in grades K-5. Our middle school students take part in STEM, PE, maker space, journalism and Independent Research.



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 <p>Before and After School Programs:</p>	<p>The Wayne Boys and Girls Club operates a before and after school program on site. This program affords parents with homework assistance, technology activities and physical recreation. Students take part in structured games and activities. Weather permitting, students are able to go outside to play.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning is at the core of teaching and learning at Prospect Park School. The district partners with William Paterson's Professor in Residence program. The professor encourages professional growth through professional learning communities that are established as well as the assembly program for students focusing on the arts. The district also partners with the Madison Institute Consortium. Both WPU and the Madison Institute offer administrators and teachers monthly workshops on topics that highlight the latest research based trends in education. Throughout the year teachers work together to provide professional development to their peers. This school based leadership practice allows peers to share a variety of instructional techniques and resources. The district partners with a literacy coach to collaborate around our new literacy program Teacher's College Reading and Writing' Workshop. This coach works with our faculty in Japanese Lesson Study to further our math practice</p>



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Student Supports and Services:

Prospect Park employs a full Child Study Team and a dynamic group of special education teachers and aides to work with our special needs students. Students are provided with instruction that is designed to meet their needs in the least restrictive environment possible. We not only deliver instruction through support and replacement courses but also operate five self contained classrooms to serve our multiply disabled, language/learning disabled, autistic, and preschool disabled students. Related services such as occupational therapy, physical therapy, speech, and behavioral supports are delivered in a variety of formats as is appropriate for each applicable student. Through the use of assistive technology and the utilization of data tracking software, student progress is monitored so that modifications can be made to programs and instruction as necessary to see that student progress is consistently showing growth. We offer Community Based Instruction.



Student Health and Wellness:

Students take part in physical education and health 4 times per week. During this time students learn and take part in activities that support their physical, emotional and social health. Additionally, students in grades K-5 have character education classes throughout the year. 2 nurses are part of our school community. Additionally, students participate in daily recess period outside weather permitting or inside the gymnasium. The district offers free breakfast to all of the students which is provided through the community eligibility provision.



Parent and Community Involvement:

There are a variety of ways parents can partner with their children in their education. Parent-teacher conferences & Back to School Night are both excellent ways to peek inside the daily lives of the children. Additionally, Prospect Park has a parent association which provides a variety of fun activities. The district also offers family nights to the students and their families focused on fun learning activities for both children and their families. The Superintendent also hosts breakfasts several times a year which offers the community an open forum to learn about and discuss the variety of opportunities. Parents are also invited throughout the year to various grade level presentations. These presentations showcase student work in science, social studies and other academic areas as well as the performing arts. The district opens its library several times a week for students and their families. Students are provided homework help and are able to use computers and read.



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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>Prospect Park School is one building which houses students in grades prek-3 through 8th grade. The school has a library and a regulation size gymnasium. The building is fully air conditioned. The school has a separate playground area for our early childhood program. The building is well maintained due to the efforts of our hardworking custodial team.</p>
 <p>School Safety:</p>	<p>The safety of our students and staff is our utmost priority. In that light the school district employs a variety of safety measures for our school. The district has a shared service with the Borough of Prospect Park for a full time School Resource Officer at the school. The district also employs a full time School Security Official. The safety team organizes and leads a variety of safety drills monthly and prepares staff and faculty with training in the area of safety. The school has a personalized door system, cameras and monitors visitors closely using technology and safety procedures. Our guidance team and faculty work with students each day to maintain a healthy school climate environment. Our PBIS system is a school-wide positive behavior system that works to create a positive school climate.</p>



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Technology and STEM:

Students are offered a variety of 21st Century experiences. Chromebooks, laptops & desktop computers are available to all students in their classrooms. Technology is infused into the daily lessons using web based programs, such as Mystery Science, Learning A to Z, & Google classroom. This technology allows the teacher to personalize & differentiate learning for students. All classrooms are supported with SMARTBoard technology. Students in ESL & SE have access to tablets to support the individual needs of each student. ALL students have a Media Studies class in grades K-5. This class encourages investigation & creation using technology. In the grades 6-8 students take part in elective classes such as journalism, independent research & STEM which all support the use of technology. Finally, students take part in our newly constructed maker space lab. Students in the K-5 take part in STEM challenges long term problem based projects.



Early Childhood Education:

Prospect Park School offers a preschool program to resident students. We offer a half-day preschool 3 program with morning & afternoon sessions and a full day four year old program. The preschool curriculum, Creative Curriculum, is a comprehensive, child centered and hands on curriculum. Students take part in activities in the various interest areas including, sand & water, library for reading, mathematics, discovery science, art, writing, blocks, dramatic play, music and finally toys and games. Technology is also infused with the use of a SMARTBoard. Students work on everyday life skills as well. Students in our PreK program take part in music and movement to encourage a love and understanding of music as well as healthy moving bodies. The preschool program is funded through local monies and through preschool education aid. Students are accepted on a first come first serve basis. Once all classes are filled, we construct a wait list which is also based on first come first serve.



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Other Information

ELL students are supported in a variety of ways. Students attend daily ESL classes with a certified ESL teacher. In addition, students who qualify will also receive intensive instruction in a smaller environment. Finally, all teachers are trained in Sheltered Instruction. This method of instruction supports English language learners in the regular classrooms. Students in need of additional academic and behavior support are supported in a variety of ways. The district uses Multi Tiered Support Services for both academic and behavior. Students who meet the multiple measures of criteria in English language arts and mathematics are enrolled in our Title 1 program. Students receive additional support in small learning communities in the areas of math and ELA as needed. For students who need additional support in English language arts, students will work with a literacy specialist.