## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## How to use this report:

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


## Navigating through the reports:

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

College and
Career Career Readiness

Bayonne Alternative High School
(17-0220-010)
Grades Offered: 09-12
2018-2019

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## School Contact Information

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

| Type |  |
| :---: | :---: |
| County |  |
| District | Hantact Information |
| Principal Name | Bayonne School District |
| Address | Ms. Kathleen Bingham |
| Phone Number | 669 Avenue A Bayonne, NJ 07002 |
| Email Address | 201-858-5895 |

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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 | 50 | 33 | 29 |
| 10 | 32 | 33 | 42 |
| 11 | 26 | 25 | 32 |
| 12 | 35 | 7 | 20 |
| Total | 143 | 98 | 123 |

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 | $37.1 \%$ | $37.8 \%$ | $36.6 \%$ |
| Male | $62.9 \%$ | $62.2 \%$ | $63.4 \%$ |
| Economically <br> Disadvantaged Students | $62.9 \%$ | $53.1 \%$ | $68.3 \%$ |
| Students with Disabilities | $30.8 \%$ | $29.6 \%$ | $26.0 \%$ |
| English Learners | $1.4 \%$ | $4.1 \%$ | $7.3 \%$ |
| Homeless Students | $1.4 \%$ | $0.0 \%$ | $0.8 \%$ |
| Students in Foster Care | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.0 \%$ | $1.6 \%$ |
| Migrant Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |

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 | 143 | 98 | 123 |
| Shared Time Students | 0 | 0 | 0 |
| Full Time Equivalent | 143 | 98 | 123 |

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 | $31.5 \%$ | $25.5 \%$ | $23.6 \%$ |
| Hispanic | $47.6 \%$ | $50.0 \%$ | $51.2 \%$ |
| Black or African American | $19.6 \%$ | $16.3 \%$ | $18.7 \%$ |
| Asian | $0.7 \%$ | $7.1 \%$ | $3.3 \%$ |
| 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 | $0.7 \%$ | $1.0 \%$ | $3.3 \%$ |

## 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 | $74.8 \%$ |
| Spanish | $16.3 \%$ |
| Arabic | $6.5 \%$ |
| Other Languages | $2.4 \%$ |

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

## ELA Proficiency Rate for Federal Accountability

100

80

60

40

20


## Math Proficiency Rate for Federal Accountability

60

40

20

0
2016-17
2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | N | N | ${ }^{*}$ | N | N | $*$ |
| Proficiency Rate for Federal Accountability | N | N | $*$ | N | N | $*$ |
| Annual Target | N | N | N | N | N | N |
| Met Annual Target? |  |  | N |  | N |  |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^0]
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## English Language Arts Assessment - Participation and Performance


 expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | $\begin{aligned} & \text { Proficiency Rate } \\ & \text { for Federal } \\ & \text { Accountability } \end{aligned}$ | 2018-19 Annual Target | Met 2018-19 Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | * | * | 57.9 | * | N | N |
| White | * | * | * | * | 66.9 | * | ** | ** |
| Hispanic | * | * | * | * | 43.9 | * | N | N |
| Black or African American | * | * | * | 47.1 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 76.9 | 82.9 | N | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | N | N | N | * | 64.4 | N | ** | ** |
| Female | * | * | * | * | 64.8 | * |  |  |
| Male | * | * | * | * | 51.3 | * |  |  |
| Economically Disadvantaged Students | * | * | * | * | 40.0 | * | N | N |
| Non-Economically Disadvantaged Students | * | * | * | * | 67.9 | * |  |  |
| Students with Disabilities | * | * | * | 13.5 | 22.7 | * | ** | ** |
| Students without Disabilities | * | * | * | 66.8 | 65.1 | * |  |  |
| English Learners | N | N | N | * | 29.3 | N | ** | ** |
| Non-English Learners | * | * | * | 61.0 | 60.6 | * |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | 55.2 | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

College and
Career

NJ SCHOOL
PERFORMANCE
REPORT

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## English Language Arts Assessment - Performance Trends

 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
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 751 | 753 | * | * | * | * | * | * | 56\% |
| White | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Hispanic | * | * | * | 737 | * | * | * | * | * | * | 40\% |
| Black or African American | * | * | * | 732 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 771 | 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 | N | N | 740 | 761 | N | N | N | N | N | N | 63\% |
| Female | * | * | * | 760 | * | * | * | * | * | * | 63\% |
| Male | * | * | * | 746 | * | * | * | * | * | * | 49\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 36\% |
| Non-Economically Disadvantaged Students | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 17\% |
| Students without Disabilities | * | * | * | 760 | * | * | * | * | * | * | 63\% |
| English Learners | N | N | 707 | 693 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 720 | N | N | N | N | N | N | 21\% |
| Students in Foster Care | N | N | * | 721 | N | N | N | N | N | N | 22\% |
| Military-Connected Students | * | * | * | 755 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23\% |

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English Language Arts Assessment - Performance by Grade: Grade 10
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | $\begin{array}{\|c\|} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{array}$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 11 | 681 | 762 | 757 | * | * | * | * | * | * | 58\% |
| White | * | * | * | 767 | * | * | * | * | * | * | 67\% |
| Hispanic | * | * | * | 738 | * | * | * | * | * | * | 43\% |
| Black or African American | * | * | * | 733 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 794 | 792 | N | N | N | N | N | N | 84\% |
| American Indian or Alaska Native | N | N | * | 754 | N | N | N | N | N | N | 56\% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65\% |
| Female | * | * | * | 766 | * | * | * | * | * | * | 66\% |
| Male | * | * | * | 749 | * | * | * | * | * | * | 51\% |
| Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 767 | * | * | * | * | * | * | 67\% |
| Students with Disabilities | * | * | * | 711 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | * | 765 | * | * | * | * | * | * | 65\% |
| English Learners | N | N | 689 | 687 | N | N | N | N | N | N | * |
| Non-English Learners | 11 | 681 | 767 | 760 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 32\% |
| Students in Foster Care | N | N | * | 710 | N | N | N | N | N | N | 22\% |
| Military-Connected Students | N | N | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 710 | N | N | N | N | N | N | 10\% |

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## Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for Mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she cores 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 | * | * | * | * | 44.5 | * | N | N |
| White | * | * | * | * | 54.1 | * | ** | ** |
| Hispanic | * | * | * | * | 28.8 | * | N | N |
| Black or African American | * | * | * | 22.7 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | N | N | N | 67.0 | 76.5 | N | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | N | N | N | * | 53.3 | N | ** | ** |
| Female | * | * | * | * | 44.9 | * |  |  |
| Male | * | * | * | * | 44.2 | * |  |  |
| Economically Disadvantaged Students | * | * | * | * | 26.3 | * | N | N |
| Non-Economically Disadvantaged Students | * | * | * | * | 54.9 | * |  |  |
| Students with Disabilities | * | * | * | * | 17.4 | * | ** | ** |
| Students without Disabilities | * | * | * | * | 50.0 | * |  |  |
| English Learners | N | N | N | * | 25.0 | N | ** | ** |
| Non-English Learners | * | * | * | 39.6 | 46.5 | * |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | 46.7 | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

College and
Carper

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

Narrative

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## Mathematics Assessment - Performance Trends

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PERFORMANCE
Bayonne Alternative High School
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## Mathematics Assessment - Performance by Test: Algebra I

 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 | 14 | 702 | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 725 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 761 | 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 | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 14 | 702 | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

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## Mathematics Assessment - Performance by Test: Geometry

 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 732 | 737 | * | * | * | * | * | * | 35\% |
| White | * | * | * | 743 | * | * | * | * | * | * | 43\% |
| Hispanic | * | * | * | 724 | * | * | * | * | * | * | 17\% |
| Black or African American | * | * | * | 720 | * | * | * | * | * | * | 14\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 759 | 762 | N | N | N | N | N | N | 70\% |
| American Indian or Alaska Native | N | N | * | 736 | N | N | N | N | N | N | 37\% |
| Two or More Races | N | N | * | 745 | N | N | N | N | N | N | 46\% |
| Female | * | * | * | 738 | * | * | * | * | * | * | 36\% |
| Male | * | * | * | 736 | * | * | * | * | * | * | 34\% |
| Economically Disadvantaged Students | * | * | * | 722 | * | * | * | * | * | * | 16\% |
| Non-Economically Disadvantaged Students | * | * | * | 743 | * | * | * | * | * | * | 43\% |
| Students with Disabilities | N | N | 706 | 712 | N | N | N | N | N | N | * |
| Students without Disabilities | * | * | * | 741 | * | * | * | * | * | * | * |
| English Learners | N | N | 724 | 708 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | * | 738 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | N | N | * | 713 | N | N | N | N | N | N | * |
| Military-Connected Students | N | N | * | 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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NJ SCHOOL
PERFORMANCE
REPORT REPORT


## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

## Mathematics Assessment - Performance by Test: Algebra II

 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 <br> 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | N | N | 745 | 755 | N | N | N | N | N | N | 58\% |
| White | N | N | 743 | 758 | N | N | N | N | N | N | 62\% |
| Hispanic | N | N | 740 | 731 | N | N | N | N | N | N | 34\% |
| Black or African American | N | N | * | 725 | N | N | N | N | N | N | 27\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 767 | 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 | * | 761 | N | N | N | N | N | N | 65\% |
| Female | N | N | 742 | 752 | N | N | N | N | N | N | 55\% |
| Male | N | N | 748 | 758 | N | N | N | N | N | N | 62\% |
| Economically Disadvantaged Students | N | N | 740 | 729 | N | N | N | N | N | N | 32\% |
| Non-Economically Disadvantaged Students | N | N | 749 | 761 | N | N | N | N | N | N | 65\% |
| Students with Disabilities | N | N | * | 715 | N | N | N | N | N | N | 25\% |
| Students without Disabilities | N | N | * | 756 | N | N | N | N | N | N | 60\% |
| English Learners | N | N | * | 696 | N | N | N | N | N | N | 11\% |
| Non-English Learners | N | N | * | 755 | N | N | N | N | N | N | 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 | * |

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 9 | N | N |
| 10 | N | N |
| 11 | 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | N | N | N |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | N | N | N |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | N | N | N |

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
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 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.

| 100\% |  |
| :---: | :---: |
| 80\% |  |
| 60\% |  |
| 40\% | LEVEL 4 LEVEL 3 LEVEL 2 LEVEL 1 |
| 20\% |  |
| 0\% |  |

## 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 | * | * | * | * |
| White | * | * | * | * |
| Hispanic | * | * | * | * |
| Black or African American | * | * | * | * |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | * |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | * | * | * | * |
| Male | * | * | * | * |
| 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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## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

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

## PSAT, SAT, \& ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. 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 <br> Participation <br> Rate | State <br> Participation <br> Rate |
| :--- | :---: | :---: |
| 10th and 11th graders taking PSAT 10/NMSQT <br> in 2018-19 | N | $84.5 \%$ |
| 12th graders taking SAT in 2018-19 or prior <br> years | N | $72.1 \%$ |
| 12th graders taking ACT in 2018-19 or prior <br> years | N | $19.6 \%$ |

## 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 <br> Average <br> Score | State <br> Average <br> Score | College <br> Readiness <br> Benchmarks | School - <br> Students <br> Scores at or <br> above <br> Benchmark | State - <br> Students <br> Scores at or <br> above <br> Benchmark |
| :--- | :---: | :---: | :---: | :---: | :---: |
| PSAT 10/NMSQT - <br> Reading and Writing | N | 476 | N | $1 \%$ | $61 \%$ |
| PSAT 10/NMSQT - <br> Math | N | 477 | N | $1 \%$ | $43 \%$ |
| SAT - Reading and <br> Writing | N | 539 | N | $1 \%$ | $70 \%$ |
| SAT - Math | N | 541 | N | $1 \%$ | $53 \%$ |
| ACT - Reading | N | 25 | N | $1 \%$ | $66 \%$ |
| ACT - English | N | 24 | N | $1 \%$ | $81 \%$ |
| ACT - Math | N | 24 | N | $1 \%$ | $65 \%$ |
| ACT - Science | N | 24 | N | $1 \%$ | $57 \%$ |

## Bayonne Alternative High School

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2018-2019

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

## AP/IB Coursework - Participation and Performance

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

| Students enrolled in one <br> or more AP or IB course | School | $0.0 \%$ |  |  |
| :--- | :--- | :--- | :--- | :--- |
|  | State |  |  | $35.2 \%$ |
| Students taking one or <br> more AP or IB exam | School | $0.0 \%$ |  |  |
| Students with one or <br> more exams with a score <br> of at least 3 on AP exams <br> or 4 on IB exams | State |  | $29.0 \%$ |  |

## AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
| :--- | :---: | :---: |
| 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.

| Students enrolled in one <br> or more dual enrollment <br> course | School | $0.0 \%$ |  |
| :--- | :--- | :--- | :--- |
|  | State |  | $19.0 \%$ |

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

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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 theNJDOE'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



## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12

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

Demographic

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

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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 theNJDOE's Career and Technical Education website.

## Industry-Valued Credentials

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

## Students Earning Industry-Valued Credentials

| School | $0.0 \%$ |
| :--- | ---: |
| State | $0.9 \%$ |

## Industry-Valued Credentials by Career Cluster

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

| Career Cluster | Students <br> Enrolled <br> in <br> Program | Students <br> Earning at least <br> one Credential | Total <br> credentials <br> earned |
| :--- | :---: | :---: | :---: |
| Total (All Clusters) | 0 | 0 | 0 |

## Bayonne Alternative High School

(17-0220-010)
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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 | N | N | N | N | N | N |  |
| 10 | N | N | N | N | N |  |  |
| 11 | N | N | N | N | N | N |  |
| 12 | N | N | N | N | N | N |  |
| Total | 0 | 0 | 0 | 0 | N |  |  |
| Enrolled in AP/IB Course |  |  |  | N |  |  |  |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | N |  |  |

## 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 <br> Space Science | Environmental <br> Science | Physics | Other Science |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | N | N | N | N | N |  |
| 10 | N | N | N | N |  |  |
| 11 | N | N | N | N | N | N |
| 12 | N | N | N | N | N |  |
| Total | 0 | 0 | 0 | 0 | N | N |
| Enrolled in AP/IB Course | 0 | 0 |  | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

## Bayonne Alternative High School

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

## Social Studies and History - Course Participation

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

| Grade | World History | US History I \& II | Economics | Psychology | Sociology | Other Social <br> Studies or History |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 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 | 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 | N | N | N | N | N | N |  |
| 10 | N | N | N | N | N |  |  |
| 11 | N | N | N | N | N | N |  |
| 12 | N | N | N | N | N |  |  |
| Total | 0 | 0 | 0 | N |  | N |  |
| Enrolled in AP/IB Course | 0 | 0 | 0 | N |  |  |  |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | N |  |  |  |
| Enrolled in Level 3 or Higher | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

## Bayonne Alternative High School

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

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are countec 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 <br> Programming | Computing <br> Systems | Other <br> Computer <br> Science | Networking | Information <br> Systems | Other IT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | N | N | N | N | N |  |
| 10 | N | N | N | N |  |  |
| 11 | N | N | N | N | N | N |
| 12 | N | N | N | N | N | N |
| Total | 0 | 0 | 0 | N | N |  |
| Enrolled in AP/IB Course | 0 |  | 0 |  | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

Climate and Environment

## Bayonne Alternative High School

(17-0220-010)
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2018-2019

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## Seal of Biliteracy

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

| Language | Students Earning a <br> Seal of Biliteracy |
| :---: | :---: |
| Total | 0 |

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## Visual and Performing Arts - Course Participation

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

Grades 9-12:

# Students enrolled in one or more visual and <br> performing arts classes performing arts classes 



Students enrolled in one or more classes by discipline:


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## Bayonne Alternative High School

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2018-2019

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

## Graduation Rate Trends and Progress

 accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 20185 -Year are not provided.

20

## 4-Year Graduation Rate Trends

100

80

60

40

|  | 4-Year Graduation Rate Trends |  |
| :--- | :--- | :--- | :--- |
| 00 |  |  |
| 80 |  |  |
| 60 | $40.0 \%$ |  |
| 40 |  |  |

Cohort 2016 Cohort $2017 \quad$ Cohort 2018

## 5-Year Graduation Rate Trends

100

80

60

40

20
$4038.0 \%$

Cohort 2017 Cohort 2018 Cohort 2019

| Performance Measure | Cohort <br> 2017 <br> $4-Y e a r ~ R a t e ~$ | Cohort <br> 2018 <br> 4-Year Rate | Cohort <br> 2019 <br> $4-$-Year Rate | Cohort <br> 2016 <br> $5-Y e a r ~ R a t e ~$ | Cohort <br> 2017 <br> $5-$-Year Rate | Cohort <br> 2018 <br> $5-Y e a r ~ R a t e ~$ |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate | $40.0 \%$ | $35.6 \%$ | $42.2 \%$ | $38.0 \%$ | $45.8 \%$ | $39.0 \%$ |
| Annual Target | N | N |  | N | $40.9 \%$ |  |
| Met Annual Target? | N | N |  | N | Met Target |  |
| Statewide Graduation Rate | $90.5 \%$ | $90.9 \%$ | $90.6 \%$ | $91.8 \%$ | $92.4 \%$ | $92.5 \%$ |

## Report Key:

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## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

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

## Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 20184 -year rate and the Class of 20175 -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 | 42.2\% | 90.6\% | 39.0\% | 92.5\% | 35.6\% | N | N | 45.8\% | 40.9\% | Met Target |
| White | 50.0\% | 94.9\% | 31.3\% | 95.9\% | 31.3\% | ** | ** | 48.1\% | 46.1\% | Met Target |
| Hispanic | 41.9\% | 84.5\% | 48.5\% | 87.3\% | 41.7\% | N | N | 40.0\% | 32.0\% | Met Target |
| Black or African American | * | 83.3\% | * | 87.1\% | * | ** | ** | 50.0\% | ** | ** |
| Asian, Native Hawaiian or Pacific Islander | * | 96.9\% | * | 97.8\% | * | ** | ** | 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\% | * | 94.2\% | * | ** | ** | N | N | N |
| Female | 50.0\% | 92.8\% | 50.0\% | 94.4\% | 50.0\% |  |  | 50.0\% |  |  |
| Male | 35.3\% | 88.5\% | 32.4\% | 90.8\% | 27.0\% |  |  | 42.9\% |  |  |
| Economically Disadvantaged Students | 45.7\% | 84.0\% | 38.0\% | 87.3\% | 34.7\% | N | N | 50.0\% | 43.2\% | Met Target |
| Students with Disabilities | * | 79.2\% | 31.3\% | 83.8\% | 27.8\% | ** | ** | 26.7\% | ** | ** |
| English Learners | * | 75.4\% | * | 80.1\% | * | ** | ** | * | ** | ** |
| Homeless Students | N | 74.6\% | * | 78.3\% | N |  |  | N |  |  |
| Students in Foster Care | N | 57.6\% | N | 82.5\% | N |  |  | N |  |  |
| Migrant Students | N | 83.3\% | N | 85.0\% | N |  |  | N |  |  |

## Bayonne Alternative High School

(17-0220-010)
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 <br> Pathway |
| :--- | :---: | :---: |
| Statewide Assessment | $40.7 \%$ | $25.9 \%$ |
| Substitute Competency Test | $25.9 \%$ | $29.6 \%$ |
| Portfolio Appeals Process | $25.9 \%$ | $37.0 \%$ |
| Alternate Requirements specified in IEP | $0.0 \%$ | $0.0 \%$ |
| Unknown | $7.4 \%$ | $7.4 \%$ |

## 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 <br> Rate | State Rate |
| :---: | :---: | :---: |
| $2018-2019$ | $16.3 \%$ | $1.2 \%$ |
| $2017-2018$ | $23.5 \%$ | $1.2 \%$ |
| $2016-2017$ | $23.1 \%$ | $1.1 \%$ |

College and

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

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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


## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

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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 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 | $\begin{array}{c}\text { \% Enrolled } \\ \text { in Any } \\ \text { Institution }\end{array}$ |
| :--- | :---: | :---: | :---: |
| \% Enrolled |  |
| in 2-Year |  |
| Institution |  | \(\left.\begin{array}{c}\% Enrolled <br>

in 4-Year <br>
Institution\end{array}\right]\)

## 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 instate 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-ofState Institution |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Statewide | 77.8\% | 30.9\% | 69.1\% | 72.9\% | 27.1\% | 65.5\% | 34.5\% |
| Schoolwide | 19.2\% | 80\% | 20\% | 100\% | 0\% | 80\% | 20\% |
| White | * | * | * | * | * | * | * |
| Hispanic | 20\% | 66.7\% | 33.3\% | 100\% | 0\% | 66.7\% | 33.3\% |
| Black or African American | * | * | * | * | * | * | * |
| 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 | 17.6\% | 66.7\% | 33.3\% | 100\% | 0\% | 66.7\% | 33.3\% |
| Students with Disabilities | * | * | * | * | * | * | * |
| English Learners | N | N | N | N | N | N | N |

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

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

## Chronic Absenteeism

This table shows the number and percentage of students in grades $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | ${ }^{*}$ | ${ }^{*}$ | 14.2 | Not Met |
| White | ${ }^{*}$ | ${ }^{*}$ | 14.2 | Not Met |
| Hispanic | ${ }^{*}$ | ${ }^{*}$ | 14.2 | Not Met |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Asian, Native Hawaiian, or Pacific | N | N | N | ${ }^{* *}$ |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Female | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Male | ${ }^{*}$ | ${ }^{*}$ | 14.2 | Not Met |
| Economically Disadvantaged Students | N | N | N | N |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| English Learners | N | N |  |  |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students |  |  |  |  |

## Days Absent

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


College and

Per-Pupil Expenditures
Accountability

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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.


## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12 2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
| :--- | :---: |
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 1 |
| Substances | 5 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 5.69 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | N | N | N |
| Religion | N | N | N |
| Ancestry | N | N | N |
| Gender | N | N | N |
| Sexual Orientation | N | N | N |
| Disability | N | N | N |
| Other | N | N | N |
| No Identified Nature | N |  | N |

## Police Notifications

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 1 |
| 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | $*$ | $*$ |



College and

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Bayonne Alternative High School
(17-0220-010)
Grades Offered: 09-12
2018-2019

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## 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

NJ SCHOOL
PERFORMANCE

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | N | 118,214 |
| Average years experience in <br> public schools | N | 12.1 |
| Average years experience in <br> district | N | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | N | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | N | $14: 1$ |
| Students to Administrators | N | $223: 1$ |
| Teachers to Administrators | N | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | N | N | N | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | N | N | N | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | N | N | N | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | N | N | N | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Asian | N | N | N | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |

College and

Per-Pupil Expenditures

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$$

## Bayonne Alternative High School

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## Teachers and Administrators - Level of Education

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

## Bachelor's Degree

Teacher N
Admin N/A

## Master's Degree

Teacher N
Admin N

## Doctoral Degree

Teacher N
Admin $\quad \mathrm{N}$

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $*$ |

College and

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## Bayonne Alternative High School

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Grades Offered: 09-12
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.

## Bayonne Alternative High School

(17-0220-010)
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

Bayonne Alternative High School
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2018-2019

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | N | N | ${ }^{*}$ |
| Math Proficiency | N | N | ${ }^{*}$ |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| $4-$ Year Graduation Rate $\dagger$ | $40.0 \%$ | $35.6 \%$ | $42.2 \%$ |
| $5-$ Year Graduation Rate $\dagger$ | $38.0 \%$ | $45.8 \%$ | $39.0 \%$ |
| Progress toward English Language Proficiency |  | N | N |
| Chronic Absenteeism | N | N | ${ }^{*}$ |

[^1]College and

NJ SCHOOL
PERFORMANCE
REPORT

## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

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

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

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

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

NJ SCHOOL
PERFORMANCE
REPORT

## Bayonne Alternative High School

(17-0220-010)
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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | 4-Year Graduation Rate: Met Annual Target | 5-Year Graduation Rate: Met Annual Target | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | N | N | N | Met Target | N | Not Met | No |
| White | ** | ** | ** | Met Target | n/a | Not Met | No |
| Hispanic | N | N | N | Met Target | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | ** | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | ** | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | N | N | N | Met Target | n/a | Not Met | No |
| Students with Disabilities | ** | ** | ** | ** | n/a | ** | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

[^2]
## Bayonne Alternative High School

(17-0220-010)
Grades Offered: 09-12
2018-2019

## Report Key:

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## School Narrative

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

No narrative was submitted.

## 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:

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## Report Key:

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. Richard Baccarella |
| Address | 669 AVENUE A BAYONNE, NJ 07002 |
| Phone Number | $201-858-5900$ |
| Email Address | $\underline{\text { rbaccarella@bboed.org }}$ |
| Website | $\underline{\mathrm{https}: / / \mathrm{www.bboed.org}}$ |
| Facebook | $\underline{\mathrm{https}: / / \mathrm{www.facebook.com/bboed/}}$ |
| Twitter | $\underline{\mathrm{https}: / / t w i t t e r . c o m / B a y o n n e H i g h ~}$ |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## Report Key:

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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 | 638 | 627 | 568 |
| 10 | 616 | 620 | 576 |
| 11 | 568 | 575 | 545 |
| 12 | 541 | 537 | 563 |
| Total | 2,363 | 2,359 | 2,252 |

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $51.6 \%$ | $51.5 \%$ | $50.8 \%$ |
| Male | $48.4 \%$ | $48.5 \%$ | $49.2 \%$ |
| Economically <br> Disadvantaged Students | $55.7 \%$ | $53.5 \%$ | $53.7 \%$ |
| Students with Disabilities | $12.7 \%$ | $13.3 \%$ | $13.9 \%$ |
| English Learners | $4.6 \%$ | $6.5 \%$ | $6.3 \%$ |
| Homeless Students | $0.3 \%$ | $0.2 \%$ | $0.2 \%$ |
| Students in Foster Care | $0.4 \%$ | $0.1 \%$ | $0.2 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.5 \%$ | $0.6 \%$ |
| Migrant Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

| Enrollment Status | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Full Time Students | 2,205 | 2,159 | 2,066 |
| Shared Time Students | 319 | 398 | 369 |
| Full Time Equivalent | 2,365 | 2,358 | 2,251 |

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 | $42.1 \%$ | $41.8 \%$ | $40.3 \%$ |
| Hispanic | $37.4 \%$ | $37.7 \%$ | $39.0 \%$ |
| Black or African American | $9.7 \%$ | $9.8 \%$ | $10.2 \%$ |
| Asian | $8.9 \%$ | $8.8 \%$ | $8.3 \%$ |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.3 \%$ | $0.2 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $1.6 \%$ | $1.7 \%$ | $2.0 \%$ |

## 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 | $61.6 \%$ |
| Spanish | $17.7 \%$ |
| Arabic | $13.9 \%$ |
| Urdu | $1.4 \%$ |
| Filipino | $1.0 \%$ |
| Other Languages | $4.4 \%$ |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
Report Key:

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.
ELA Proficiency Rate for Federal Accountability
100
80
60

[^3]
## 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 | 1158 | 98.6 | 62.5 | * | 57.9 | 62.5 | 54.9 | Met Target |
| White | 439 | 98.7 | 68.8 | * | 66.9 | 68.8 | 61 | Met Target |
| Hispanic | 489 | 98.6 | 57.1 | * | 43.9 | 57.1 | 47.4 | Met Target |
| Black or African American | 112 | 97.5 | 49.1 | 47.1 | 38.5 | 49.1 | 46.3 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 85 | 100.0 | 80.0 | 76.9 | 82.9 | 80.0 | 67.1 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | 57.3 | Met Target |
| Female | 583 | 98.7 | 69.3 | * | 64.8 | 69.3 |  |  |
| Male | 575 | 98.5 | 55.7 | * | 51.3 | 55.7 |  |  |
| Economically Disadvantaged Students | 653 | 98.0 | 56.4 | * | 40.0 | 56.4 | 49.9 | Met Target |
| Non-Economically Disadvantaged Students | 505 | 99.4 | 70.5 | * | 67.9 | 70.5 |  |  |
| Students with Disabilities | 178 | 97.3 | 20.8 | 13.5 | 22.7 | 20.8 | 20.2 | Met Target |
| Students without Disabilities | 980 | 98.8 | 70.1 | 66.8 | 65.1 | 70.1 |  |  |
| English Learners | 126 | 99.2 | 19.0 | * | 29.3 | 19.0 | 25 | Not Met |
| Non-English Learners | 1032 | 98.5 | 67.8 | 61.0 | 60.6 | 67.8 |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | * | * | * | * | 27.6 | * |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12 2018-2019

Report Key:

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Bayonne High School

(17-0220-020)
Grades Offered: 09-12 2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 9
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 582 | 752 | 751 | 753 | 11\% | 10\% | 22\% | 41\% | 15\% | 57\% | 56\% |
| White | 212 | 761 | * | 762 | 6\% | 9\% | 19\% | 46\% | 20\% | 66\% | 65\% |
| Hispanic | 253 | 746 | * | 737 | 17\% | 9\% | 21\% | 41\% | 12\% | 53\% | 40\% |
| Black or African American | 62 | 738 | * | 732 | * | * | 32\% | * | * | 39\% | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 36 | 771 | 771 | 783 | * | * | * | 36\% | 31\% | 67\% | 84\% |
| American Indian or Alaska Native | N | N | N | 754 | N | N | N | N | N | N | 57\% |
| Two or More Races | 19 | 740 | 740 | 761 | * | * | * | * | * | 32\% | 63\% |
| Female | 277 | 761 | * | 760 | 6\% | 9\% | 20\% | 44\% | 21\% | 65\% | 63\% |
| Male | 305 | 744 | * | 746 | 16\% | 11\% | 24\% | 39\% | 10\% | 49\% | 49\% |
| Economically Disadvantaged Students | 341 | 746 | * | 734 | 16\% | 12\% | 21\% | 39\% | 13\% | 52\% | 36\% |
| Non-Economically Disadvantaged Students | 241 | 760 | * | 762 | 5\% | 7\% | 25\% | 45\% | 18\% | 63\% | 65\% |
| Students with Disabilities | 94 | 707 | * | 717 | 46\% | 21\% | 21\% | * | * | 12\% | 17\% |
| Students without Disabilities | 488 | 761 | * | 760 | 5\% | 8\% | 23\% | * | * | 65\% | 63\% |
| English Learners | 42 | 707 | 707 | 693 | * | * | * | * | * | * | * |
| Non-English Learners | 540 | 756 | * | 755 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 21\% |
| Students in Foster Care | * | * | * | 721 | * | * | * | * | * | * | 22\% |
| Military-Connected Students | * | * | * | 755 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 715 | N | N | N | N | N | N | 23\% |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 10
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 588 | 764 | 762 | 757 | 12\% | 8\% | 13\% | 39\% | 29\% | 67\% | 58\% |
| White | 231 | 770 | * | 767 | 8\% | 9\% | 13\% | 42\% | 29\% | 71\% | 67\% |
| Hispanic | 239 | 754 | * | 738 | 18\% | 8\% | 14\% | 37\% | 24\% | 61\% | 43\% |
| Black or African American | 53 | 746 | * | 733 | 19\% | * | * | * | * | 55\% | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 50 | 794 | 794 | 792 | 0\% | * | * | 30\% | 56\% | 86\% | 84\% |
| American Indian or Alaska Native | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Two or More Races | * | * | * | 766 | * | * | * | * | * | * | 65\% |
| Female | 312 | 770 | * | 766 | 9\% | 6\% | 13\% | 39\% | 33\% | 72\% | 66\% |
| Male | 276 | 756 | * | 749 | 16\% | 10\% | 13\% | 38\% | 24\% | 61\% | 51\% |
| Economically Disadvantaged Students | 320 | 752 | * | 735 | 18\% | 10\% | 13\% | 38\% | 22\% | 59\% | 40\% |
| Non-Economically Disadvantaged Students | 268 | 777 | * | 767 | 5\% | 6\% | 12\% | 40\% | 37\% | 77\% | 67\% |
| Students with Disabilities | 74 | 710 | * | 711 | 46\% | 23\% | * | * | * | 24\% | 19\% |
| Students without Disabilities | 514 | 771 | * | 765 | 7\% | 6\% | * | * | * | 73\% | 65\% |
| English Learners | 39 | 689 | 689 | 687 | * | * | * | * | * | * | * |
| Non-English Learners | 549 | 769 | 767 | 760 | * | * | * | * | * | * | * |
| Homeless Students | N | N | N | 723 | N | N | N | N | N | N | 32\% |
| Students in Foster Care | * | * | * | 710 | * | * | * | * | * | * | 22\% |
| Military-Connected Students | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 710 | N | N | N | N | N | N | 10\% |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12 2018-2019

## Report Key:

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## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 1175 | 98.0 | 28.9 | * | 44.5 | 28.9 | 30.5 | Met Targett |
| White | 442 | 97.8 | 33.5 | * | 54.1 | 33.5 | 34.9 | Met Targett |
| Hispanic | 500 | 98.3 | 22.8 | * | 28.8 | 22.8 | 25 | Met Targett |
| Black or African American | 116 | 97.6 | 16.4 | 22.7 | 23.0 | 16.4 | 20.2 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 85 | 98.9 | 58.8 | 67.0 | 76.5 | 58.8 | 46 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | 20.9 | Met Target |
| Female | 592 | 98.1 | 28.0 | * | 44.9 | 28.0 |  |  |
| Male | 583 | 97.9 | 29.7 | * | 44.2 | 29.7 |  |  |
| Economically Disadvantaged Students | 661 | 97.3 | 25.9 | * | 26.3 | 25.9 | 27.6 | Met Targett |
| Non-Economically Disadvantaged Students | 514 | 98.9 | 32.7 | * | 54.9 | 32.7 |  |  |
| Students with Disabilities | 180 | 94.8 | * | * | 17.4 | * | 10.3 | Not Met |
| Students without Disabilities | 995 | 98.5 | * | * | 50.0 | * |  |  |
| English Learners | 122 | 97.7 | 16.4 | * | 25.0 | 16.4 | 31.8 | Not Met |
| Non-English Learners | 1053 | 98.0 | 30.3 | 39.6 | 46.5 | 30.3 |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | * | * | * | * | 17.1 | * |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

College and

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

(17-0220-020)
Grades Offered: 09-12 2018-2019

Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Mathematics Assessment - Performance Trends
 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Report Key:

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


## Bayonne High School

(17-0220-020)
Grades Offered: 09-12 2018-2019

## 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 | 612 | 730 | 737 | 744 | 12\% | 33\% | 31\% | * | * | 24\% | 42\% |
| White | 203 | 736 | 746 | 752 | 9\% | 24\% | 35\% | 32\% | 0\% | 32\% | 53\% |
| Hispanic | 288 | 726 | 728 | 728 | 16\% | 36\% | 27\% | 21\% | 0\% | 21\% | 24\% |
| Black or African American | 67 | 724 | 725 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | 33 | 748 | 761 | 775 | * | * | 33\% | * | * | 39\% | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | 21 | 722 | 731 | 752 | * | 48\% | * | * | * | * | 51\% |
| Female | 301 | 731 | 740 | 745 | 10\% | 30\% | 37\% | * | * | 24\% | 44\% |
| Male | 311 | 728 | 733 | 743 | 14\% | 36\% | 26\% | * | * | 24\% | 41\% |
| Economically Disadvantaged Students | 362 | 729 | 733 | 727 | 14\% | 33\% | 30\% | * | * | 23\% | 23\% |
| Non-Economically Disadvantaged Students | 250 | 732 | 742 | 752 | 10\% | 32\% | 34\% | * | * | 25\% | 52\% |
| Students with Disabilities | 98 | 707 | * | 717 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | 514 | 734 | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | 57 | 718 | 718 | 710 | 30\% | 32\% | 26\% | * | * | 12\% | * |
| Non-English Learners | 555 | 731 | 738 | 745 | 10\% | 33\% | 32\% | * | * | 25\% | * |
| Homeless Students | * | * | * | 718 | * | * | * | * | * | * | 14\% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 11\% |
| Military-Connected Students | * | * | * | 744 | * | * | * | * | * | * | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Report Key:

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


## Mathematics Assessment - Performance by Test: Geometry

 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 <br> 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | $\%$ of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 391 | 732 | 732 | 737 | 11\% | 27\% | 35\% | 24\% | 4\% | 28\% | 35\% |
| White | 156 | 736 | * | 743 | * | 30\% | 33\% | * | * | 32\% | 43\% |
| Hispanic | 158 | 727 | * | 724 | 14\% | 27\% | 41\% | 19\% | 0\% | 19\% | 17\% |
| Black or African American | 41 | 719 | * | 720 | 24\% | 34\% | 27\% | * | * | 15\% | 14\% |
| Asian, Native Hawaiian, or Pacific Islander | 26 | 759 | 759 | 762 | * | * | * | * | * | 73\% | 70\% |
| American Indian or Alaska Native | * | * | * | 736 | * | * | * | * | * | * | 37\% |
| Two or More Races | * | * | * | 745 | * | * | * | * | * | * | 46\% |
| Female | 194 | 734 | * | 738 | 7\% | 27\% | 38\% | * | * | 28\% | 36\% |
| Male | 197 | 731 | * | 736 | 14\% | 27\% | 31\% | * | * | 28\% | 34\% |
| Economically Disadvantaged Students | 220 | 728 | * | 722 | 14\% | 30\% | 33\% | * | * | 23\% | 16\% |
| Non-Economically Disadvantaged Students | 171 | 738 | * | 743 | 6\% | 23\% | 36\% | * | * | 35\% | 43\% |
| Students with Disabilities | 63 | 706 | 706 | 712 | * | * | * | * | * | * | * |
| Students without Disabilities | 328 | 738 | * | 741 | * | * | * | * | * | * | * |
| English Learners | 18 | 724 | 724 | 708 | * | 56\% | * | * | * | 17\% | * |
| Non-English Learners | 373 | 733 | * | 738 | * | 25\% | * | * | * | 28\% | * |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | * |
| Students in Foster Care | * | * | * | 713 | * | * | * | * | * | * | * |
| Military-Connected Students | * | * | * | 739 | * | * | * | * | * | * | 35\% |
| Migrant Students | N | N | N | 711 | N | N | N | N | N | N | 19\% |

## Report Key:

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra II

 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 <br> 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | $\%$ of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 184 | 745 | 745 | 755 | 19\% | 10\% | 26\% | 38\% | 7\% | 45\% | 58\% |
| White | 85 | 743 | 743 | 758 | 18\% | * | 32\% | * | * | 40\% | 62\% |
| Hispanic | 58 | 740 | 740 | 731 | 26\% | * | 28\% | * | * | 41\% | 34\% |
| Black or African American | * | * | * | 725 | * | * | * | * | * | * | 27\% |
| Asian, Native Hawaiian, or Pacific Islander | 28 | 767 | 767 | 777 | * | * | * | * | * | 64\% | 80\% |
| American Indian or Alaska Native | N | N | N | 753 | N | N | N | N | N | N | 55\% |
| Two or More Races | * | * | * | 761 | * | * | * | * | * | * | 65\% |
| Female | 102 | 742 | 742 | 752 | 19\% | * | 28\% | * | * | 40\% | 55\% |
| Male | 82 | 748 | 748 | 758 | 20\% | * | 23\% | * | * | 50\% | 62\% |
| Economically Disadvantaged Students | 85 | 740 | 740 | 729 | 20\% | * | 25\% | * | * | 41\% | 32\% |
| Non-Economically Disadvantaged Students | 99 | 749 | 749 | 761 | 18\% | * | 27\% | * | * | 47\% | 65\% |
| Students with Disabilities | * | * | * | 715 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | * | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | * | 696 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | * | 755 | * | * | * | * | * | * | 59\% |
| Homeless Students | N | N | N | 717 | N | N | N | N | N | N | 23\% |
| Students in Foster Care | N | N | N | 715 | N | N | N | N | N | N | 14\% |
| Military-Connected Students | N | N | N | 742 | N | N | N | N | N | N | 39\% |
| Migrant Students | N | N | N | * | N | N | N | N | N | N | * |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## Report Key:

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N No Data is available to display
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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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 9 | N | N |
| 10 | N | N |
| 11 | 14 | 14 |

## 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | $32.1 \%$ | $40.9 \%$ | Met Targett |

## $\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 66 | $*$ | $*$ |
| $3-4$ | 38 | $*$ | $*$ |
| 5 or more | 14 | $*$ | $*$ |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## Report Key:

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

## NJSLA Science Assessment: Grade 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 | 53 | 29 | 14 | 3 |
| White | 46 | 33 | 18 | 3 |
| Hispanic | 64 | 24 | 8 | 3 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 30 | 36 | 26 | 8 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{\star}$ |
| Female | 51 | 33 | 14 | 2 |
| Male | 56 | 25 | 15 | 5 |
| Economically Disadvantaged Students | 61 | 26 | 11 | 2 |
| Non-Economically Disadvantaged Students | 45 | 33 | 18 | 5 |
| Students with Disabilities | 87 | 11 | 1 | 0 |
| Students without Disabilities | 48 | 32 | 16 | 4 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Military-Connected Students | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## Report Key:

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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 in2018-19. 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 <br> Participation <br> Rate | State <br> Participation <br> Rate |
| :--- | :---: | :---: |
| 10th and 11th graders taking PSAT 10/NMSQT <br> in 2018-19 | $98.5 \%$ | $84.5 \%$ |
| 12th graders taking SAT in 2018-19 or prior <br> years | $85.2 \%$ | $72.1 \%$ |
| 12th graders taking ACT in 2018-19 or prior <br> years | $4.4 \%$ | $19.6 \%$ |

## 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 <br> Average <br> Score | State <br> Average <br> Score | College <br> Readiness <br> Benchmarks | School - <br> Students <br> Scores at or <br> above <br> Benchmark | State - <br> Students <br> Scores at or <br> above <br> Benchmark |
| :--- | :---: | :---: | :---: | :---: | :---: |
| PSAT 10/NMSQT - <br> Reading and Writing | 446 | 476 | Grade 10: 430 <br> Grade 11: 460 | $48 \%$ | $61 \%$ |
| PSAT 10/NMSQT - <br> Math | 443 | 477 | Grade 10: 480 <br> Grade 11: 510 | $26 \%$ | $43 \%$ |
| SAT - Reading and <br> Writing | 496 | 539 | 480 | $58 \%$ | $70 \%$ |
| SAT - Math | 500 | 541 | 530 | $35 \%$ | $53 \%$ |
| ACT - Reading | 21 | 25 | 22 | $44 \%$ | $66 \%$ |
| ACT - English | 19 | 24 | 18 | $64 \%$ | $81 \%$ |
| ACT - Math | 20 | 24 | 22 | $40 \%$ | $65 \%$ |
| ACT - Science | 21 | 24 | 23 | $24 \%$ | $57 \%$ |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## Report Key:

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

## AP/IB Coursework - Participation and Performance

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


## Dual Enrollment Coursework - Participation

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

## AP/ IB Courses Offered

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

| AP/IB Course | Students Enrolled | Students Tested |
| :--- | :---: | :---: |
| AP Biology | 13 | 12 |
| AP Calculus AB | 60 | 59 |
| AP Calculus BC | 18 | 18 |
| AP Chemistry | 18 | 17 |
| AP Chinese Language and Culture | 0 | 1 |
| AP Computer Science A | 21 | 12 |
| AP Computer Science Principles | 0 | 13 |
| AP English Language and Composition | 39 | 38 |
| AP English Literature and Composition | 18 | 38 |
| AP European History | 0 | 18 |
| AP French Language and Culture | 11 | 4 |
| AP Human Geography | 0 | 11 |
| AP Macroeconomics | 11 | 11 |
| AP Microeconomics | 6 | 11 |
| AP Music Theory | 0 | 6 |
| AP Physics 1 |  | 22 |

College and

Per-Pupil Expenditures
Accountability
Narrative

Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
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Bayonne High School
(17-0220-020)
Grades Offered: 09-12 2018-2019

| AP/B Course | Students Enrolled | Students Tested |
| :--- | :---: | :---: |
| AP Physics 2 | 0 | 10 |
| AP Physics C: Mechanics | 0 | 1 |
| AP Psychology | 28 | 27 |
| AP Spanish Language | 0 | 6 |
| AP Statistics | 11 | 11 |
| AP U.S. Government and Politics | 7 | 7 |
| AP U.S. History | 94 | 47 |
| Total Exams taken |  | 400 |
| Exams with scores of at least 3 on AP exams or 4 on <br> Bexams |  | 190 |

## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

## Report Key:

* Data is not displayed in order to protect student privacy
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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 theNJDOE'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)

$$
2.2 \%
$$

State
7.7\%

## 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



## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

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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 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: <br> \% CTE <br> Participants | School: <br> \% CTE <br> Concentrators | State: <br> \% CTE <br> Participants | State: <br> \% CTE <br> Concentrators |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | $2.2 \%$ | $6.0 \%$ | $7.7 \%$ | $10.3 \%$ |
| White | $1.6 \%$ | $5.8 \%$ | $6.1 \%$ | $9.6 \%$ |
| Hispanic | $2.8 \%$ | $6.7 \%$ | $10.3 \%$ | $11.3 \%$ |
| Black or African American | ${ }^{*}$ | $5.5 \%$ | $9.0 \%$ | $11.2 \%$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | $5.8 \%$ | $9.3 \%$ |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | $10.3 \%$ | $12.7 \%$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | $6.8 \%$ | $12.1 \%$ |
| Female | $1.6 \%$ | $5.0 \%$ | $7.3 \%$ | $10.6 \%$ |
| Male | $2.9 \%$ | $6.9 \%$ | $8.0 \%$ | $10.1 \%$ |
| Economically Disadvantaged Students | $2.8 \%$ | $5.9 \%$ | $10.4 \%$ | $11.8 \%$ |
| Students with Disabilities | $5.1 \%$ | $9.0 \%$ | $6.6 \%$ | $9.2 \%$ |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | $8.7 \%$ | $3.2 \%$ |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ | $8.1 \%$ | $6.6 \%$ |
| Students In Foster Care | ${ }^{*}$ | ${ }^{*}$ | $6.4 \%$ | $5.0 \%$ |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | $9.7 \%$ | $13.3 \%$ |
| Migrant Students | N | N | $10.4 \%$ | ${ }^{*}$ |

Bayonne High School
(17-0220-020)
Grades Offered: 09-12

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 theNJDOE's Career and Technical Education website.

## Industry-Valued Credentials

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

## Students Earning Industry-Valued Credentials

| School | $0.0 \%$ |
| :--- | ---: |
| State | $0.9 \%$ |

## Industry-Valued Credentials by Career Cluster

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

| Career Cluster | Students <br> Enrolled <br> in <br> Program | Students <br> Earning at least <br> one Credential | Total <br> credentials <br> earned |
| :--- | :---: | :---: | :---: |
| Architecture \& Construction | 222 |  |  |
| Human Services | 147 |  |  |
| Total (All Clusters) | 369 | 0 | 0 |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12 2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 539 | 79 | 5 | 0 | 0 | 0 | 10 |
| 10 | 30 | 416 | 180 | 2 | 0 | 0 | 30 |
| 11 | 1 | 45 | 368 | 138 | 22 | 3 | 43 |
| 12 | 2 | 10 | 76 | 101 | 56 | 72 | 152 |
| Total | 572 | 550 | 629 | 241 | 78 | 75 | 235 |
| Enrolled in AP/IB Course |  |  |  |  | 78 | 11 | 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 <br> Space Science | Environmental <br> Science | Physics | Other Science |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 604 | 30 | 0 | 5 | 2 |  |
| 10 | 40 | 572 | 0 | 23 | 13 | 10 |
| 11 | 10 | 76 | 0 | 310 | 215 | 34 |
| 12 | 11 | 31 | 0 | 113 | 63 | 83 |
| Total | 665 | 709 | 0 | 451 | 293 | 136 |
| Enrolled in AP/IB Course | 13 | 18 |  | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

Bayonne High School
(17-0220-020)
Grades Offered: 09-12
2018-2019

## Report Key:

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N No Data is available to display
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Information about New Jersey Student Learning Standards can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

## Social Studies and History - Course Participation

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

| Grade | World History | US History I \& II | Economics | Psychology | Sociology | Other Social <br> Studies or History |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 597 | 40 | 4 | 0 | 0 |  |
| 10 | 40 | 602 | 1 | 1 |  |  |
| 11 | 30 | 569 | 26 | 34 | 2 | 14 |
| 12 | 7 | 133 | 91 | 135 | 59 | 35 |
| Total | 674 | 1344 | 122 | 170 | 75 | 140 |
| Enrolled in AP/IB Course | 0 | 94 | 11 | 28 |  |  |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 35 |

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 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 390 | 74 | 56 | 23 | 0 | 0 |
| 10 | 393 | 70 | 96 | 21 | 0 | 0 |
| 11 | 222 | 41 | 17 | 45 | 0 | 0 |
| 12 | 106 | 15 | 9 | 26 | 0 | 0 |
| Total | 1111 | 200 | 178 | 115 | 0 | 0 |
| Enrolled in AP/IB Course | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in Level 3 or Higher | 209 | 33 | 0 | 69 | 0 | 0 |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## Report Key:

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$\dagger$ This indicates a table specific note, see note below table

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

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are countec 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 <br> Programming | Computing <br> Systems | Other <br> Computer <br> Science | Networking | Information <br> Systems | Other IT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 9 | 10 | 0 | 0 | 0 | 0 | 0 |
| 10 | 9 | 0 | 0 | 0 | 0 | 0 |
| 11 | 32 | 0 | 0 | 0 | 0 | 0 |
| 12 | 43 | 0 | 0 | 0 | 0 | 0 |
| Total | 94 | 0 | 0 | 0 | 0 | 0 |
| Enrolled in AP/IB Course | 21 |  | 0 |  | 0 |  |
| Enrolled in Dual Enrollment Course | 0 | 0 | 0 | 0 | 0 | 0 |

College and

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12

## 2018-2019

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## Seal of Biliteracy

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

| Language | Students Earning a <br> Seal of Biliteracy |
| :---: | :---: |
| Total | 0 |

## Bayonne High School

(17-0220-020)
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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: <br> Students enrolled in one or more visual and performing arts classes



School


State

Students enrolled in one or more classes by discipline:

| MUSIC | School | 13.5\% |  |
| :---: | :---: | :---: | :---: |
|  | State | 17.6\% |  |
| DANCE | School | 3.1\% |  |
|  | State | 2.3\% |  |
| DRAMA | School | 5.2\% |  |
|  | State | 3.9\% |  |
| VISUAL ARTS | School | 22.0\% |  |
|  | State |  | 32.9\% |

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## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
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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

 accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort $20185-\mathrm{Year}$ are not provided.

## 4-Year Graduation Rate Trends

$100 \quad 89.9 \% \quad 91.9 \% \quad 91.0 \%$
80

60

40

20
2018-2019

## 5-Year Graduation Rate Trends

$100 \quad 94.2 \% \quad 93.7 \% \quad 93.5 \%$

80

60

40

20
0 Cohort $2016 \quad$ Cohort $2017 \quad$ Cohort 2018

| Performance Measure | $\begin{gathered} \text { Cohort } \\ 2017 \\ 4 \text {-Year Rate } \end{gathered}$ | Cohort 2018 4-Year Rate | $\begin{gathered} \text { Cohort } \\ 2019 \\ \text { 4-Year Rate } \end{gathered}$ | $\begin{gathered} \text { Cohort } \\ 2016 \end{gathered}$ <br> 5-Year Rate | $\begin{gathered} \text { Cohort } \\ 2017 \\ \text { 5-Year Rate } \end{gathered}$ | $\begin{gathered} \text { Cohort } \\ 2018 \\ \text { 5-Year Rate } \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Graduation Rate | 89.9\% | 91.9\% | 91.0\% | 94.2\% | 93.7\% | 93.5\% |
| Annual Target | 82.8\% | 83.5\% |  | 87.5\% | 88.0\% |  |
| 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\% |

Bayonne High School
(17-0220-020)
Grades Offered: 09-12 2018-2019

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

## Graduation Rates


 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 | 91.0\% | 90.6\% | 93.5\% | 92.5\% | 91.9\% | 83.5\% | Met Target | 93.7\% | 88.0\% | Met Target |
| White | 93.2\% | 94.9\% | 96.1\% | 95.9\% | 94.7\% | 86.7\% | Met Target | 93.9\% | 91.7\% | Met Target |
| Hispanic | 89.2\% | 84.5\% | 90.4\% | 87.3\% | 88.9\% | 79.4\% | Met Target | 94.1\% | 84.4\% | Met Target |
| Black or African American | 83.6\% | 83.3\% | 87.9\% | 87.1\% | 83.3\% | 78.5\% | Met Target | 89.0\% | 87.2\% | Met Target |
| Asian, Native Hawaiian or Pacific Islander | 98.0\% | 96.9\% | 98.2\% | 97.8\% | 98.2\% | N | Met Goal | 100.0\% | N | Met Goal |
| American Indian or Alaska Native | * | 92.2\% | * | 88.9\% | * | ** | ** | * | ** | ** |
| Two or More Races | * | 91.4\% | * | 94.2\% | * | ** | ** | * | ** | ** |
| Female | 95.2\% | 92.8\% | 93.3\% | 94.4\% | 93.0\% |  |  | 95.1\% |  |  |
| Male | 87.0\% | 88.5\% | 93.6\% | 90.8\% | 90.7\% |  |  | 92.3\% |  |  |
| Economically Disadvantaged Students | 89.4\% | 84.0\% | 92.0\% | 87.3\% | 90.2\% | 81.7\% | Met Target | 94.3\% | 87.1\% | Met Target |
| Students with Disabilities | 60.9\% | 79.2\% | 79.0\% | 83.8\% | 76.7\% | 61.5\% | Met Target | 81.9\% | 66.9\% | Met Target |
| English Learners | 87.9\% | 75.4\% | 87.0\% | 80.1\% | 82.6\% | 76.0\% | Met Target | 97.7\% | N | Met Goal |
| Homeless Students | * | 74.6\% | * | 78.3\% | * |  |  | N |  |  |
| Students in Foster Care | N | 57.6\% | * | 82.5\% | * |  |  | N |  |  |
| Migrant Students | N | 83.3\% | N | 85.0\% | N |  |  | N |  |  |

## Bayonne High School <br> (17-0220-020) <br> 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 <br> Pathway |
| :--- | :---: | :---: |
| Statewide Assessment | $82.6 \%$ | $68.5 \%$ |
| Substitute Competency Test | $3.8 \%$ | $15.8 \%$ |
| Portfolio Appeals Process | $6.4 \%$ | $8.5 \%$ |
| Alternate Requirements specified in IEP | $7.1 \%$ | $7.1 \%$ |
| Unknown | $0.0 \%$ | $0.0 \%$ |

## Dropout Rate Trends

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

| School Year | School <br> Rate | State Rate |
| :---: | :---: | :---: |
| $2018-2019$ | $0.4 \%$ | $1.2 \%$ |
| $2017-2018$ | $0.6 \%$ | $1.2 \%$ |
| $2016-2017$ | $0.5 \%$ | $1.1 \%$ |

## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

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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 <br> 2018 |
| :--- | :---: |
| \% Enrolled in 2-Year Institution | $27.7 \%$ |
| \% Enrolled in 4-Year Institution | $50.7 \%$ |
| \% Enrolled in Any Postsecondary Institution | $78.4 \%$ |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12 2018-2019

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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 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 <br> in Any <br> Institution | \% Enrolled <br> in 2-Year <br> Institution | \% Enrolled <br> in 4-Year <br> Institution |
| :--- | :---: | :---: | :---: |
| Statewide | $72 \%$ | $28.7 \%$ | $71.3 \%$ |
| Schoolwide | $69.9 \%$ | $31 \%$ | $69 \%$ |
| White | $75.7 \%$ | $23.3 \%$ | $76.7 \%$ |
| Hispanic | $59.2 \%$ | $39.4 \%$ | $60.6 \%$ |
| Black or African American | $69.5 \%$ | $31.7 \%$ | $68.3 \%$ |
| Asian, Native Hawaiian, or <br> Pacific Islander | $87.5 \%$ | $40.5 \%$ | $59.5 \%$ |
| American Indian or Alaska <br> Native | $*$ | $*$ | $*$ |
| Two or More Races | $*$ | $*$ | $*$ |
| Economically Disadvantaged <br> Students | $67.1 \%$ | $31 \%$ | $69 \%$ |
| Students with Disabilities | $32.3 \%$ | $61.9 \%$ | $38.1 \%$ |
| English Learners | $50 \%$ | $64.3 \%$ | $35.7 \%$ |

## 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 instate and out-of-state institutions.

| Student Group | \% Enrolled <br> in Any <br> Institution | \% Enrolled <br> in 2-Year <br> Institution | \% Enrolled <br> in 4-Year <br> Institution | \% Enrolled <br> in Public <br> Institution | \% Enrolled <br> in Private <br> Institution Enrolled <br> in In-State <br> Institution | \% Enrolled <br> in Out-of- <br> State <br> Institution |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Statewide | $77.8 \%$ | $30.9 \%$ | $69.1 \%$ | $72.9 \%$ | $27.1 \%$ | $65.5 \%$ | $34.5 \%$ |
| Schoolwide | $78.4 \%$ | $35.3 \%$ | $64.7 \%$ | $83.8 \%$ | $16.2 \%$ | $84.7 \%$ | $15.3 \%$ |
| White | $81.9 \%$ | $27.9 \%$ | $72.1 \%$ | $83.8 \%$ | $16.2 \%$ | $86 \%$ | $14 \%$ |
| Hispanic | $70.4 \%$ | $47.6 \%$ | $52.4 \%$ | $86.2 \%$ | $13.8 \%$ | $84.8 \%$ | $15.2 \%$ |
| Black or African American | $77.6 \%$ | $39.5 \%$ | $60.5 \%$ | $78.9 \%$ | $21.1 \%$ | $73.7 \%$ | $26.3 \%$ |
| Asian, Native Hawaiian, or <br> Pacific Islander | $93 \%$ | $30.2 \%$ | $69.8 \%$ | $84.9 \%$ | $15.1 \%$ | $90.6 \%$ | $9.4 \%$ |
| American Indian or Alaska <br> Native | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Two or More Races | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ | $*$ |
| Economically Disadvantaged <br> Students | $79.4 \%$ | $33.8 \%$ | $66.2 \%$ | $86 \%$ | $14 \%$ | $89.9 \%$ | $10.1 \%$ |
| Students with Disabilities | $44.4 \%$ | $81.3 \%$ | $18.8 \%$ | $96.9 \%$ | $3.1 \%$ | $90.6 \%$ | $9.4 \%$ |
| English Learners | $94.4 \%$ | $58.8 \%$ | $41.2 \%$ | $100 \%$ | $0 \%$ | $94.1 \%$ | $5.9 \%$ |

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## Report Key:

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

## Chronic Absenteeism

This table shows the number and percentage of students in grades $\mathrm{K}-12$ 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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 448 | 18.0 | 14.2 | Not Met |
| White | 140 | 14.2 | 14.2 | Met |
| Hispanic | 224 | 22.7 | 14.2 | Not Met |
| Black or African American | 53 | 20.5 | 14.2 | Not Met |
| Asian, Native Hawaiian, or Pacific | 17 | 8.5 | 14.2 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | $*$ | $* *$ | $* *$ |
| Two or More Races | $*$ | $*$ | 14.2 | Not Met |
| Female | 203 | 16.4 |  |  |
| Male | 245 | 19.6 |  |  |
| Economically Disadvantaged Students | 297 | 22.1 | 14.2 | Not Met |
| Students with Disabilities | 133 | 32.4 | 14.2 | Not Met |
| English Learners | 35 | 23.5 | 14.2 | Not Met |
| Homeless Students | $*$ | $*$ |  |  |
| Students in Foster Care | $*$ | $*$ |  |  |
| Military-Connected Students | 3 | 16.7 |  |  |
| 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.


## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

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.


## Bayonne High School <br> (17-0220-020)

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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 | 8 |
| Weapons | 0 |
| Vandalism | 1 |
| Substances | 12 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 22 |
| Incidents Per 100 Students Enrolled | 0.98 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 1 | 0 | 1 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 1 | 0 | 1 |
| Sexual Orientation | 1 | 0 | 1 |
| Disability | 0 | 0 | 0 |
| Other | 2 | 1 | 3 |
| No Identified Nature | 1 |  | 1 |

## Police Notifications

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 3 |
| Weapons | 0 |
| Vandalism | 1 |
| Substances | 9 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Other Incidents Leading to Removal | 0 |

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | $*$ | $*$ |
| Out-of-School Suspensions | 24 | $1.1 \%$ |
| Any Suspension | 25 | $1.1 \%$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | $*$ | $*$ |



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## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 40$ PM |
| Length of School Day | 6 Hrs 0 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Bayonne High School <br> (17-0220-020)

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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 180 | 118,214 |
| Average years experience in <br> public schools | 14.3 | 12.1 |
| Average years experience in <br> district | 12.4 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $83.3 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $13: 1$ | $14: 1$ |
| Students to Administrators | $188: 1$ | $223: 1$ |
| Teachers to Administrators | $15: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $50.8 \%$ | $61.7 \%$ | $25.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $49.2 \%$ | $38.3 \%$ | $75.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $40.3 \%$ | $84.4 \%$ | $91.7 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $39.0 \%$ | $6.1 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $10.2 \%$ | $5.0 \%$ | $8.3 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $8.3 \%$ | $4.4 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.0 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

2018-2019

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel administrators

## Teachers and Administrators - Level of Education

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

Bachelor's Degree


Master's Degree


## Doctoral Degree



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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $95.6 \%$ |

College and

NJ SCHOOL
PERFORMANCE
REPORT

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12

## 2018-2019

## Report Key:

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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.

## NJ SCHOOL PERFORMANCE REPORT

## Bayonne High School <br> (17-0220-020) <br> Grades Offered: 09-12

## Report Key:

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2018-2019

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Report Key:

Bayonne High School
(17-0220-020)
Grades Offered: 09-12

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $51.8 \%$ | $59.5 \%$ | $62.5 \%$ |
| Math Proficiency | $23.9 \%$ | $28.5 \%$ | $28.9 \%$ |
| ELA Growth | N | N | N |
| Math Growth | N | N | N |
| $4-Y e a r$ Graduation Rate† | $89.9 \%$ | $91.9 \%$ | $91.0 \%$ |
| $5-$ Year Graduation Rate† | $94.2 \%$ | $93.7 \%$ | $93.5 \%$ |
| Progress toward English Language Proficiency |  | $39.8 \%$ | $32.1 \%$ |
| Chronic Absenteeism | $23.6 \%$ | $24.9 \%$ | $18.0 \%$ |

[^4]College and

## Report Key:

Bayonne High School
(17-0220-020)
Grades Offered: 09-12
2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
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Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5\% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

## Bayonne High School <br> (17-0220-020)

Grades Offered: 09-12
2018-2019

## 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 <br> Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Met Targett | Met Target | Met Target | Met Targett | Not Met | No |
| White | Met Target | Met Targett | Met Target | Met Target | n/a | Met | No |
| Hispanic | Met Target | Met Targett | Met Target | Met Target | n/a | Not Met | No |
| Black or African American | Met Target | Met Targett | Met Target | Met Target | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Target | Met Goal | Met Goal | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | Met Target | Met Target | ** | ** | n/a | Not Met | No |
| Economically Disadvantaged Students | Met Target | Met Targett | Met Target | Met Target | n/a | Not Met | No |
| Students with Disabilities | Met Target | Not Met | Met Target | Met Target | n/a | Not Met | No |
| English Learners | Not Met | Not Met | Met Target | Met Goal | ** | Not Met | No |

[^5]
## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

Report Key:

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## School Narrative

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

| Highlights: | - 102 clubs/sportsCounty Championships - Varsity Girls Swim Team, Freshmen Boys Basketball, Varsity Baseball <br> - One on one Chromebooks for all students <br> - Awarded Participants of; STEM, Hudson County Teen Arts Festival, NJNHD Regional Competition, US Band Competitions, Count Basie Festival, Law Day Contest, National High School Model United Nations |
| :---: | :---: |
| Mission, Vision, Theme: | Our mission is to provide a preeminent safe and inclusive educational environment to ensure that every student reaches their full potential. The Bayonne Public School District is a large and diverse community which prepares all students to develop their intellectual, emotional, aesthetic, social, and physical abilities in a safe and welcoming environment. |
| Awards, Recognition, Accomplishments: | Samsung Solve for Tomorrow Award - Student Arsh BanarjeeBayonne High School Teacher of the Year - John McGuckin |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

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## School Narrative

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| Courses, Curriculum, Instruction: | The Bayonne High School Mathematics Department is proud to offer 5 Advance Placement Courses: AP Calculus AB, AP Calculus BC, AP Statistics, AP Computer Science Principles, AP Computer Science A.In addition to AP Mathematics classes, w offer our students other opportunities to engage with high quality mathematics classes after they successfully complete Algebra 1, Geometry, and Algebra II |
| :---: | :---: |
| Sports and Athletics: | Sports Offered: Baseball (Boys), Basketball (Boys \& Girls), Bowling (Boys \& Girls), Cheerleading (Coed), Cross Country (Boys \& Girls), Diving (Boys \& Girls), Fencing (Coed), Football (Boys), Ice Hockey (Boys), Soccer (Boys \& Girls), Softball (Girls), Swimming (Boys \& Girls), Tennis (Boys \& Girls), Track and Field - Spring (Boys \& Girls), Track and Field - Winter (Boys \& Girls), Volleyball (Boys \& Girls), Wrestling (Coed) <br> Bayonne High School has the only regulation NHL Hockey League Rink on campus in the State of New Jersey. |
| Clubs and Activities: | Bayonne High School has over 100 clubs and activities including The Beacon newspaper, Marching Band, Academic Challenge, Art Club, Guitar Ensemble, Karate League, Junior Chamber of Commerce and National Honor Society. Some newly formed clubs include The Metropolitan Discovery Club as well as the STEM Advancement Club |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

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## School Narrative

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| Before and After School Programs: | SAT Prep, Boost Math, Algebra Enrichment |
| :---: | :---: |
| Staff and Professional Learning: | Bayonne High School has three full days of Professional Development built into our calendar, along with five delayed student entry days for Professional Development. |
| Postsecondary Information: | The Bayonne High School Guidance Department offers the following: College Planning Series: Financial Aid Night, The Bayonne High School College and Career Fair, Admission Impossible: Navigating the College Process |

## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

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|  | The School Based Youth Services Program is a comprehensive youth service program for high school students and their <br> families. The Student Center offers one stop shopping for teens. Services include: Mental Health, Health Services, Substance <br> Abuse, Educational Assistance, Recreation Activities, and Crisis Intervention |
| :--- | :--- | :--- |
| Services: and |  |

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## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## School Narrative

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

|  | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers On a continual basis, all parents, <br> teachers, and students in grades $9-12$ take the school climate survey. The survey helps school leaders understand what key <br> members of the school community say about the learning environment in the school. The survey presented is aligned to the <br> Department of Education's framework for great schools and collects important data about a student's ability to improve school <br> achievement. Bayonne High School was extremely pleased with its latest school survey. |
| :--- | :--- |
| Facilities: | Bayonne High School has always made its facilities available to the public. Bayonne High School is comprised of four buildings <br> on a thirteen acre campus set adjacent to the waterfront.The Bayonne High School Physical Education Center contains an NHL <br> regulation ice rink, indoor track, and dance studio. Four regulation tennis courts are adjacent to the building. The school also <br> houses the district cable statin, BEN-TV, where students can take courses in TV production. |
| School Safety: | Bayonne High School boasts a superior security system. We currently have a Supervisor of Security along with eight security <br> guards. We are equipped with metal detectors at all student entrances, 62 walkie talkies, instant communication, and 250 <br> surveillance cameras. |

College and
$\mathbf{N}$ No Data is available to display
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## Bayonne High School

(17-0220-020)
Grades Offered: 09-12
2018-2019

## School Narrative

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

Bayonne High School offers students a variety of STEM based opportunities. Students can select to enroll in one of our many STEM based electives in the areas of Engineering, Scientific Research, and Computer Science. Additionally, students have many options after school. BHS hosts a variety of clubs that encourage participation in STEM based competitions such as RWJ/Barnabas STEM Showcase, Rutgers Junior Science and Humanities Symposium, NJ Science League, and the Physics Olympics. Additionally, students can compete in First Tech Challenge Robotics as a member of one of two BHS Teams.

## Bayonne High School <br> (17-0220-020) <br> 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.

Bayonne High School is a comprehensive institution steeped in over 100 years of tradition. We aggressively strive for excellence to meet the challenges of the future while espousing the value of a good work ethic, good citizenship, and a sense of morality. The word collaboration is the heart and soul of the school's decision making process. Our Shared Decision Making Team meets regularly to plan strategies and to help our school grow academically while enhancing school culture. Some of the many areas that the team concentrates on are: study achievement, learning climate, high teacher expectations, home school relations, academic mastery, and team functioning and planning. Bayonne High School is proud of its academic reputation. Each year, the administration and faculty strives to meet the needs of our diverse population. This past school year was a banner year for academic success. Our students won countless academic awards while earning over 14 million dollars in scholarships. In the area of technology, Bayonne High School has moved forward to a one-on-one Chromebook program. Each one of our students has been issued a state of the art Chromebook for their personal use during instruction and homework. This equips the student to be successful during standardized test taking and to be competitive in the global world.

Henry E. Harris Community School<br>(17-0220-050)<br>Grades Offered: PK-08

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:

## Henry E. Harris Community School <br> (17-0220-050)

Grades Offered: PK-08
2018-2019

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mrs. Maria Kazimir |
| Address | 135 AVENUE C BAYONNE, NJ 07002 |
| Phone Number | $201-858-5945$ |
| Email Address | mkazimir@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/18 }}$ |
| Facebook | $\underline{\mathrm{https}: / / \mathrm{www.facebook.com/bboed/}}$ |
| Twitter | $\underline{\mathrm{https}: / / t w i t t e r . c o m / H E H H a w k s 1 ~}$ |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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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 | 36 | 38 | 47 |
| KG | 62 | 58 | 66 |
| 1 | 67 | 67 | 67 |
| 2 | 76 | 73 | 67 |
| 3 | 87 | 78 | 83 |
| 4 | 77 | 86 | 76 |
| 5 | 80 | 68 | 83 |
| 6 | 72 | 86 | 66 |
| 7 | 73 | 66 | 84 |
| 8 | 52 | 73 | 70 |
| Total | 682 | 693 | 709 |

## 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 | 36 | 38 | 47 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 62 | 58 | 66 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $49.7 \%$ | $50.6 \%$ | $48.4 \%$ |
| Male | $50.3 \%$ | $49.4 \%$ | $51.6 \%$ |
| Economically <br> Disadvantaged Students | $51.0 \%$ | $50.2 \%$ | $53.3 \%$ |
| Students with Disabilities | $20.8 \%$ | $22.2 \%$ | $23.0 \%$ |
| English Learners | $0.0 \%$ | $0.6 \%$ | $1.4 \%$ |
| Homeless Students | $0.3 \%$ | $0.4 \%$ | $0.7 \%$ |
| Students in Foster Care | $0.1 \%$ | $0.4 \%$ | $0.3 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.6 \%$ | $1.4 \%$ |
| 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 | $49.3 \%$ | $46.8 \%$ | $47.1 \%$ |
| Hispanic | $37.5 \%$ | $39.2 \%$ | $37.0 \%$ |
| Black or African American | $8.1 \%$ | $9.4 \%$ | $10.4 \%$ |
| Asian | $2.5 \%$ | $2.5 \%$ | $3.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $2.5 \%$ | $2.2 \%$ | $2.4 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :--- |
| English | $84.1 \%$ |
| Arabic | $7.6 \%$ |
| Spanish | $6.3 \%$ |
| Other Languages | $2.0 \%$ |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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

N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Student Growth Trends and Progress

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


## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08 2018-2019

## Report Key:

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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

| Student Group | ELA: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 47 | 56 | 50 | Met Standard | 45 | 49 | 50 | Met Standard |
| White | 50 | 58 | 50 | Met Standard | 45 | 53 | 52 | Met Standard |
| Hispanic | 43 | 53 | 49 | Met Standard | 48 | 47 | 47 | Met Standard |
| Black or African American | 44 | 49 | 45 | Met Standard | 28 | 41 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | * | 65.5 | 59 | ** | * | 56 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 49 | 58 | 53 | N | 40 | 47 | 50 | N |
| Male | 45.5 | 54 | 47 | N | 50.5 | 51 | 51 | N |
| Economically Disadvantaged Students | 47 | 56 | 48 | Met Standard | 45 | 49 | 46 | Met Standard |
| Students with Disabilities | 36.5 | 44 | 43 | Not Met | 38.5 | 39.5 | 45 | Not Met |
| English Learners | * | 65 | 52 | ** | * | 56 | 50 | ** |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | 67.5 | 49 | N | N | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

College and
Career Readiness

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

## ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability

40


20

0

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $94.6 \%$ | $97.0 \%$ | $97.9 \%$ | $94.8 \%$ | $97.4 \%$ | $97.9 \%$ |
| Proficiency Rate for Federal Accountability | $41.4 \%$ | $46.6 \%$ | $55.9 \%$ | $33.2 \%$ | $31.3 \%$ | $31.4 \%$ |
| Annual Target | $38.0 \%$ | $40.2 \%$ | $42.4 \%$ | $32.0 \%$ | $34.5 \%$ | $37.1 \%$ |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Targett | Not Met |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^6]
## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note,see note below table


## 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 | 399 | 97.9 | 55.9 | * | 57.9 | 55.9 | 42.4 | Met Target |
| White | 186 | 96.9 | 57.0 | * | 66.9 | 57.0 | 47.2 | Met Target |
| Hispanic | 144 | 98.7 | 57.6 | * | 43.9 | 57.6 | 33.7 | Met Target |
| Black or African American | 52 | 98.2 | 44.2 | 47.1 | 38.5 | 44.2 | 34.4 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.9 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 199 | 97.6 | 67.3 | * | 64.8 | 67.3 |  |  |
| Male | 200 | 98.1 | 44.5 | * | 51.3 | 44.5 |  |  |
| Economically Disadvantaged Students | 193 | 98.5 | 49.7 | * | 40.0 | 49.7 | 35.5 | Met Target |
| Non-Economically Disadvantaged Students | 206 | 97.2 | 61.7 | * | 67.9 | 61.7 |  |  |
| Students with Disabilities | 73 | 93.9 | * | 13.5 | 22.7 | * | 16.1 | Not Met |
| Students without Disabilities | 326 | 98.8 | * | 66.8 | 65.1 | * |  |  |
| English Learners | * | * | * | * | 29.3 | * | ** | ** |
| Non-English Learners | * | * | * | 61.0 | 60.6 | * |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

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


## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 746 | 744 | 748 | * | 17\% | 23\% | * | * | 48\% | 50\% |
| White | 24 | 752 | 746 | 757 | * | * | * | * | * | 54\% | 60\% |
| Hispanic | 31 | 742 | * | 734 | * | * | * | * | * | 45\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 33 | 753 | 752 | 753 | * | * | * | * | * | 52\% | 55\% |
| Male | 38 | 740 | 736 | 743 | * | * | * | * | * | 45\% | 46\% |
| Economically Disadvantaged Students | 32 | 741 | 739 | 731 | * | * | * | * | * | 41\% | 33\% |
| Non-Economically Disadvantaged Students | 39 | 751 | 751 | 759 | * | * | * | * | * | 54\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 23\% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21\% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 745 | 750 | 755 | * | * | 28\% | * | * | 48\% | 57\% |
| White | 34 | 751 | 753 | 763 | * | * | * | * | * | 50\% | 67\% |
| Hispanic | 23 | 743 | 744 | 743 | * | * | * | * | * | 52\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 24 | 760 | 754 | 760 | * | * | * | * | * | 63\% | 62\% |
| Male | 43 | 738 | 747 | 750 | * | * | * | * | * | 40\% | 53\% |
| Economically Disadvantaged Students | 37 | 742 | * | 740 | * | * | * | * | * | 49\% | 40\% |
| Non-Economically Disadvantaged Students | 30 | 750 | * | 765 | * | * | * | * | * | 47\% | 69\% |
| Students with Disabilities | 16 | 706 | 706 | 725 | * | * | * | * | * | 19\% | 25\% |
| Students without Disabilities | 51 | 758 | 759 | 761 | * | * | * | * | * | 57\% | 64\% |
| English Learners | N | N | 718 | 720 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 67 | 745 | 752 | 758 | * | * | 28\% | * | * | 48\% | 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 | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Henry E. Harris Community School

(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 75 | 743 | 751 | 756 | * | * | 31\% | * | * | 47\% | 58\% |
| White | 41 | 739 | 751 | 764 | * | * | 41\% | 39\% | 0\% | 39\% | 68\% |
| Hispanic | 22 | 751 | 747 | 743 | * | * | * | * | * | 59\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 779 | 781 | N | N | N | N | N | N | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 41 | 752 | 758 | 761 | * | * | * | * | * | 63\% | 64\% |
| Male | 34 | 731 | 745 | 750 | * | * | * | * | * | 26\% | 52\% |
| Economically Disadvantaged Students | 36 | 736 | 746 | 740 | * | * | * | * | * | 39\% | 39\% |
| Non-Economically Disadvantaged Students | 39 | 749 | 759 | 766 | * | * | * | * | * | 54\% | 69\% |
| Students with Disabilities | 17 | 706 | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | 58 | 753 | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | N | N | 701 | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 75 | 743 | 753 | 758 | * | * | 31\% | * | * | 47\% | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Henry E. Harris Community School

(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 54 | 755 | 753 | 754 | * | * | 20\% | * | * | 63\% | 56\% |
| White | 24 | 758 | 761 | 762 | 0\% | * | * | * | * | 63\% | 65\% |
| Hispanic | 18 | 760 | * | 743 | * | * | * | * | * | 72\% | 43\% |
| Black or African American | 10 | 738 | 742 | 738 | * | * | * | * | * | 50\% | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 26 | 761 | 760 | 762 | * | * | * | * | * | 69\% | 64\% |
| Male | 28 | 749 | 747 | 748 | * | * | * | * | * | 57\% | 48\% |
| Economically Disadvantaged Students | 28 | 749 | 747 | 740 | * | * | * | * | * | 57\% | 39\% |
| Non-Economically Disadvantaged Students | 26 | 761 | 762 | 763 | * | * | * | * | * | 69\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | N | N | 705 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 54 | 755 | 755 | 756 | * | * | 20\% | * | * | 63\% | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 78 | 761 | 763 | 761 | * | * | * | 49\% | 24\% | 73\% | 63\% |
| White | 36 | 767 | 771 | 769 | * | * | * | 50\% | 28\% | 78\% | 72\% |
| Hispanic | 30 | 756 | 756 | 747 | * | * | * | * | * | 67\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 45 | 773 | 774 | 769 | * | * | * | * | * | 84\% | 71\% |
| Male | 33 | 744 | 754 | 753 | * | * | * | * | * | 58\% | 55\% |
| Economically Disadvantaged Students | 35 | 760 | 755 | 743 | * | * | * | * | * | 69\% | 45\% |
| Non-Economically Disadvantaged Students | 43 | 762 | 774 | 771 | * | * | * | * | * | 77\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | N | N | 709 | 706 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 78 | 761 | 766 | 763 | * | * | * | 49\% | 24\% | 73\% | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 65 | 751 | 763 | 762 | * | * | 23\% | * | * | 55\% | 63\% |
| White | 30 | 759 | * | 770 | * | * | * | * | * | 63\% | 72\% |
| Hispanic | 25 | 741 | 755 | 747 | * | * | * | * | * | 52\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 36 | 762 | 772 | 771 | * | * | * | * | * | 64\% | 71\% |
| Male | 29 | 736 | 753 | 753 | * | * | * | * | * | 45\% | 55\% |
| Economically Disadvantaged Students | 30 | 745 | 756 | 743 | * | * | * | * | * | 50\% | 45\% |
| Non-Economically Disadvantaged Students | 35 | 756 | 770 | 772 | * | * | * | * | * | 60\% | 72\% |
| Students with Disabilities | 14 | 713 | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | 51 | 761 | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | N | N | 708 | 708 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 65 | 751 | 765 | 764 | * | * | 23\% | * | * | 55\% | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 401 | 97.9 | 31.4 | * | 44.5 | 31.4 | 37.1 | Not Met |
| White | 187 | 97.0 | 33.2 | * | 54.1 | 33.2 | 40.4 | Not Met |
| Hispanic | 145 | 98.7 | 29.0 | * | 28.8 | 29.0 | 30.9 | Met Targett |
| Black or African American | 52 | 98.2 | 26.9 | 22.7 | 23.0 | 26.9 | 34.4 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 67.0 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 200 | 97.6 | 33.0 | * | 44.9 | 33.0 |  |  |
| Male | 201 | 98.1 | 29.9 | * | 44.2 | 29.9 |  |  |
| Economically Disadvantaged Students | 194 | 98.5 | 27.3 | * | 26.3 | 27.3 | 31.5 | Met Targett |
| Non-Economically Disadvantaged Students | 207 | 97.3 | 35.3 | * | 54.9 | 35.3 |  |  |
| Students with Disabilities | 73 | 93.9 | * | * | 17.4 | * | 15.1 | Not Met |
| Students without Disabilities | 328 | 98.8 | * | * | 50.0 | * |  |  |
| English Learners | * | * | * | * | 25.0 | * | ** | ** |
| Non-English Learners | * | * | * | 39.6 | 46.5 | * |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 72 | 749 | 750 | 752 | * | 14\% | 33\% | * | * | 47\% | 55\% |
| White | 25 | 751 | 755 | 760 | * | * | * | * | * | 56\% | 66\% |
| Hispanic | 31 | 740 | 744 | 739 | * | * | 35\% | * | * | 39\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 33 | 753 | 754 | 751 | * | * | 30\% | * | * | 48\% | 54\% |
| Male | 39 | 744 | 746 | 752 | * | * | 36\% | * | * | 46\% | 56\% |
| Economically Disadvantaged Students | 33 | 745 | 747 | 737 | * | * | 33\% | * | * | 48\% | 37\% |
| Non-Economically Disadvantaged Students | 39 | 751 | 754 | 761 | * | * | 33\% | * | * | 46\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 23\% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27\% |
| Military-Connected Students | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Exceeded <br> Expectations | $\begin{aligned} & \% \text { of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 738 | 745 | 749 | * | * | 33\% | 39\% | 0\% | 39\% | 51\% |
| White | 34 | 741 | 752 | 757 | * | * | 35\% | 41\% | 0\% | 41\% | 62\% |
| Hispanic | 23 | 740 | 737 | 737 | * | * | * | * | * | 39\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 24 | 740 | 745 | 749 | * | * | 42\% | * | * | 33\% | 50\% |
| Male | 43 | 737 | 746 | 749 | * | * | 28\% | * | * | 42\% | 52\% |
| Economically Disadvantaged Students | 37 | 736 | * | 734 | * | * | * | 32\% | 0\% | 32\% | 32\% |
| Non-Economically Disadvantaged Students | 30 | 740 | * | 759 | * | * | * | 47\% | 0\% | 47\% | 63\% |
| Students with Disabilities | 16 | 706 | 710 | 726 | * | * | * | * | * | 13\% | 25\% |
| Students without Disabilities | 51 | 748 | 752 | 754 | * | * | * | * | * | 47\% | 56\% |
| English Learners | N | N | 738 | 722 | N | N | N | N | N | N | 18\% |
| Non-English Learners | 67 | 738 | 746 | 751 | * | * | 33\% | 39\% | 0\% | 39\% | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | $\begin{aligned} & \% \text { of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 75 | 733 | 744 | 747 | * | 32\% | 39\% | * | * | 24\% | 47\% |
| White | 41 | 731 | 747 | 755 | * | 39\% | 41\% | * | * | 17\% | 58\% |
| Hispanic | 22 | 739 | 738 | 735 | * | * | 45\% | * | * | 32\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 768 | 775 | N | N | N | N | N | N | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 41 | 736 | 745 | 747 | * | * | 41\% | * | * | 29\% | 47\% |
| Male | 34 | 729 | 743 | 747 | * | * | 35\% | * | * | 18\% | 47\% |
| Economically Disadvantaged Students | 36 | 730 | 740 | 732 | * | 31\% | 44\% | * | * | 17\% | 27\% |
| Non-Economically Disadvantaged Students | 39 | 735 | 750 | 757 | * | 33\% | 33\% | * | * | 31\% | 59\% |
| Students with Disabilities | 17 | 717 | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | 58 | 738 | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | N | N | 723 | 718 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 75 | 733 | 745 | 749 | * | 32\% | 39\% | * | * | 24\% | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 54 | 734 | 736 | 741 | * | 20\% | 46\% | * | * | 22\% | 41\% |
| White | 24 | 737 | 745 | 749 | * | * | 50\% | * | * | 21\% | 51\% |
| Hispanic | 18 | 738 | 727 | 729 | * | * | 56\% | * | * | 28\% | 24\% |
| Black or African American | 10 | 718 | 721 | 722 | * | * | * | * | * | 20\% | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 26 | 730 | 736 | 742 | * | * | 50\% | * | * | 15\% | 42\% |
| Male | 28 | 737 | 737 | 740 | * | * | 43\% | * | * | 29\% | 40\% |
| Economically Disadvantaged Students | 28 | 727 | 731 | 726 | * | * | 46\% | * | * | 14\% | 21\% |
| Non-Economically Disadvantaged Students | 26 | 741 | 744 | 750 | * | * | 46\% | * | * | 31\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | N | N | 718 | 709 | N | N | N | N | N | N | * |
| Non-English Learners | 54 | 734 | 737 | 743 | * | 20\% | 46\% | * | * | 22\% | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 78 | 733 | 740 | 744 | * | 33\% | 35\% | * | * | 23\% | 42\% |
| White | 36 | 738 | 747 | 751 | * | 36\% | 31\% | * | * | 31\% | 53\% |
| Hispanic | 30 | 729 | 735 | 733 | * | 33\% | 37\% | * | * | 17\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 45 | 736 | 742 | 744 | * | 31\% | 36\% | * | * | 27\% | 42\% |
| Male | 33 | 729 | 739 | 743 | * | 36\% | 33\% | * | * | 18\% | 42\% |
| Economically Disadvantaged Students | 35 | 731 | 735 | 731 | * | 43\% | 29\% | * | * | 23\% | 24\% |
| Non-Economically Disadvantaged Students | 43 | 734 | 747 | 751 | * | 26\% | 40\% | * | * | 23\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | N | N | 722 | 716 | N | N | N | N | N | N | 10\% |
| Non-English Learners | 78 | 733 | 741 | 745 | * | 33\% | 35\% | * | * | 23\% | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 724 | 732 | 728 | 24\% | 22\% | 29\% | 25\% | 0\% | 25\% | 29\% |
| White | 25 | 731 | * | 737 | * | * | * | * | * | 32\% | 38\% |
| Hispanic | 25 | 721 | 728 | 722 | * | * | * | * | * | 16\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 746 | 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 | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 33 | 734 | 735 | 731 | * | * | * | * | * | 36\% | 31\% |
| Male | 26 | 713 | 730 | 726 | * | * | * | * | * | 12\% | 27\% |
| Economically Disadvantaged Students | 26 | 721 | * | 719 | * | * | * | * | * | 19\% | 20\% |
| Non-Economically Disadvantaged Students | 33 | 727 | * | 735 | * | * | * | * | * | 30\% | 36\% |
| Students with Disabilities | 14 | 694 | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | 45 | 734 | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | * | * | * | 735 | * | * | * | * | * | * | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

Henry E. Harris Community School
(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | N | N |
| 5 | ${ }^{*}$ | ${ }^{*}$ |
| 6 | N | N |
| 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | $*$ | $*$ | $*$ |

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 51 | 34 | 13 | 2 |
| White | 53 | 35 | 12 | 0 |
| Hispanic | 43 | 36 | 14 | 7 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 42 | 42 | 16 | 0 |
| Male | 60 | 25 | 10 | 5 |
| Economically Disadvantaged Students | 56 | 33 | 11 | 0 |
| Non-Economically Disadvantaged Students | 45 | 34 | 16 | 5 |
| Students with Disabilities | 83 | 17 | 0 | 0 |
| Students without Disabilities | 38 | 40 | 18 | 3 |
| English Learners | N | N | N | N |
| Non-English Learners | 51 | 34 | 13 | 2 |
| 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 |

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
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 | 68 | 31 | 1 | 0 |
| White | 66 | 31 | 3 | 0 |
| Hispanic | 68 | 32 | 0 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 67 | 33 | 0 | 0 |
| Male | 69 | 28 | 3 | 0 |
| Economically Disadvantaged Students | 75 | 22 | 3 | 0 |
| Non-Economically Disadvantaged Students | 61 | 39 | 0 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 68 | 31 | 1 | 0 |
| 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 |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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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 | 67 |
| 7 | 0 | 0 | 89 |
| 8 | 7 | 0 | 63 |
| Total | 7 | 0 | 219 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 89 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 226 |

## Henry E. Harris Community School <br> (17-0220-050)

Grades Offered: PK-08
2018-2019

## Report Key:

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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


Students enrolled in one or more classes by discipline:


## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 65 | 10.3 | 9.0 | Not Met |
| White | 28 | 9.5 | 9.0 | Not Met |
| Hispanic | 28 | 11.8 | 9.0 | Not Met |
| Black or African American | 8 | 11.8 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | ${ }^{* *}$ | $* *$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 1 | 6.3 | $* *$ | $* *$ |
| Female | 34 | 11.1 |  |  |
| Male | 31 | 9.6 |  |  |
| Economically Disadvantaged Students | 43 | 12.6 | 9.0 | Not Met |
| Students with Disabilities | 25 | 22.7 | 9.0 | Not Met |
| English Learners | 2 | 13.3 | $* *$ | $* *$ |
| Homeless Students | $*$ | $*$ |  |  |
| Students in Foster Care | ${ }^{*}$ | $*$ |  |  |
| Military-Connected Students | 1 | 9.1 |  |  |
| 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.


Student Growth

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
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.


## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
| :--- | :---: |
| Violence | 3 |
| Weapons | 2 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 2 |
| Total Unique Incidents | 7 |
| Incidents Per 100 Students Enrolled | 0.99 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 1 | 0 | 1 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 2 | 2 |
| No Identified Nature | 3 |  | 3 |

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 2 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Other Incidents Leading to Removal | 0 |

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | 11 | $1.6 \%$ |
| Any Suspension | 11 | $1.6 \%$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



Demographic
Student
Academic Achievement

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 53 | 118,214 |
| Average years experience in <br> public schools | 11.3 | 12.1 |
| Average years experience in <br> district | 9.7 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $71.7 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $13: 1$ | $14: 1$ |
| Students to Administrators | $355: 1$ | $223: 1$ |
| Teachers to Administrators | $27: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.4 \%$ | $79.2 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.6 \%$ | $20.8 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $47.1 \%$ | $92.5 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $37.0 \%$ | $3.8 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $10.4 \%$ | $1.9 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $3.1 \%$ | $1.9 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.4 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

College and
Career Readiness

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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

## Teachers and Administrators - Level of Education

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

Bachelor's Degree


Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $95.6 \%$ |

## Henry E. Harris Community School

(17-0220-050)
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.

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Henry E. Harris Community School

(17-0220-050)
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
$\dagger$ This indicates a table specific note, see note below table

New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $41.4 \%$ | $46.6 \%$ | $55.9 \%$ |
| Math Proficiency | $33.2 \%$ | $31.3 \%$ | $31.4 \%$ |
| ELA Growth | 47 | 61 | 47 |
| Math Growth | 53 | 44 | 45 |
| $4-Y e a r ~ G r a d u a t i o n ~ R a t e † ~$ | N | N | N |
| $5-$ Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | ${ }^{*}$ |
| Chronic Absenteeism | $11.4 \%$ | $13.7 \%$ | $10.3 \%$ |

[^7]Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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

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

## 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.

## Henry E. Harris Community School

(17-0220-050)
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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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Not Met | Met Standard | Met Standard | ** | Not Met | No |
| White | Met Target | Not Met | Met Standard | Met Standard | n/a | Not Met | No |
| Hispanic | Met Target | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | Met Target | Met Targett | 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 | Met Target | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Students with Disabilities | Not Met | Not Met | Not Met | Not Met | n/a | Not Met | No |
| English Learners | ** | ** | ** | ** | ** | ** | No |

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

## Henry E. Harris Community School

(17-0220-050)
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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: | - Henry E. Harris Project Innovate team won second place in the county competition for RJW Barnabas STEM Showcase. Our project was building our own video game and creating our own console from scratch. <br> - Students in Grades 3-8 are equipped with Chromebooks on a 1:1 basis. Students in Grades Pre-K - 2 have access to classroom technology centers in the form of tablets and Chromebooks. <br> - The HEH Ecology Club earned a Bronze and Silver distinction from the National Wildlife Federation, as well as NJ Audubon for completing the Biodiversity, Watershed, and Waste and Consumption Pathways. |
| :---: | :---: |
| Mission, Vision, Theme: | The mission of the Henry E. Harris Community School is to provide a flexible, educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. |
| Awards, Recognition, Accomplishments: | Our Project Innovate team won second place in the Hudson County Competition for RJW Barnabas STEM Showcase. Our project was building our own video game with programming, then creating a console and building our own controller from scratch. Henry E. Harris Community School has it's own chapter of the National Junior Honor Society.Henry E. Harris PEER collected and donated over $\$ 2000.00$ to the Leukemia and Lymphoma Society. Additionally, PEER donated over $\$ 1000.00$ to the National Breast Cancer Foundation. Henry E. Harris fields many athletic teams that demonstrate pride, tradition and spirit. Our girls' basketball team made the city championship. Additionally, our grade five and six students and our seventh and eighth grade students placed first in the City-Wide Flag Football League. We have a Student Council for students in grades six through eight. |

## Henry E. Harris Community School

(17-0220-050)
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2018-2019

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| Courses, Curriculum, Instruction: | Henry E. Harris Community School offers a wide variety of courses and resources for our students. These include Algebra I, REACH, electronic textbooks, Realtime, Oncourse, Classroom Dojo, Google Classroom, Khan Academy, Newsela, IXL; Differentiated Instruction through online resources located at the following site: https://sites.google.com/a/bboed.org/heh-parccresources.. Our instruction is driven based on the NJSLS and NGSS standards and assessment. Our teachers use this information to help close the achievement gaps by meeting the needs of all students. Henry E. Harris Community School has a variety of learners in our diverse school population. We have inclusion classes in every grade, as well as self-contained classes servicing grades 3-8. |
| :---: | :---: |
|  | Sports Offered: Basketball (Boys \& Girls), Cheerleading (Coed), Football (Coed), Ice Hockey (Coed), Softball (Girls) <br> Henry E. Harris field a variety of sports and athletics. Basketball and Flag Football is offered as a co-ed activity, and there are multiple co-ed Track and Field Meets for grades seven and eight. We also offer co-ed volleyball and hockey clinics throughout the year. |
|  | Henry E. Harris offers a variety of classes throughout the year which include Academic Challenge Team, Math Olympiad, Art Club, Forensics Club, Student Council, National Junior Honors Society, Instrumental Music ensembles such as Band, Jazz Band, and Orchestra, Choir, PEER, Chess, Robotics, Project Innovate, Girls Who Code, Space Club, Ecology Club, ARMS Tutoring, Take A Step, 00 Book Challenge, and other course offerings through Community Education. |
| Clubs and Activities: |  |

Demographic

Henry E. Harris Community School
(17-0220-050)
Grades Offered: PK-08
2018-2019

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| Before and After School Programs: | Before Care and After Care child programs are offered, HUD Housing Urban Development program after school, ARMS Tutoring, 100 Book Challenge, and Community Education Classes after school. |
| :---: | :---: |
| Staff and Professional Learning: | Mandatory staff training and development days provided by district, Achieve NJ and Danielson Training, Intervention tools and assessments training, suicide training, safe schools, NJ Webinars and online training which includes training topics such as bullying child abuse, youth suicide, blood-borne pathogens exposure, and sexual harassment. Workshops and professional development were also provided in the areas of data analysis for PARCC, PLC's, Monthly Faculty and Departmental Education, as well as Honeywell Educators at Space Academy with NASA, and National Training and Aerospace Research Center training aviation professional development, Readers Writer's Workshop, Honeywell Institute for Ecosystems Education, STEM online Webinars with the Center for Teaching and Learning, CS Discoveries Training with Code.org at The Center for STEM Excellence at the College of New Jersey. |

## Henry E. Harris Community School

(17-0220-050)
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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.

Henry E. Harris Community School offers inclusion at every grade level, self-contained classes from grades 3-8, LAL and Math Resource Room services for grades K-3, speech therapy, occupational therapy, physical therapy, counseling through guidance, Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child Study Team, and Differentiated Instruction. Enrichment programs such as REACH are offered to students at every grade level.

## $\because \because=$ Student Supports and Services:

$\left.\begin{array}{|l|l|}\hline \text { Student Supports and } \\ \text { Services: }\end{array} \begin{array}{l}\text { Henry E. Harris Community School offers inclusion at every grade level, self-contained classes from grades 3-8, LAL and Math } \\ \text { Resource Room services for grades K-3, speech therapy, occupational therapy, physical therapy, counseling through guidance, } \\ \text { Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child Study Team, and Differentiated Instruction. } \\ \text { Enrichment programs such as REACH are offered to students at every grade level. }\end{array}\right\}$

## Henry E. Harris Community School

(17-0220-050)
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## School Narrative

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|  | Climate Surveys: | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2018-2019 a Climate Survey was administered to Henry E. Harris Community School's parents students and staff. Our results indicated that our school is a healthy school where quality learning takes place. There is a strong feeling of satisfaction with the instructional program and the teaching staff by both parents and students |
| :---: | :---: | :---: |
|  |  |  |
| Facilities: |  | Our building hosts amenities designed to optimize student learning achievement which includes our Media Center, Computer Lab, Grade 7 and 8 Science Lab, Art Studio, Gymnasium, Multi-purpose Room, OT/PT Room, Speech Therapy Room, and Reading Garden. |
|  |  |  |
| School Safety: |  | Henry E. Harris prioritizes the safety of our staff and students by having armed security guards and police officers, a reception aide at the front door, metal detectors/wands, magnetized doors, monthly emergency/crisis drills to include lock-downs/shelter in place/fire drills/evacuations, Crew App for communication installed on faculty and staff personal devices, Faculty/Staff/Student IDs, and utilizing our School Safety Team comprised of teachers, administration and parents. |
|  |  |  |

Demographic

## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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## Henry E. Harris Community School

(17-0220-050)
Grades Offered: PK-08
2018-2019

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## School Narrative

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Block Scheduling, School Safety Team meets on a monthly basis, several committees are in place to address the needs of our building which include a strategic planning committee, Data Analysis Team, I and RS, Attendance Committee. Our school implements a technology ratio $1: 1$ in grades $3-8$ and SMART Boards from grades $4-8$. Our building also provides communications through Global/District Connect, and Early Intervention services offered for Pre-K Students.

Horace Mann Community School<br>(17-0220-060)<br>Grades Offered: PK-08

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:

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Dr. Catherine Quinn |
| Address | 25 WEST 38TH STREET BAYONNE, NJ 07002 |
| Phone Number | $201-858-5979$ |
| Email Address | cquinn@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/24 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{\text { https://twitter.com/HMSTigers6 }}$ |

## Horace Mann Community School

(17-0220-060)
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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 | 36 | 33 | 32 |
| KG | 58 | 54 | 68 |
| 1 | 68 | 54 | 58 |
| 2 | 64 | 67 | 51 |
| 3 | 52 | 65 | 64 |
| 4 | 73 | 54 | 60 |
| 5 | 53 | 63 | 48 |
| 6 | 63 | 53 | 71 |
| 7 | 69 | 68 | 52 |
| 8 | 67 | 54 | 69 |
| Total | 603 | 565 | 573 |

## 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 | 36 | 33 | 32 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 58 | 54 | 68 |

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 | $54.1 \%$ | $51.3 \%$ | $50.3 \%$ |
| Male | $45.9 \%$ | $48.7 \%$ | $49.7 \%$ |
| Economically <br> Disadvantaged Students | $45.9 \%$ | $46.5 \%$ | $45.7 \%$ |
| Students with Disabilities | $12.4 \%$ | $14.3 \%$ | $12.6 \%$ |
| English Learners | $0.7 \%$ | $0.7 \%$ | $0.3 \%$ |
| Homeless Students | $0.5 \%$ | $0.2 \%$ | $0.3 \%$ |
| Students in Foster Care | $0.2 \%$ | $0.2 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $1.1 \%$ | $1.2 \%$ |
| 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 | $44.8 \%$ | $45.0 \%$ | $42.1 \%$ |
| Hispanic | $33.2 \%$ | $32.9 \%$ | $34.7 \%$ |
| Black or African American | $7.1 \%$ | $7.3 \%$ | $7.7 \%$ |
| Asian | $11.8 \%$ | $11.7 \%$ | $12.4 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.2 \%$ | $0.2 \%$ |
| Two or More Races | $3.0 \%$ | $3.0 \%$ | $3.0 \%$ |

## 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 | $81.7 \%$ |
| Spanish | $6.6 \%$ |
| Arabic | $6.6 \%$ |
| Urdu | $1.0 \%$ |
| Other Languages | $4.0 \%$ |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

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## Student Growth Trends and Progress

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


## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard $(40$ $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 53 | 56 | 50 | Met Standard | 49 | 49 | 50 | Met Standard |
| White | 58 | 58 | 50 | Met Standard | 58 | 53 | 52 | Met Standard |
| Hispanic | 45 | 53 | 49 | Met Standard | 41 | 47 | 47 | Met Standard |
| Black or African American | 46 | 49 | 45 | ** | 49 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 63.5 | 65.5 | 59 | Exceeds Standard | 71 | 56 | 60 | Exceeds Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 58 | 58 | 53 | N | 53 | 47 | 50 | N |
| Male | 50 | 54 | 47 | N | 46 | 51 | 51 | N |
| Economically Disadvantaged Students | 50 | 56 | 48 | Met Standard | 51 | 49 | 46 | Met Standard |
| Students with Disabilities | 37 | 44 | 43 | Not Met | 28.5 | 39.5 | 45 | Not Met |
| English Learners | 62 | 65 | 52 | ** | 52 | 56 | 50 | ** |
| Homeless Students | * | 64 | 43 | N | * | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
* Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


## Horace Mann Community School

(17-0220-060)
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
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

## ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability


20

0
$0 \longrightarrow 2017-18 \quad 2018-19$

2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $98.9 \%$ | $99.2 \%$ | $99.7 \%$ | $99.2 \%$ | $99.4 \%$ | $99.4 \%$ |
| Proficiency Rate for Federal Accountability | $51.5 \%$ | $51.0 \%$ | $47.2 \%$ | $35.4 \%$ | $39.1 \%$ | $36.8 \%$ |
| Annual Target | $44.8 \%$ | $46.6 \%$ | $48.5 \%$ | $37.8 \%$ | $40.0 \%$ | $42.3 \%$ |
| Met Annual Target? | Met Target | Met Target | Met Targett | Met Targett | Met Targett | Not Met |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^8]
## Horace Mann Community School

(17-0220-060)
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
$\dagger$ This indicates a table specific note, see note below table


## 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 | 345 | 99.7 | 47.2 | * | 57.9 | 47.2 | 48.5 | Met Targett |
| White | 153 | 100.0 | 51.6 | * | 66.9 | 51.6 | 49.4 | Met Target |
| Hispanic | 126 | 99.3 | 40.5 | * | 43.9 | 40.5 | 43.6 | Met Targett |
| Black or African American | 21 | 100.0 | 28.6 | 47.1 | 38.5 | 28.6 | 37.2 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 34 | 100.0 | 64.7 | 76.9 | 82.9 | 64.7 | 62 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 180 | 99.5 | 55.0 | * | 64.8 | 55.0 |  |  |
| Male | 165 | 100.0 | 38.8 | * | 51.3 | 38.8 |  |  |
| Economically Disadvantaged Students | 147 | 99.4 | 33.3 | * | 40.0 | 33.3 | 33.5 | Met Targett |
| Non-Economically Disadvantaged Students | 198 | 100.0 | 57.6 | * | 67.9 | 57.6 |  |  |
| Students with Disabilities | 50 | 100.0 | 12.0 | 13.5 | 22.7 | 12.0 | 16.3 | Met Targett |
| Students without Disabilities | 295 | 99.7 | 53.2 | 66.8 | 65.1 | 53.2 |  |  |
| English Learners | 22 | 100.0 | 22.7 | * | 29.3 | 22.7 | 33.7 | Met Targett |
| Non-English Learners | 323 | 99.7 | 48.9 | 61.0 | 60.6 | 48.9 |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Horace Mann Community School
(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3
 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: <br> 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 | 731 | 744 | 748 | 17\% | 28\% | 22\% | 33\% | 0\% | 33\% | 50\% |
| White | 32 | 732 | 746 | 757 | * | 31\% | * | 38\% | 0\% | 38\% | 60\% |
| Hispanic | 22 | 731 | * | 734 | * | * | * | * | * | 32\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 37 | 733 | 752 | 753 | * | * | * | * | * | 41\% | 55\% |
| Male | 27 | 727 | 736 | 743 | * | * | * | * | * | 22\% | 46\% |
| Economically Disadvantaged Students | 24 | 724 | 739 | 731 | * | * | * | * | * | 13\% | 33\% |
| Non-Economically Disadvantaged Students | 40 | 735 | 751 | 759 | * | * | * | * | * | 45\% | 61\% |
| Students with Disabilities | 11 | 705 | 696 | 719 | * | * | * | * | * | 18\% | 24\% |
| Students without Disabilities | 53 | 736 | 751 | 754 | * | * | * | * | * | 36\% | 56\% |
| English Learners | N | N | 721 | 713 | N | N | N | N | N | N | 17\% |
| Non-English Learners | 64 | 731 | 745 | 751 | 17\% | 28\% | 22\% | 33\% | 0\% | 33\% | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 738 | 750 | 755 | 14\% | 20\% | 32\% | * | * | 34\% | 57\% |
| White | 29 | 747 | 753 | 763 | * | * | 38\% | * | * | 45\% | 67\% |
| Hispanic | 30 | 726 | 744 | 743 | * | * | 37\% | * | * | 20\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 37 | 744 | 754 | 760 | * | * | 32\% | * | * | 43\% | 62\% |
| Male | 34 | 731 | 747 | 750 | * | * | 32\% | * | * | 24\% | 53\% |
| Economically Disadvantaged Students | 39 | 729 | * | 740 | * | * | 26\% | * | * | 26\% | 40\% |
| Non-Economically Disadvantaged Students | 32 | 748 | * | 765 | * | * | 41\% | * | * | 44\% | 69\% |
| Students with Disabilities | 13 | 704 | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 58 | 746 | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 29\% |
| Students in Foster Care | N | N | N | 729 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5 : Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 745 | 751 | 756 | * | * | 38\% | 40\% | 0\% | 40\% | 58\% |
| White | 21 | 744 | 751 | 764 | * | * | * | 48\% | 0\% | 48\% | 68\% |
| Hispanic | 16 | 741 | 747 | 743 | * | * | * | * | * | 31\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 20 | 756 | 758 | 761 | * | * | * | * | * | 55\% | 64\% |
| Male | 25 | 736 | 745 | 750 | * | * | * | * | * | 28\% | 52\% |
| Economically Disadvantaged Students | 18 | 740 | 746 | 740 | * | * | * | * | * | 28\% | 39\% |
| Non-Economically Disadvantaged Students | 27 | 748 | 759 | 766 | * | * | * | * | * | 48\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 70 | 748 | 753 | 754 | * | 21\% | 26\% | * | * | 51\% | 56\% |
| White | 29 | 756 | 761 | 762 | 0\% | * | * | * | * | 69\% | 65\% |
| Hispanic | 28 | 737 | * | 743 | * | * | 36\% | * | * | 32\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | * | * | * | 751 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 36 | 746 | 760 | 762 | * | * | * | * | * | 53\% | 64\% |
| Male | 34 | 749 | 747 | 748 | * | * | * | * | * | 50\% | 48\% |
| Economically Disadvantaged Students | 28 | 737 | 747 | 740 | * | * | * | * | * | 32\% | 39\% |
| Non-Economically Disadvantaged Students | 42 | 754 | 762 | 763 | * | * | * | * | * | 64\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 43 | 765 | 763 | 761 | * | * | * | 28\% | 40\% | 67\% | 63\% |
| White | 17 | 773 | 771 | 769 | 0\% | * | * | * | * | 71\% | 72\% |
| Hispanic | 14 | 751 | 756 | 747 | * | * | * | * | * | 50\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 25 | 770 | 774 | 769 | * | * | * | * | * | 80\% | 71\% |
| Male | 18 | 759 | 754 | 753 | * | * | * | * | * | 50\% | 55\% |
| Economically Disadvantaged Students | 19 | 752 | 755 | 743 | * | * | * | * | * | 58\% | 45\% |
| Non-Economically Disadvantaged Students | 24 | 776 | 774 | 771 | * | * | * | * | * | 75\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | N | N | 709 | 706 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 43 | 765 | 766 | 763 | * | * | * | 28\% | 40\% | 67\% | 65\% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 759 | 763 | 762 | * | * | 21\% | 50\% | 16\% | 66\% | 63\% |
| White | 23 | 756 | * | 770 | * | * | * | * | * | 57\% | 72\% |
| Hispanic | 25 | 766 | 755 | 747 | 0\% | * | * | * | * | 80\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 29 | 774 | 772 | 771 | * | * | * | * | * | 76\% | 71\% |
| Male | 33 | 746 | 753 | 753 | * | * | * | * | * | 58\% | 55\% |
| Economically Disadvantaged Students | 23 | 754 | 756 | 743 | * | * | * | * | * | 61\% | 45\% |
| Non-Economically Disadvantaged Students | 39 | 762 | 770 | 772 | * | * | * | * | * | 69\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 345 | 99.4 | 36.8 | * | 44.5 | 36.8 | 42.3 | Not Met |
| White | 152 | 99.4 | 42.1 | * | 54.1 | 42.1 | 46.2 | Met Targett |
| Hispanic | 127 | 99.3 | 29.9 | * | 28.8 | 29.9 | 32.4 | Met Targett |
| Black or African American | 21 | 100.0 | 14.3 | 22.7 | 23.0 | 14.3 | 24.6 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 34 | 100.0 | 50.0 | 67.0 | 76.5 | 50.0 | 69.5 | Not Met |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 179 | 98.9 | 38.0 | * | 44.9 | 38.0 |  |  |
| Male | 166 | 100.0 | 35.5 | * | 44.2 | 35.5 |  |  |
| Economically Disadvantaged Students | 148 | 99.4 | 28.4 | * | 26.3 | 28.4 | 31 | Met Targett |
| Non-Economically Disadvantaged Students | 197 | 99.5 | 43.1 | * | 54.9 | 43.1 |  |  |
| Students with Disabilities | 49 | 98.1 | * | * | 17.4 | * | 14.2 | Met Targett |
| Students without Disabilities | 296 | 99.7 | * | * | 50.0 | * |  |  |
| English Learners | 23 | 100.0 | 21.7 | * | 25.0 | 21.7 | 28.4 | Met Targett |
| Non-English Learners | 322 | 99.4 | 37.9 | 39.6 | 46.5 | 37.9 |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Horace Mann Community School
(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 64 | 735 | 750 | 752 | * | 30\% | 22\% | * | * | 39\% | 55\% |
| White | 32 | 738 | 755 | 760 | * | 31\% | * | * | * | 47\% | 66\% |
| Hispanic | 22 | 737 | 744 | 739 | * | * | * | * | * | 36\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 37 | 735 | 754 | 751 | * | * | * | * | * | 38\% | 54\% |
| Male | 27 | 735 | 746 | 752 | * | * | * | * | * | 41\% | 56\% |
| Economically Disadvantaged Students | 24 | 731 | 747 | 737 | * | * | * | * | * | 25\% | 37\% |
| Non-Economically Disadvantaged Students | 40 | 738 | 754 | 761 | * | * | * | * | * | 48\% | 67\% |
| Students with Disabilities | 11 | 718 | 712 | 731 | * | * | * | * | * | 18\% | 31\% |
| Students without Disabilities | 53 | 739 | 755 | 756 | * | * | * | * | * | 43\% | 60\% |
| English Learners | N | N | 734 | 728 | N | N | N | N | N | N | 26\% |
| Non-English Learners | 64 | 735 | 751 | 754 | * | 30\% | 22\% | * | * | 39\% | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 736 | 745 | 749 | 14\% | 20\% | 35\% | * | * | 31\% | 51\% |
| White | 29 | 746 | 752 | 757 | * | * | 34\% | 45\% | 0\% | 45\% | 62\% |
| Hispanic | 30 | 722 | 737 | 737 | * | * | 40\% | * | * | 10\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 37 | 741 | 745 | 749 | * | * | 41\% | * | * | 32\% | 50\% |
| Male | 34 | 731 | 746 | 749 | * | * | 29\% | * | * | 29\% | 52\% |
| Economically Disadvantaged Students | 39 | 729 | * | 734 | * | * | 36\% | * | * | 26\% | 32\% |
| Non-Economically Disadvantaged Students | 32 | 745 | * | 759 | * | * | 34\% | * | * | 38\% | 63\% |
| Students with Disabilities | 13 | 704 | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 58 | 743 | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | * | * | * | 722 | * | * | * | * | * | * | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 745 | 744 | 747 | * | * | 42\% | * | * | 38\% | 47\% |
| White | 21 | 752 | 747 | 755 | 0\% | * | * | * | * | 52\% | 58\% |
| Hispanic | 16 | 736 | 738 | 735 | * | * | * | * | * | 25\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 20 | 745 | 745 | 747 | * | * | * | * | * | 35\% | 47\% |
| Male | 25 | 746 | 743 | 747 | * | * | * | * | * | 40\% | 47\% |
| Economically Disadvantaged Students | 18 | 742 | 740 | 732 | * | * | * | * | * | 33\% | 27\% |
| Non-Economically Disadvantaged Students | 27 | 748 | 750 | 757 | * | * | * | * | * | 41\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Horace Mann Community School

(17-0220-060)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 737 | 736 | 741 | * | * | 39\% | 31\% | 0\% | 31\% | 41\% |
| White | 29 | 745 | 745 | 749 | 0\% | * | 59\% | * | * | 31\% | 51\% |
| Hispanic | 29 | 730 | 727 | 729 | * | 41\% | * | * | * | 24\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | * | * | * | 738 | * | * | * | * | * | * | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 36 | 733 | 736 | 742 | * | * | 36\% | * | * | 31\% | 42\% |
| Male | 35 | 741 | 737 | 740 | * | * | 43\% | * | * | 31\% | 40\% |
| Economically Disadvantaged Students | 29 | 731 | 731 | 726 | * | * | * | * | * | 31\% | 21\% |
| Non-Economically Disadvantaged Students | 42 | 741 | 744 | 750 | * | * | * | * | * | 31\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 43 | 739 | 740 | 744 | * | * | 28\% | 47\% | 0\% | 47\% | 42\% |
| White | 17 | 745 | 747 | 751 | * | * | * | * | * | 47\% | 53\% |
| Hispanic | 14 | 734 | 735 | 733 | * | * | * | * | * | 36\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 25 | 737 | 742 | 744 | * | * | * | 40\% | 0\% | 40\% | 42\% |
| Male | 18 | 743 | 739 | 743 | * | * | * | 56\% | 0\% | 56\% | 42\% |
| Economically Disadvantaged Students | 19 | 726 | 735 | 731 | * | * | * | * | * | 26\% | 24\% |
| Non-Economically Disadvantaged Students | 24 | 750 | 747 | 751 | * | * | * | * | * | 63\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | N | N | 722 | 716 | N | N | N | N | N | N | 10\% |
| Non-English Learners | 43 | 739 | 741 | 745 | * | * | 28\% | 47\% | 0\% | 47\% | 44\% |
| Homeless Students | * | * | * | 721 | * | * | * | * | * | * | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Horace Mann Community School

(17-0220-060)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 56 | 733 | 732 | 728 | 20\% | 18\% | 29\% | * | * | 34\% | 29\% |
| White | 20 | 732 | * | 737 | * | * | * | * | * | 30\% | 38\% |
| Hispanic | 23 | 739 | 728 | 722 | * | * | * | * | * | 43\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 25 | 742 | 735 | 731 | * | * | * | * | * | 48\% | 31\% |
| Male | 31 | 725 | 730 | 726 | * | * | * | * | * | 23\% | 27\% |
| Economically Disadvantaged Students | 23 | 733 | * | 719 | * | * | * | * | * | 35\% | 20\% |
| Non-Economically Disadvantaged Students | 33 | 732 | * | 735 | * | * | * | * | * | 33\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | N | N | 733 | 727 | N | N | N | N | N | N | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Horace Mann Community School

 (17-0220-060)Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | ${ }^{*}$ | ${ }^{*}$ |
| 5 | N | ${ }^{*}$ |
| 6 | N | N |
| 7 | N | N |
| 8 | 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | N | N | N |
| $3-4$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| 5 or more | N | N | N |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 37 | 44 | 17 | 2 |
| White | 36 | 44 | 16 | 4 |
| Hispanic | 50 | 25 | 25 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 42 | 46 | 13 | 0 |
| Male | 32 | 43 | 21 | 4 |
| Economically Disadvantaged Students | 48 | 43 | 9 | 0 |
| Non-Economically Disadvantaged Students | 28 | 45 | 24 | 3 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 37 | 44 | 17 | 2 |
| 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 |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 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 | 56 | 37 | 7 | 0 |
| White | 58 | 38 | 4 | 0 |
| Hispanic | 55 | 34 | 10 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 44 | 47 | 9 | 0 |
| Male | 67 | 28 | 6 | 0 |
| Economically Disadvantaged Students | 66 | 28 | 7 | 0 |
| Non-Economically Disadvantaged Students | 49 | 44 | 7 | 0 |
| Students with Disabilities | 89 | 11 | 0 | 0 |
| Students without Disabilities | 43 | 47 | 10 | 0 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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

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 | 71 |
| 7 | 0 | 0 | 54 |
| 8 | 6 | 0 | 64 |
| Total | 6 | 0 | 189 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 71 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 54 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 70 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 195 |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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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


Students enrolled in one or more classes by discipline:


## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 10.9 | 9.0 | Not Met |
| White | 18 | 7.6 | 9.0 | Met |
| Hispanic | 30 | 14.5 | 9.0 | Not Met |
| Black or African American | 9 | 22.5 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 3 | 4.4 | 9.0 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Female | 28 | 9.9 |  |  |
| Male | 34 | 12.0 |  |  |
| Economically Disadvantaged Students | 44 | 16.3 | 9.0 | Not Met |
| Students with Disabilities | 18 | 21.7 | 9.0 | Not Met |
| English Learners | 2 | 10.5 | $* *$ | $* *$ |
| Homeless Students | $*$ | ${ }^{*}$ |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Migrant Students | N | N |  |  |

## Days Absent

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


Student Growth

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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


## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
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 | 8 |
| Weapons | 0 |
| Vandalism | 1 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| Total Unique Incidents | 12 |
| Incidents Per 100 Students Enrolled | 2.09 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> 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 | 5 | 3 | 8 |
| No Identified Nature | 1 |  | 1 |

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

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

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |


| School Days Missed <br> due to Out-of-School <br> Suspensions |
| :---: |
| 18 |

Demographic
Student
Academic Achievement

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 40 | 118,214 |
| Average years experience in <br> public schools | 14.9 | 12.1 |
| Average years experience in <br> district | 12.6 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $92.5 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $14: 1$ | $14: 1$ |
| Students to Administrators | $573: 1$ | $223: 1$ |
| Teachers to Administrators | $40: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Horace Mann Community School

(17-0220-060)
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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $50.3 \%$ | $92.5 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $49.7 \%$ | $7.5 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $42.1 \%$ | $97.5 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $34.7 \%$ | $2.5 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $7.7 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $12.4 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.0 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Horace Mann Community School

(17-0220-060)
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2018-2019

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## Key terms for staff data:

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

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


Admin
Doctoral Degree
Teacher 0\%
Admin 100\%

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

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

| Job Type | District | State |
| :--- | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.3 \%$ |

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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.

Horace Mann Community School
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Grades Offered: PK-08
2018-2019

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Horace Mann Community School

(17-0220-060)
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2018-2019

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $51.5 \%$ | $51.0 \%$ | $47.2 \%$ |
| Math Proficiency | $35.4 \%$ | $39.1 \%$ | $36.8 \%$ |
| ELA Growth | 56 | 49 | 53 |
| Math Growth | 38 | 55 | 49 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | ${ }^{*}$ | ${ }^{*}$ |
| Chronic Absenteeism | $6.9 \%$ | $9.5 \%$ | $10.9 \%$ |

[^9]Horace Mann Community School
(17-0220-060)
Grades Offered: PK-08
2018-2019

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$\dagger$ This indicates a table specific note, see note below table

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

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

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

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

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

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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

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

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## School Narrative

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

| Highlights: | - The motto of Horace Mann Community School is Be Kind and Respectful and Responsible. We feel that by following this motto, all of our stakeholders benefit from this caring community of learners. <br> - Horace Mann Community School has a staff that is Second to None. They are a diligent, hard-working, conscientious group that keeps the well-being of every student at the forefront of their teaching. <br> - To insure that students at Horace Mann Community School receive a well-rounded education, a host of co-curricular activities are offered. |
| :---: | :---: |
| Mission, Vision, Theme: | The mission of the Horace Mann Community School is to provide a respectful, quality, educational environment for all our students in order to foster academic, social and emotional growth that will lead to a strong love of learning and a strong sense of personal responsibility to self, to family, and to the community. |
| Awards, Recognition, Accomplishments: | After each marking period, students are able to receive awards: First Honor Roll, Second Honor Roll, Citizenship, Principal's Award and Perfect Attendance. Our students participate in the many district public school and private school competitions and most often come in first or second place. Three years ago we tied for first place in the Academic Challenge. We have always been successful in the Math Olympiad, and two years ago one of our students placed first in the individual competition of the Math Olympiad and three of our students tied for second place also in this competition. |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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## School Narrative

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## Horace Mann Community School

(17-0220-060)
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## School Narrative

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| Before and After School Programs: | Horace Mann Community School offers child care both Before and After school. Several Community Education Courses are offered as well. As part of the Multi-Tiered Systems of Support, (MTSS) the After School Reading and Math (ARMS) Program for students in grades 3 through 8 in both Math and ELA, AM Tutorial in Math for students in grades 3-8, and 100 Book Challenge for students in grades $\mathrm{K}, 1,2$, are also in place. |
| :---: | :---: |
| Staff and Professional Learning: | Teachers and Teacher Assistants have fulfilled the district requirements regarding the completion of webinars on various topics using SafeSchools. They have also attended Staff Training and Development Days where guest speakers or in-house sessions on pertinent topics are presented. Also, many teachers request Professional Days - out of district - on topics that are relevant to their content area. |
| Postsecondary Information: | There are some teachers in the process of acquiring their Masters Degree, their Administrative Certification, and their Doctorate Degree. |

## Horace Mann Community School

(17-0220-060)
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2018-2019

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## School Narrative

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Support services are provided through Title 1, Occupational Therapy, Speech Therapy, Physical Therapy, and Guidance Counseling. Our Intervention and Referral Services (I\&RS) Committee reviews student referrals and composes action plans or 504 plans as needed. We also have the opportunity to refer students to the Child Study Team for a full evaluation if we detect learning disabilities may be present.

## $\because \because=$ Student Supports and Services:

In order to promote health and wellness for all students, Horace Mann Community School participates in the Breakfast in the Classroom (BIC) and lunch programs on a daily basis. Our school nurse regularly checks students and contacts parents if there is a health concern. Students are also given physicals and eye exams by doctors hired by the district. Students participate in physical education classes for eighty minutes per week and have a daily 20 minute recess period during lunch.

## Student Health and Wellness:

The PTA at Horace Mann is an integral part of school life. Planning for school events begins in June for the following year. On the first day of school, black and orange balloons and flags welcome our students, celebrating the beginning of a new school year. Some of the activities they host are the Weekly Supply Cart, Book Fair, The Brain Show, Trunk or Treat, Better Than Broadway, Family Ice Skate Night, Movie Night, Garlic and Gaelic Night, Rutgers Science Bus, Holiday Bazaar, and Tiger Pride Assembly. They also provide refreshments for the Ring Ceremony, and the Junior Honor Society Induction Ceremony.

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-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.

|  | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2018-2019 a Climate <br> Survey was administered to Horace Mann Community School's parents students and staff. Our results indicated that our school <br> is a healthy school where quality learning takes place. There is a strong feeling of satisfaction with the instructional program and <br> the teaching staff by both parents and students |
| :--- | :--- |
| $\qquad$ Facilities: | The corner stone of Horace Mann School reads 1923. While no new additions to this old building have been done, the mid-point <br> exterior was retro-fitted to include a ramp leading to an elevator to insure handicap access. We have thirty-five classrooms, one <br> renovated auditorium that is now a multipurpose room, one gymnasium, a main office suite, an office for the Assistant Principal, <br> an Occupational and Physical Therapy room, one faculty room, one nurse's office, a guidance office, a library, an office for the <br> District Home Instruction Coordinator, two computer rooms, one band room, one Science Lab, one STEM lab, one Title 1 office, <br> and two lunch rooms. |
| School Safety: | The safety and security of our staff and students are of prime importance. All exterior doors are locked at all times and access to <br> the school is limited to the front door where a reception aide screens visitors with the help of a metal detector and a wand The <br> Horace Mann Safety Committee meets once a month and reviews all safety measures. One lockdown drill and two fire drills are <br> held each month. An armed, retired police officer is on duty daily, Walkie Talkies are used to communicate with administration <br> and city-wide personnel. A weekly radio check is done throughout the district to make sure all equipment is in good working <br> order. |

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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## School Narrative

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| Technology and STEM: | Technology is incorporated into the learning activities of all students at Horace Mann. Students in Kindergarten use Asus Chromebook Flips, and all students in grades 3-8 have their own personal Chromebooks. Last year, a major focus on STEM activities was done. Our faculty will be conducting model STEM lessons again at faculty meetings. We will also be offering a course - Girls Who Code - for students in Grades 3-5. This is a six week course and will be launched the last week in January. |
| :---: | :---: |
| Early Childhood Education: | Horace Mann currently offers five full day Pre-Kindergarten classes and three each of Grades K, 1, 2, and 3. The High Scope Curriculum which is play-based and uses active learning has been adopted for use in our Pre-Kindergarten classes. The district curriculum is followed in Grades K-3 for all major subject areas - ELA, Math, Social Studies and Science. Last year, the Fundations Program was adopted for use in Grades $\mathrm{K}, 1$, and 2 . This is a phonics based program that uses active learning techniques, Also, last year, the i-Ready Diagnostics was given to students in Grades K, 1, 2 three times and an analysis of the results helped teachers pinpoint the instructional level of all students and in turn informed teachers so that they wee able to formulate small groups for focused instruction. The Early Childhood classes celebrate the Week of the Young Child doing fun activities each day for that week. They also recognize Dr. Seuss' Birthday in March. |

Demographic

## Horace Mann Community School

(17-0220-060)
Grades Offered: PK-08
2018-2019

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## School Narrative

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| We try to instill in our students that it is important to contribute to our community and we carry out activities that show how we |
| :--- | :--- |
| can do this. Under the direction of our Physical Education Teachers, our students raised over 7,000 dollars each year for the |
| past three years for the Amererican Heart Association by participating in the Hoops for Heart Program. Our school collects |
| Halloween Costumes and Winter Coats and sends them to the sheters in our area. Last year our Cleaner and Greener Club |
| collected plastic bags and gave them to the TREX Company where they are recycled into composite decks and railings. For the |
| past two years, our Show Choor was asked to perform in the Uptown Tree Lighting Ceremony during the holidays and they were |
| the hit of the show. Our school sponsored Horace Mann Fights Hunger where 99 |
| food bags of food items were collected to stock the in town. We'll be honoring our Veterans later this year when we collect Find-A-Word Books, Crossword Puzzle |
| Books, and various Games that will be given to the Veterans' Hospitals. This will be the ninth year that our Peer Group will |
| sponsor a Senior Citizens Social where students interact with the Seniors in games and entertainment on a morning in January |
| or February. The Seniors receive gifts and are always thrilled to participate. |

## John M. Bailey Community School <br> (17-0220-040) <br> Grades Offered: PK-08

## 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:

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. Albert McCormick |
| Address | 75 WEST 10TH STREET BAYONNE, NJ 07002 |
| Phone Number | 201-858-5824 |
| Email Address | amccormick@bboed.org |
| Website | $\underline{h t t p s: / / w w w . b b o e d . o r g / d o m a i n / 27 ~}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{h t t p s: / / t w i t t e r . c o m / J M B C S ~ E a g l e s 12 ~}$ |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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

## Enrollment Trends by Grade

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

| Grade | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| PK | 25 | 36 | 29 |
| KG | 75 | 55 | 89 |
| 1 | 72 | 76 | 79 |
| 2 | 77 | 75 | 79 |
| 3 | 81 | 87 | 76 |
| 4 | 74 | 80 | 79 |
| 5 | 60 | 69 | 63 |
| 6 | 55 | 59 | 72 |
| 7 | 72 | 49 | 67 |
| 8 | 74 | 71 | 55 |
| Total | 665 | 657 | 688 |

## 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 | 25 | 36 | 29 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 75 | 55 | 89 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $46.2 \%$ | $45.4 \%$ | $45.1 \%$ |
| Male | $53.8 \%$ | $54.6 \%$ | $54.9 \%$ |
| Economically <br> Disadvantaged Students | $57.9 \%$ | $58.4 \%$ | $61.5 \%$ |
| Students with Disabilities | $15.3 \%$ | $17.4 \%$ | $15.8 \%$ |
| English Learners | $0.0 \%$ | $1.1 \%$ | $1.5 \%$ |
| Homeless Students | $0.6 \%$ | $0.3 \%$ | $0.6 \%$ |
| Students in Foster Care | $1.4 \%$ | $0.8 \%$ | $0.4 \%$ |
| Military-Connected Students | $0.3 \%$ | $1.7 \%$ | $1.2 \%$ |
| 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 | $38.6 \%$ | $38.1 \%$ | $35.5 \%$ |
| Hispanic | $44.1 \%$ | $43.8 \%$ | $43.9 \%$ |
| Black or African American | $9.3 \%$ | $8.8 \%$ | $10.2 \%$ |
| Asian | $4.7 \%$ | $4.7 \%$ | $5.4 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.2 \%$ | $0.0 \%$ |
| Two or More Races | $3.3 \%$ | $4.4 \%$ | $4.9 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :--- |
| English | $80.1 \%$ |
| Spanish | $10.3 \%$ |
| Arabic | $7.7 \%$ |
| Other Languages | $1.9 \%$ |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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## Student Growth Trends and Progress

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


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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 55 | 56 | 50 | Met Standard | 38.5 | 49 | 50 | Not Met |
| White | 62 | 58 | 50 | Exceeds Standard | 40.5 | 53 | 52 | Met Standard |
| Hispanic | 53 | 53 | 49 | Met Standard | 37 | 47 | 47 | Not Met |
| Black or African American | 43 | 49 | 45 | Met Standard | 44 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 69 | 65.5 | 59 | ** | * | 56 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | 51 | 53 | 49 | ** | 22 | 41 | 52 | ** |
| Female | 53 | 58 | 53 | N | 37 | 47 | 50 | N |
| Male | 57.5 | 54 | 47 | N | 41 | 51 | 51 | N |
| Economically Disadvantaged Students | 52 | 56 | 48 | Met Standard | 37 | 49 | 46 | Not Met |
| Students with Disabilities | 40.5 | 44 | 43 | Met Standard | 37 | 39.5 | 45 | Not Met |
| English Learners | 74 | 65 | 52 | ** | 46.5 | 56 | 50 | ** |
| Homeless Students | * | 64 | 43 | N | * | 56 | 44 | N |
| Students in Foster Care | * | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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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.


## John M. Bailey Community School

(17-0220-040)
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2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^10]
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## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## 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 | 406 | 97.7 | 56.9 | * | 57.9 | 56.9 | 43.5 | Met Target |
| White | 148 | 96.8 | 60.1 | * | 66.9 | 60.1 | 48.7 | Met Target |
| Hispanic | 189 | 98.0 | 51.3 | * | 43.9 | 51.3 | 40.1 | Met Target |
| Black or African American | 30 | 100.0 | 63.3 | 47.1 | 38.5 | 63.3 | 26.5 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 77.8 | 76.9 | 82.9 | 77.8 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 21 | 95.5 | 57.1 | * | 64.4 | 57.1 | N | N |
| Female | 203 | 99.5 | 62.6 | * | 64.8 | 62.6 |  |  |
| Male | 203 | 95.9 | 51.2 | * | 51.3 | 51.2 |  |  |
| Economically Disadvantaged Students | 243 | 98.0 | 51.0 | * | 40.0 | 51.0 | 40.7 | Met Target |
| Non-Economically Disadvantaged Students | 163 | 97.1 | 65.6 | * | 67.9 | 65.6 |  |  |
| Students with Disabilities | 54 | 93.3 | 13.0 | 13.5 | 22.7 | 12.9 | 14.4 | Met Targett |
| Students without Disabilities | 352 | 98.4 | 63.6 | 66.8 | 65.1 | 63.6 |  |  |
| English Learners | 26 | 100.0 | 38.5 | * | 29.3 | 38.5 | N | N |
| Non-English Learners | 380 | 97.5 | 58.2 | 61.0 | 60.6 | 58.2 |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | * | * | * | * | 27.6 | * |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 748 | 744 | 748 | * | * | 24\% | * | * | 52\% | 50\% |
| White | 22 | 748 | 746 | 757 | * | * | * | * | * | 59\% | 60\% |
| Hispanic | 31 | 743 | * | 734 | * | * | 35\% | 42\% | 0\% | 42\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 26 | 758 | 752 | 753 | * | * | * | * | * | 65\% | 55\% |
| Male | 41 | 742 | 736 | 743 | * | * | * | * | * | 44\% | 46\% |
| Economically Disadvantaged Students | 35 | 750 | 739 | 731 | * | * | * | * | * | 54\% | 33\% |
| Non-Economically Disadvantaged Students | 32 | 746 | 751 | 759 | * | * | * | * | * | 50\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 73 | 752 | 750 | 755 | * | 14\% | 18\% | * | * | 59\% | 57\% |
| White | 27 | 749 | 753 | 763 | * | * | * | * | * | 56\% | 67\% |
| Hispanic | 34 | 744 | 744 | 743 | * | * | * | * | * | 53\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 30 | 750 | 754 | 760 | * | * | * | * | * | 60\% | 62\% |
| Male | 43 | 753 | 747 | 750 | * | * | * | * | * | 58\% | 53\% |
| Economically Disadvantaged Students | 39 | 746 | * | 740 | * | * | * | * | * | 54\% | 40\% |
| Non-Economically Disadvantaged Students | 34 | 759 | * | 765 | * | * | * | * | * | 65\% | 69\% |
| Students with Disabilities | 10 | 695 | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 63 | 761 | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 742 | 751 | 756 | * | 17\% | 31\% | * | * | 42\% | 58\% |
| White | 24 | 741 | 751 | 764 | * | * | * | * | * | 38\% | 68\% |
| Hispanic | 33 | 741 | 747 | 743 | * | * | * | 45\% | 0\% | 45\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 42 | 743 | 758 | 761 | * | * | 29\% | * | * | 48\% | 64\% |
| Male | 29 | 739 | 745 | 750 | * | * | 34\% | * | * | 34\% | 52\% |
| Economically Disadvantaged Students | 50 | 739 | 746 | 740 | * | * | * | * | * | 42\% | 39\% |
| Non-Economically Disadvantaged Students | 21 | 747 | 759 | 766 | * | * | * | * | * | 43\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 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\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 73 | 747 | 753 | 754 | * | 16\% | 33\% | * | * | 47\% | 56\% |
| White | 22 | 755 | 761 | 762 | 0\% | * | * | * | * | 59\% | 65\% |
| Hispanic | 40 | 743 | * | 743 | * | * | 45\% | * | * | 38\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 38 | 751 | 760 | 762 | * | * | 29\% | * | * | 53\% | 64\% |
| Male | 35 | 742 | 747 | 748 | * | * | 37\% | * | * | 40\% | 48\% |
| Economically Disadvantaged Students | 47 | 742 | 747 | 740 | * | * | * | * | * | 38\% | 39\% |
| Non-Economically Disadvantaged Students | 26 | 756 | 762 | 763 | * | * | * | * | * | 62\% | 67\% |
| Students with Disabilities | 11 | 718 | 711 | 722 | * | * | * | * | * | 18\% | 19\% |
| Students without Disabilities | 62 | 752 | 761 | 761 | * | * | * | * | * | 52\% | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 771 | 763 | 761 | * | * | * | 39\% | 37\% | 76\% | 63\% |
| White | 27 | 787 | 771 | 769 | * | 0\% | * | * | * | 93\% | 72\% |
| Hispanic | 30 | 755 | 756 | 747 | * | * | * | * | * | 60\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 37 | 780 | 774 | 769 | * | * | * | * | * | 81\% | 71\% |
| Male | 30 | 761 | 754 | 753 | * | * | * | * | * | 70\% | 55\% |
| Economically Disadvantaged Students | 38 | 763 | 755 | 743 | * | * | * | 39\% | 26\% | 66\% | 45\% |
| Non-Economically Disadvantaged Students | 29 | 782 | 774 | 771 | * | * | * | 38\% | 52\% | 90\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## John M. Bailey Community School

(17-0220-040)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 766 | 763 | 762 | * | * | * | 35\% | 32\% | 68\% | 63\% |
| White | 25 | 766 | * | 770 | * | * | * | * | * | 64\% | 72\% |
| Hispanic | 26 | 766 | 755 | 747 | * | * | * | * | * | 73\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 32 | 778 | 772 | 771 | * | * | * | * | * | 75\% | 71\% |
| Male | 30 | 752 | 753 | 753 | * | * | * | * | * | 60\% | 55\% |
| Economically Disadvantaged Students | 37 | 757 | 756 | 743 | * | * | * | * | * | 57\% | 45\% |
| Non-Economically Disadvantaged Students | 25 | 778 | 770 | 772 | * | * | * | * | * | 84\% | 72\% |
| Students with Disabilities | 10 | 720 | 714 | 721 | * | * | * | * | * | 30\% | 22\% |
| Students without Disabilities | 52 | 774 | 771 | 770 | * | * | * | * | * | 75\% | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 31\% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 32\% |
| Military-Connected Students | * | * | * | 760 | * | * | * | * | * | * | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 409 | 97.7 | 37.7 | * | 44.5 | 37.7 | 45.4 | Not Met |
| White | 151 | 96.9 | 44.4 | * | 54.1 | 44.4 | 57.3 | Not Met |
| Hispanic | 189 | 98.0 | 31.7 | * | 28.8 | 31.7 | 36.2 | Met Targett |
| Black or African American | 30 | 100.0 | 30.0 | 22.7 | 23.0 | 30.0 | 27 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 18 | 100.0 | 55.6 | 67.0 | 76.5 | 55.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 21 | 95.5 | 38.1 | * | 53.3 | 38.1 | N | N |
| Female | 204 | 99.5 | 36.3 | * | 44.9 | 36.3 |  |  |
| Male | 205 | 96.0 | 39.0 | * | 44.2 | 39.0 |  |  |
| Economically Disadvantaged Students | 246 | 98.1 | 33.3 | * | 26.3 | 33.3 | 42.7 | Not Met |
| Non-Economically Disadvantaged Students | 163 | 97.1 | 44.2 | * | 54.9 | 44.2 |  |  |
| Students with Disabilities | 54 | 93.3 | * | * | 17.4 | * | 17.9 | Not Met |
| Students without Disabilities | 355 | 98.4 | * | * | 50.0 | * |  |  |
| English Learners | 29 | 100.0 | 31.0 | * | 25.0 | 31.0 | N | N |
| Non-English Learners | 380 | 97.5 | 38.2 | 39.6 | 46.5 | 38.2 |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | * | * | * | * | 17.1 | * |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

John M. Bailey Community School
(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 68 | 754 | 750 | 752 | * | 24\% | 18\% | * | * | 57\% | 55\% |
| White | 22 | 760 | 755 | 760 | 0\% | * | * | * | * | 68\% | 66\% |
| Hispanic | 32 | 750 | 744 | 739 | 0\% | * | * | * | * | 50\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 27 | 762 | 754 | 751 | * | * | * | * | * | 67\% | 54\% |
| Male | 41 | 749 | 746 | 752 | * | * | * | * | * | 51\% | 56\% |
| Economically Disadvantaged Students | 36 | 752 | 747 | 737 | * | * | * | * | * | 58\% | 37\% |
| Non-Economically Disadvantaged Students | 32 | 756 | 754 | 761 | * | * | * | * | * | 56\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

John M. Bailey Community School
(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 75 | 740 | 745 | 749 | * | 15\% | 41\% | * | * | 36\% | 51\% |
| White | 29 | 736 | 752 | 757 | * | * | 55\% | * | * | 24\% | 62\% |
| Hispanic | 34 | 735 | 737 | 737 | * | * | 35\% | 35\% | 0\% | 35\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 30 | 734 | 745 | 749 | * | * | 57\% | * | * | 20\% | 50\% |
| Male | 45 | 744 | 746 | 749 | * | * | 31\% | * | * | 47\% | 52\% |
| Economically Disadvantaged Students | 41 | 738 | * | 734 | * | * | 37\% | * | * | 37\% | 32\% |
| Non-Economically Disadvantaged Students | 34 | 742 | * | 759 | * | * | 47\% | * | * | 35\% | 63\% |
| Students with Disabilities | 10 | 698 | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 65 | 747 | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

John M. Bailey Community School
(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 741 | 744 | 747 | * | 23\% | 42\% | * | * | 32\% | 47\% |
| White | 24 | 742 | 747 | 755 | * | * | 42\% | * | * | 38\% | 58\% |
| Hispanic | 33 | 740 | 738 | 735 | 0\% | * | 48\% | * | * | 27\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 42 | 742 | 745 | 747 | * | * | 48\% | * | * | 31\% | 47\% |
| Male | 29 | 739 | 743 | 747 | * | * | 34\% | * | * | 34\% | 47\% |
| Economically Disadvantaged Students | 50 | 738 | 740 | 732 | * | * | * | * | * | 24\% | 27\% |
| Non-Economically Disadvantaged Students | 21 | 749 | 750 | 757 | * | * | * | * | * | 52\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 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\% |

## John M. Bailey Community School

(17-0220-040)
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
† This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 75 | 730 | 736 | 741 | * | 33\% | 33\% | * | * | 24\% | 41\% |
| White | 24 | 736 | 745 | 749 | * | * | * | 42\% | 0\% | 42\% | 51\% |
| Hispanic | 40 | 728 | 727 | 729 | * | 40\% | 38\% | * | * | 15\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 39 | 730 | 736 | 742 | * | 36\% | 36\% | * | * | 21\% | 42\% |
| Male | 36 | 730 | 737 | 740 | * | 31\% | 31\% | * | * | 28\% | 40\% |
| Economically Disadvantaged Students | 49 | 725 | 731 | 726 | * | 31\% | * | * | * | 18\% | 21\% |
| Non-Economically Disadvantaged Students | 26 | 738 | 744 | 750 | * | 38\% | * | * | * | 35\% | 53\% |
| Students with Disabilities | 11 | 709 | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | 64 | 733 | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## John M. Bailey Community School

(17-0220-040)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 7

 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 <br> 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 67 | 738 | 740 | 744 | * | 28\% | 33\% | * | * | 31\% | 42\% |
| White | 27 | 752 | 747 | 751 | * | * | 37\% | * | * | 56\% | 53\% |
| Hispanic | 30 | 727 | 735 | 733 | * | 40\% | 33\% | * | * | 13\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 37 | 739 | 742 | 744 | * | * | 30\% | * | * | 35\% | 42\% |
| Male | 30 | 736 | 739 | 743 | * | * | 37\% | * | * | 27\% | 42\% |
| Economically Disadvantaged Students | 38 | 733 | 735 | 731 | * | * | * | * | * | 24\% | 24\% |
| Non-Economically Disadvantaged Students | 29 | 744 | 747 | 751 | * | * | * | * | * | 41\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | * | * | * | 721 | * | * | * | * | * | * | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## John M. Bailey Community School

(17-0220-040)
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
† This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 57 | 735 | 732 | 728 | * | 23\% | 26\% | * | * | 37\% | 29\% |
| White | 23 | 744 | * | 737 | * | * | * | * | * | 43\% | 38\% |
| Hispanic | 24 | 736 | 728 | 722 | * | * | * | 42\% | 0\% | 42\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 30 | 747 | 735 | 731 | * | * | * | * | * | 47\% | 31\% |
| Male | 27 | 721 | 730 | 726 | * | * | * | * | * | 26\% | 27\% |
| Economically Disadvantaged Students | 34 | 736 | * | 719 | * | * | * | * | * | 38\% | 20\% |
| Non-Economically Disadvantaged Students | 23 | 733 | * | 735 | * | * | * | * | * | 35\% | 36\% |
| Students with Disabilities | 10 | 690 | 698 | 707 | * | 0\% | * | * | * | 10\% | 10\% |
| Students without Disabilities | 47 | 744 | 739 | 734 | * | 28\% | * | * | * | 43\% | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | * | * | * | 709 | * | * | * | * | * | * | 12\% |
| Students in Foster Care | * | * | * | 709 | * | * | * | * | * | * | 15\% |
| Military-Connected Students | * | * | * | 735 | * | * | * | * | * | * | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

John M. Bailey Community School
(17-0220-040)
Grades Offered: PK-08
2018-2019

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 731 | 752 | * | * | * | * | * | * | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | N | N |
| 4 | N | N |
| 5 | ${ }^{*}$ | ${ }^{*}$ |
| 6 | ${ }^{*}$ | ${ }^{*}$ |
| 7 | N | ${ }^{*}$ |
| 8 | 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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.

$\left.$| Years in District | \# Students |
| :---: | :---: | :---: | :---: |
| Tested |  | | \% Students with |
| :---: |
| Overall Score |
| Below 4.5 | | \% Students with |
| :---: |
| Overall Score of |
| 4.5 and above | \right\rvert\, | $0-2$ | $*$ | $*$ |
| :---: | :---: | :---: |
| $3-4$ | N | N |
| 5 or more | $*$ | $*$ |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 40 | 47 | 12 | 2 |
| White | 55 | 36 | 9 | 0 |
| Hispanic | 26 | 67 | 4 | 4 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 41 | 47 | 12 | 0 |
| Male | 38 | 46 | 12 | 4 |
| Economically Disadvantaged Students | 45 | 45 | 8 | 3 |
| Non-Economically Disadvantaged Students | 30 | 50 | 20 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 40 | 47 | 12 | 2 |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5,8 , and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

## NJSLA Science Assessment: Grade 8 Summary

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


## NJSLA Science Assessment: Grade 8

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 44 | 11 | 0 |
| White | 36 | 59 | 5 | 0 |
| Hispanic | 35 | 50 | 15 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 30 | 56 | 15 | 0 |
| Male | 61 | 32 | 7 | 0 |
| Economically Disadvantaged Students | 53 | 38 | 9 | 0 |
| Non-Economically Disadvantaged Students | 35 | 52 | 13 | 0 |
| Students with Disabilities | 80 | 20 | 0 | 0 |
| Students without Disabilities | 38 | 49 | 13 | 0 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students in Foster Care | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |

## John M. Bailey Community School <br> (17-0220-040)

Grades Offered: PK-08
Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 72 |
| 7 | 0 | 0 | 67 |
| 8 | 5 | 0 | 51 |
| Total | 5 | 0 | 190 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 56 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 195 |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ 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


Students enrolled in one or more classes by discipline:


## John M. Bailey Community School

(17-0220-040)
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
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 65 | 9.7 | 9.0 | Not Met |
| White | 17 | 6.7 | 9.0 | Met |
| Hispanic | 39 | 13.1 | 9.0 | Not Met |
| Black or African American | 4 | 8.3 | 9.0 | Met |
| Asian, Native Hawaiian, or Pacific | 3 | 8.1 | 9.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 2 | 5.9 | 9.0 | Met |
| Female | 27 | 8.5 |  |  |
| Male | 38 | 10.9 |  |  |
| Economically Disadvantaged Students | 48 | 11.6 | 9.0 | Not Met |
| Students with Disabilities | 18 | 19.8 | 9.0 | Not Met |
| English Learners | 2 | 5.3 | 9.0 | 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.


Student Growth

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
* Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism by Grade

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


## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
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 | N |
| Weapons | N |
| Vandalism | N |
| Substances | N |
| Harassment, Intimidation, Bullying (HIB) | N |
| Total Unique Incidents | N |
| Incidents Per 100 Students Enrolled | N |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | N | N | N |
| Religion | N | N | N |
| Ancestry | N | N | N |
| Gender | N | N | N |
| Sexual Orientation | N | N | N |
| Disability | N | N | N |
| Other | N | N | N |
| No Identified Nature | N |  | N |

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | N |
| Weapons | N |
| Vandalism | N |
| Substances | N |
| Harassment, Intimidation, Bullying (HIB) | N |
| Other Incidents Leading to Removal | 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | N | N |
| Out-of-School Suspensions | N | N |
| Any Suspension | N | N |
| Removal to other education <br> program | N | N |
| Expulsion | N | N |
| Arrest | N | N |


| School Days Missed <br> due to Out-of-School <br> Suspensions |
| :---: |
| N |

Demographic
Student
Academic Achievement

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 43 | 118,214 |
| Average years experience in <br> public schools | 14.0 | 12.1 |
| Average years experience in <br> district | 12.1 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $88.4 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $16: 1$ | $14: 1$ |
| Students to Administrators | $688: 1$ | $223: 1$ |
| Teachers to Administrators | $43: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $45.1 \%$ | $76.7 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $54.9 \%$ | $23.3 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $35.5 \%$ | $97.7 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $43.9 \%$ | $2.3 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $10.2 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $5.4 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $4.9 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

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## John M. Bailey Community School <br> (17-0220-040)

Grades Offered: PK-08
2018-2019

## 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 districtlevel administrators

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


## Doctoral Degree

| Teacher | $0 \%$ |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.0 \%$ |

## John M. Bailey Community School

(17-0220-040)
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.

## Report Key:

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Targeted Support and Improvement |
| :--- | :--- |
| Category of Identification | Low Performing Student Group (ATSI) |
| Year Eligible to Exit Status | 2022 |
| Student Group Status: White |  |
| Student Group Status: Hispanic |  |
| Student Group Status: Black or African American |  |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander |  |
| Student Group Status: American Indian or Alaska Native |  |
| Student Group Status: Two or More Races |  |
| Student Group Status: Economically Disadvantaged Students |  |
| Student Group Status: Students with Disabilities |  |
| Student Group Status: English Learners |  |

$\dagger$ 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.

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $51.7 \%$ | $51.2 \%$ | $56.9 \%$ |
| Math Proficiency | $40.4 \%$ | $38.9 \%$ | $37.7 \%$ |
| ELA Growth | 59 | 48 | 55 |
| Math Growth | 41 | 41 | 38 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | ${ }^{*}$ | ${ }^{*}$ |
| Chronic Absenteeism | $11.3 \%$ | $10.7 \%$ | $9.7 \%$ |

[^11]
## Report Key:

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

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

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

## 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.

## John M. Bailey Community School

(17-0220-040)
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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 <br> 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: <br> Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Not Met | Met Standard | Not Met | ** | Not Met | No |
| White | Met Target | Not Met | Exceeds Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Target | Met Targett | Met Standard | Not Met | n/a | Not Met | No |
| Black or African American | Met Target | Met Target | Met Standard | ** | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | N | N | ** | ** | n/a | Met | No |
| Economically Disadvantaged Students | Met Target | Not Met | Met Standard | Not Met | n/a | Not Met | No |
| Students with Disabilities | Met Targett | Not Met | Met Standard | Not Met | n/a | Not Met | No |
| English Learners | N | N | ** | ** | ** | Met | No |

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

## John M. Bailey Community School <br> (17-0220-040)

Grades Offered: PK-08
2018-2019

## Report Key:

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## School Narrative

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

| Highlights: | - Teachers at John M. Bailey Community School have been awarded mini-grants in the amount of $\$ 500$ each by the Bayonne Education Foundation (BEF) for curriculum projects. <br> - JMBCS takes Breast Cancer Awareness very seriously. In October 2019, our school raised nearly $\$ 900$ which was donated to foundations supporting the fight against this disease. <br> - Our school receives an annual grant of $\$ 500$ from the Rockwell Institute for promoting a healthier generation. Grant money is used to purchase physical education equipment for our students. |
| :---: | :---: |
| Mission, Vision, Theme: | The mission of John M. Bailey Community School, in partnership with the parents and the community, is to provide a quality experience that encourages a love of learning and promotes responsible citizenship. We believe that education is the foundation necessary to achieve success. Our goal is to instill the desire to be tolerant, caring, trustworthy, responsible and respectful. Therefore, we encourage, guide and support all students to reach their highest potential and become lifelong learners and contribute to our demanding society. In their pursuit of wisdom, the students of John M. Bailey Community School will discover something of value in themselves and return it to society. Our school will provide a safe, functional environment conducive to learning and development of self-esteem. Faculty and staff will strive to achieve their maximum potential, model lifelong learning and positive values, and display understanding, empathy and respect for all members of the school community. |
| Awards, Recognition, Accomplishments: | Successful representation and placement in Spelling Bee, Geography Bee, Math Olympiad, Forensics Competition, Academic Challenge and Fire Bowl. |

## John M. Bailey Community School

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## School Narrative

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

|  | At John M. Bailey Community School the following platforms and curriculum courses are incorporated: Algebra I, REACH, <br> electronic textbooks, Classrom Dojo, Google Classroom, Khan Academy, Newsela, IXL; I-Ready and Fundations; New Jersey <br> Student Learning Standards (NJSLLS) and Next Generation Science Standards (NGSS) standards and assessment. In addition, <br> Realtime is used for student management and OnCourse is used for teacher lesson planning. |
| :--- | :--- | :--- |
| Instruction: |  |

## John M. Bailey Community School <br> (17-0220-040)

Grades Offered: PK-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.

| At John M. Bailey Community School, several students are enrolled in the Community Education Before/After School Child Care |
| :--- | :--- |
| Before and After |
| Schogram. Student may also be eligible for our ARMS tutoring program held before and after school. ARMS pertains to students |
| in grades 3.-8. This program offers extra enrichment in the areas of English/Language Arts and Mathematics to students who fit |
| the criteria. Additionally, the 100 Book Challenge program is offered after school to students in grades K-3. This is an |
| outstanding literacy based program for at risk students. Finally, students are offered a variety of extra-curricular classes to |
| choose from held after school under the Community Education umbrella, Classes run for six weeks at a time over three separate |
| sessions throughout the year. |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## School Narrative

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

| Student Supports and |
| :--- | :--- |
| Services: | | John M. Bailey Community School students in grades K-4 receive Title I services as deemed eligible. We have two Title I |
| :--- |
| teachers on staff. As for our special needs staff, one teacher is assigned to pull-out resource for students in grades 1 - 3 while |
| one inclusion teacher is assigned to grade 4. Additionally, JMBCS is home to seven self-contained special education classes (K- |
| 8) housing students with emotional disorders. An eighth class is expected to be added. Students academic, social and emotional |
| needs are addressed daily. A special services counselor is assigned specifically for our behavioral intervention program. A |
| program coordinator (teacher in charge) monitors the students and staff. Students receive related services as outlined in their |
| IEPs which include speech, occupational therapy, physical therapy and counseling. Child Study Team members are available as |
| well to students, parents and staff as needed. |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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## School Narrative

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

|  | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As a whole, the 2018-2019 <br> School Climate Survey returned positive results for John M. Bailey Community School. The survey was provided to students, <br> parents and staff. The results are rather favorable throughout the respective categories. Many topics were addressed. Honest <br> feedback will help us maintain our strengths and improve any weaknesses. Surveys of this nature are necessary for the overall <br> benefit of our school community. At John M. Bailey Community School, we are especially committed to providing a safe learning <br> environment that fosters the academic, social and emotional development of all students. It is critical to recognize the <br> importance of working with all stakeholders for continued school-wide success. To this end, we consistently accept constructive <br> criticism so that we may continue to meet the needs of all students in line with our mission and vision respectively. |
| :--- | :--- |
| Facilities: | John M. Bailey Community School opened in 1910 as Number 12 School. Years later it was named after a long-time beloved <br> principal who served as its educational leader for many years. More recently, the school took on the community concept which <br> altered the name of the school once more. Today, the school houses nearly 700 students and approximately 95 staff members. It <br> is one of the oldest facilities in the City of Bayonne. It is equipped with thirty-eight classrooms which includes space for music, <br> art and technology. Also, a large gymnasium serves as the space for physical education classes as well as all school functions <br> such as concerts, plays, graduations, etc. A library is thilized on a regular basis as well as two cafeterias. Although the building is <br> 109 years old and has some logistical challenges, it continues to serve a real purpose. |

## John M. Bailey Community School

(17-0220-040)
Grades Offered: PK-08
2018-2019

## Report Key:

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## School Narrative

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

|  | John M. Bailey Community School integrates technology throughout all grades. At the classroom level, Pre-K students use <br> iPads, Kindergarten through Grade 2 students use Asus Chromebook Flips, and Grades 3 through 8 students use HP <br> Chromebooks. When instruction takes place in the technology lab, Pre-K students use Samsung Galaxy Tablets and Grades <br> Kindergarten through Grade 8 students use HP Chromebooks. Technology/STEM classes meet weekly for students in PreK <br> through Grade 6 and twice a week for students in Grades 7 and 8. Several classrooms are equipped with Smartboards. <br> Additional related activities include: Science Fair, Project Innovate, STEM Showcase, Robotics Club, Girls Who Code Club, the <br> Tello Drone Program, Lego club and have access to Lego Robotics and Google Virtual Reality Goggles. |
| :---: | :--- |
| Technology and |  |
| STEM: |  |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
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:

## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-08
2018-2019

## Report Key:

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. Keith Makowski |
| Address | 208 PROSPECT AVENUE BAYONNE, NJ 07002 |
| Phone Number | $201-858-5973$ |
| Email Address | kmakowski@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/23 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{h t t p s: / / t w i t t e r . c o m / L i n c o l n L i o n s 5 ~}$ |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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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 | 58 | 63 | 62 |
| KG | 53 | 45 | 48 |
| 1 | 55 | 48 | 38 |
| 2 | 57 | 49 | 48 |
| 3 | 49 | 53 | 49 |
| 4 | 49 | 42 | 50 |
| 5 | 44 | 42 | 33 |
| 6 | 26 | 38 | 40 |
| 7 | 50 | 24 | 35 |
| 8 | 33 | 46 | 23 |
| Total | 474 | 450 | 426 |

## 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 | 58 | 63 | 62 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 53 | 45 | 48 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $45.7 \%$ | $48.2 \%$ | $48.8 \%$ |
| Male | $54.3 \%$ | $51.8 \%$ | $51.2 \%$ |
| Economically <br> Disadvantaged Students | $54.7 \%$ | $53.6 \%$ | $58.7 \%$ |
| Students with Disabilities | $25.3 \%$ | $24.2 \%$ | $26.3 \%$ |
| English Learners | $0.2 \%$ | $0.2 \%$ | $1.4 \%$ |
| Homeless Students | $0.2 \%$ | $0.2 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.2 \%$ | $0.4 \%$ | $0.2 \%$ |
| Military-Connected Students | $0.0 \%$ | $1.1 \%$ | $0.2 \%$ |
| 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 | $36.4 \%$ | $35.3 \%$ | $35.9 \%$ |
| Hispanic | $41.3 \%$ | $42.7 \%$ | $44.6 \%$ |
| Black or African American | $10.3 \%$ | $9.3 \%$ | $6.3 \%$ |
| Asian | $8.8 \%$ | $9.3 \%$ | $8.5 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $3.2 \%$ | $3.3 \%$ | $4.5 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :---: |
| English | $69.7 \%$ |
| Spanish | $16.0 \%$ |
| Arabic | $9.4 \%$ |
| Other Languages | $4.9 \%$ |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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## Student Growth Trends and Progress

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


## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08 2018-2019

## Report Key:

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$\dagger$ This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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

| Student Group | ELA: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 56 | 50 | Met Standard | 44 | 49 | 50 | Met Standard |
| White | 55 | 58 | 50 | Met Standard | 48 | 53 | 52 | Met Standard |
| Hispanic | 41 | 53 | 49 | Met Standard | 42 | 47 | 47 | Met Standard |
| Black or African American | 28 | 49 | 45 | ** | * | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 52 | 65.5 | 59 | ** | 36 | 56 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 42 | 58 | 53 | N | 34 | 47 | 50 | N |
| Male | 46 | 54 | 47 | N | 51 | 51 | 51 | N |
| Economically Disadvantaged Students | 42 | 56 | 48 | Met Standard | 48 | 49 | 46 | Met Standard |
| Students with Disabilities | 41 | 44 | 43 | Met Standard | 47.5 | 39.5 | 45 | Met Standard |
| English Learners | 44 | 65 | 52 | ** | 56 | 56 | 50 | ** |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | N | 67.5 | 49 | N | N | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^12]
## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## English Language Arts Assessment - Participation and Performance


 expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 244 | 99.2 | 50.8 | * | 57.9 | 50.8 | 57.7 | Not Met |
| White | 82 | 100.0 | 59.8 | * | 66.9 | 59.8 | 65.8 | Met Targett |
| Hispanic | 122 | 98.4 | 46.7 | * | 43.9 | 46.7 | 52.2 | Met Targett |
| Black or African American | * | * | * | 47.1 | 38.5 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 100.0 | 52.9 | 76.9 | 82.9 | 52.9 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 113 | 99.2 | 58.4 | * | 64.8 | 58.4 |  |  |
| Male | 131 | 99.3 | 44.3 | * | 51.3 | 44.3 |  |  |
| Economically Disadvantaged Students | 141 | 99.3 | 41.8 | * | 40.0 | 41.8 | 53.1 | Not Met |
| Non-Economically Disadvantaged Students | 103 | 99.1 | 63.1 | * | 67.9 | 63.1 |  |  |
| Students with Disabilities | 58 | 96.8 | 19.0 | 13.5 | 22.7 | 19.0 | 37.8 | Not Met |
| Students without Disabilities | 186 | 100.0 | 60.8 | 66.8 | 65.1 | 60.8 |  |  |
| English Learners | 20 | 100.0 | 20.0 | * | 29.3 | 20.0 | N | N |
| Non-English Learners | 224 | 99.1 | 53.6 | 61.0 | 60.6 | 53.6 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | * | * | * | * | 27.6 | * |  |  |
| Military-Connected Students | N | N | N | 55.2 | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Report Key:

## Lincoln Community School \#5

(17-0220-070)
NJ SCHOOL
PERFORMANCE
REPORT
Grades Offered: PK-08

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 3
 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: <br> 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 | 769 | 744 | 748 | * | * | * | * | * | 68\% | 50\% |
| White | 16 | 770 | 746 | 757 | * | * | * | * | * | 63\% | 60\% |
| Hispanic | 19 | 759 | * | 734 | 0\% | * | * | 68\% | 0\% | 68\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 20 | 783 | 752 | 753 | * | * | * | * | * | 80\% | 55\% |
| Male | 24 | 757 | 736 | 743 | * | * | * | * | * | 58\% | 46\% |
| Economically Disadvantaged Students | 20 | 763 | 739 | 731 | * | * | * | * | * | 60\% | 33\% |
| Non-Economically Disadvantaged Students | 24 | 773 | 751 | 759 | * | * | * | * | * | 75\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 50 | 756 | 750 | 755 | * | * | * | 34\% | 24\% | 58\% | 57\% |
| White | 11 | 784 | 753 | 763 | 0\% | 0\% | * | * | * | 82\% | 67\% |
| Hispanic | 29 | 753 | 744 | 743 | * | * | * | * | * | 55\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 27 | 755 | 754 | 760 | * | * | * | * | * | 63\% | 62\% |
| Male | 23 | 757 | 747 | 750 | * | * | * | * | * | 52\% | 53\% |
| Economically Disadvantaged Students | 28 | 744 | * | 740 | * | * | * | * | * | 39\% | 40\% |
| Non-Economically Disadvantaged Students | 22 | 771 | * | 765 | * | * | * | * | * | 82\% | 69\% |
| Students with Disabilities | 12 | 703 | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 38 | 773 | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 740 | 751 | 756 | * | * | 32\% | * | * | 32\% | 58\% |
| White | 13 | 734 | 751 | 764 | * | * | * | * | * | 23\% | 68\% |
| Hispanic | 14 | 739 | 747 | 743 | * | * | * | * | * | 36\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | N | N | * | 762 | N | N | N | N | N | N | 65\% |
| Female | 17 | 735 | 758 | 761 | * | * | * | * | * | 29\% | 64\% |
| Male | 14 | 745 | 745 | 750 | * | * | * | * | * | 36\% | 52\% |
| Economically Disadvantaged Students | 20 | 735 | 746 | 740 | * | * | * | * | * | 30\% | 39\% |
| Non-Economically Disadvantaged Students | 11 | 748 | 759 | 766 | * | * | * | * | * | 36\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 731 | 753 | 754 | * | * | 38\% | 29\% | 0\% | 29\% | 56\% |
| White | 15 | 739 | 761 | 762 | * | * | * | * | * | 47\% | 65\% |
| Hispanic | 22 | 725 | * | 743 | * | * | * | * | * | 18\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 19 | 733 | 760 | 762 | * | * | * | * | * | 32\% | 64\% |
| Male | 26 | 730 | 747 | 748 | * | * | * | * | * | 27\% | 48\% |
| Economically Disadvantaged Students | 29 | 729 | 747 | 740 | * | * | * | * | * | 28\% | 39\% |
| Non-Economically Disadvantaged Students | 16 | 735 | 762 | 763 | * | * | * | * | * | 31\% | 67\% |
| Students with Disabilities | 14 | 721 | 711 | 722 | * | * | * | * | * | 36\% | 19\% |
| Students without Disabilities | 31 | 736 | 761 | 761 | * | * | * | * | * | 26\% | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 750 | 763 | 761 | * | * | * | 35\% | 24\% | 59\% | 63\% |
| White | 20 | 760 | 771 | 769 | * | 0\% | * | * | * | 75\% | 72\% |
| Hispanic | 23 | 747 | 756 | 747 | * | * | * | * | * | 52\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 794 | 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 | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 19 | 756 | 774 | 769 | * | * | * | * | * | 58\% | 71\% |
| Male | 27 | 747 | 754 | 753 | * | * | * | * | * | 59\% | 55\% |
| Economically Disadvantaged Students | 26 | 735 | 755 | 743 | * | * | * | * | * | 46\% | 45\% |
| Non-Economically Disadvantaged Students | 20 | 771 | 774 | 771 | * | * | * | * | * | 75\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 34 | 742 | 763 | 762 | * | * | * | * | * | 53\% | 63\% |
| White | * | * | * | 770 | * | * | * | * | * | * | 72\% |
| Hispanic | 17 | 732 | 755 | 747 | * | * | * | * | * | 53\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 17 | 760 | 772 | 771 | * | * | * | * | * | 76\% | 71\% |
| Male | 17 | 724 | 753 | 753 | * | * | * | * | * | 29\% | 55\% |
| Economically Disadvantaged Students | 24 | 737 | 756 | 743 | * | * | * | * | * | 50\% | 45\% |
| Non-Economically Disadvantaged Students | 10 | 752 | 770 | 772 | * | * | * | * | * | 60\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 245 | 99.2 | 34.7 | * | 44.5 | 34.7 | 39 | Met Targett |
| White | 82 | 100.0 | 45.1 | * | 54.1 | 45.1 | 47.5 | Met Targett |
| Hispanic | 123 | 98.5 | 27.6 | * | 28.8 | 27.6 | 29.8 | Met Targett |
| Black or African American | * | * | * | 22.7 | 23.0 | * | ** | ** |
| Asian, Native Hawaiian, or Pacific Islander | 17 | 100.0 | 52.9 | 67.0 | 76.5 | 52.9 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 113 | 99.2 | 32.7 | * | 44.9 | 32.7 |  |  |
| Male | 132 | 99.3 | 36.4 | * | 44.2 | 36.4 |  |  |
| Economically Disadvantaged Students | 142 | 99.3 | 28.9 | * | 26.3 | 28.9 | 36.6 | Not Met |
| Non-Economically Disadvantaged Students | 103 | 99.1 | 42.7 | * | 54.9 | 42.7 |  |  |
| Students with Disabilities | 58 | 96.8 | 13.8 | * | 17.4 | 13.8 | 19.6 | Met Targett |
| Students without Disabilities | 187 | 100.0 | 41.2 | * | 50.0 | 41.2 |  |  |
| English Learners | 21 | 100.0 | 19.0 | * | 25.0 | 19.0 | N | N |
| Non-English Learners | 224 | 99.1 | 36.2 | 39.6 | 46.5 | 36.2 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | * | * | * | * | 17.1 | * |  |  |
| Military-Connected Students | N | N | N | 46.7 | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Report Key:

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


## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 768 | 750 | 752 | * | * | * | 41\% | 30\% | 72\% | 55\% |
| White | 16 | 783 | 755 | 760 | 0\% | * | * | * | * | 88\% | 66\% |
| Hispanic | 21 | 754 | 744 | 739 | * | 0\% | * | * | * | 52\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 21 | 775 | 754 | 751 | * | * | * | * | * | 76\% | 54\% |
| Male | 25 | 763 | 746 | 752 | * | * | * | * | * | 68\% | 56\% |
| Economically Disadvantaged Students | 21 | 766 | 747 | 737 | * | * | * | * | * | 76\% | 37\% |
| Non-Economically Disadvantaged Students | 25 | 770 | 754 | 761 | * | * | * | * | * | 68\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | $\qquad$ | State Mean Scale Score | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 50 | 741 | 745 | 749 | * | * | 22\% | * | * | 48\% | 51\% |
| White | 11 | 754 | 752 | 757 | 0\% | * | * | * | * | 73\% | 62\% |
| Hispanic | 29 | 741 | 737 | 737 | * | * | * | * | * | 45\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 27 | 734 | 745 | 749 | * | * | * | * | * | 37\% | 50\% |
| Male | 23 | 750 | 746 | 749 | * | * | * | * | * | 61\% | 52\% |
| Economically Disadvantaged Students | 28 | 732 | * | 734 | * | * | * | * | * | 29\% | 32\% |
| Non-Economically Disadvantaged Students | 22 | 753 | * | 759 | * | * | * | * | * | 73\% | 63\% |
| Students with Disabilities | 12 | 707 | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 38 | 752 | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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 | 732 | 744 | 747 | * | 42\% | * | * | * | 26\% | 47\% |
| White | 13 | 727 | 747 | 755 | * | * | * | * | * | 23\% | 58\% |
| Hispanic | 14 | 732 | 738 | 735 | 0\% | * | * | * | * | 21\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | * | 753 | N | N | N | N | N | N | 55\% |
| Female | 17 | 727 | 745 | 747 | * | * | * | * | * | 18\% | 47\% |
| Male | 14 | 739 | 743 | 747 | * | * | * | * | * | 36\% | 47\% |
| Economically Disadvantaged Students | 20 | 737 | 740 | 732 | * | * | * | * | * | * | 27\% |
| Non-Economically Disadvantaged Students | 11 | 725 | 750 | 757 | * | * | * | * | * | * | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 717 | 736 | 741 | * | 58\% | * | * | * | 11\% | 41\% |
| White | 15 | 721 | 745 | 749 | * | * | * | * | * | 20\% | 51\% |
| Hispanic | 22 | 712 | 727 | 729 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 19 | 713 | 736 | 742 | * | * | * | * | * | * | 42\% |
| Male | 26 | 721 | 737 | 740 | * | * | * | * | * | * | 40\% |
| Economically Disadvantaged Students | 29 | 715 | 731 | 726 | * | * | * | * | * | * | 21\% |
| Non-Economically Disadvantaged Students | 16 | 723 | 744 | 750 | * | * | * | * | * | * | 53\% |
| Students with Disabilities | 14 | 701 | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | 31 | 725 | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 731 | 740 | 744 | * | 33\% | 39\% | * | * | 20\% | 42\% |
| White | 20 | 736 | 747 | 751 | * | * | * | * | * | 30\% | 53\% |
| Hispanic | 23 | 728 | 735 | 733 | * | * | * | * | * | 13\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 764 | 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 | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 19 | 728 | 742 | 744 | * | * | * | * | * | 16\% | 42\% |
| Male | 27 | 734 | 739 | 743 | * | * | * | * | * | 22\% | 42\% |
| Economically Disadvantaged Students | 26 | 725 | 735 | 731 | * | * | * | * | * | 15\% | 24\% |
| Non-Economically Disadvantaged Students | 20 | 739 | 747 | 751 | * | * | * | * | * | 25\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | * | * | * | 720 | * | * | * | * | * | * | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 31 | 717 | 732 | 728 | 32\% | 32\% | * | * | * | 13\% | 29\% |
| White | * | * | * | 737 | * | * | * | * | * | * | 38\% |
| Hispanic | 17 | 722 | 728 | 722 | * | * | * | * | * | 24\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 14 | 718 | 735 | 731 | * | * | * | * | * | * | 31\% |
| Male | 17 | 717 | 730 | 726 | * | * | * | * | * | * | 27\% |
| Economically Disadvantaged Students | * | * | * | 719 | * | * | * | * | * | * | 20\% |
| Non-Economically Disadvantaged Students | * | * | * | 735 | * | * | * | * | * | * | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | N | N | 728 | 728 | N | N | N | N | N | N | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 761 | 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 | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | N | N | 733 | 743 | N | N | N | N | N | N | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | N | N |
| 5 | N | N |
| 6 | N | N |
| 7 | N | N |
| 8 | N | N |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| $3-4$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| 5 or more | N | N | N |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 50 | 34 | 16 | 0 |
| White | 58 | 17 | 25 | 0 |
| Hispanic | 53 | 33 | 13 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 53 | 42 | 5 | 0 |
| Male | 46 | 23 | 31 | 0 |
| Economically Disadvantaged Students | 39 | 39 | 22 | 0 |
| Non-Economically Disadvantaged Students | 64 | 29 | 7 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 50 | 34 | 16 | 0 |
| 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 |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 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 | 64 | 28 | 8 | 0 |
| White | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Hispanic | 64 | 27 | 9 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 64 | 29 | 7 | 0 |
| Male | 64 | 27 | 9 | 0 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 64 | 28 | 8 | 0 |
| 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 |

## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 42 |
| 7 | 0 | 0 | 36 |
| 8 | 3 | 0 | 20 |
| Total | 3 | 0 | 98 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 42 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 36 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 23 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 101 |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ 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


Students enrolled in one or more classes by discipline:


NJ SCHOOL
PERFORMANCE REPORT

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 55 | 13.9 | 9.0 | Not Met |
| White | 19 | 14.2 | 9.0 | Not Met |
| Hispanic | 26 | 14.2 | 9.0 | Not Met |
| Black or African American | 4 | 15.4 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | 9.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 6 | 31.6 | $* *$ | $* *$ |
| Female | 20 | 10.7 |  |  |
| Male | 35 | 16.8 |  |  |
| Economically Disadvantaged Students | 38 | 16.0 | 9.0 | Not Met |
| Students with Disabilities | 21 | 25.3 | 9.0 | Not Met |
| English Learners | 3 | 12.0 | 9.0 | Not Met |
| Homeless Students | N | N |  |  |
| 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.


Demographic
Student
Academic Achievement

## Report Key:

Lincoln Community School \#5

## (17-0220-070)

Grades Offered: PK-08

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

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


## Report Key:

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


## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-08
2018-2019

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 | 3 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 3 |
| Incidents Per 100 Students Enrolled | 0.70 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 1 | 1 |
| No Identified Nature | 1 |  | 1 |

## Police Notifications

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

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

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | 10 | $2.3 \%$ |
| Any Suspension | 10 | $2.3 \%$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions 30

Demographic
Student
Academic Achievement

## Report Key:

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Report Key:

## Lincoln Community School \#5

(17-0220-070)

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 38 | 118,214 |
| Average years experience in <br> public schools | 12.1 | 12.1 |
| Average years experience in <br> district | 10.9 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $71.1 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $11: 1$ | $14: 1$ |
| Students to Administrators | $426: 1$ | $223: 1$ |
| Teachers to Administrators | $38: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## 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 districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.8 \%$ | $81.6 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.2 \%$ | $18.4 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $35.9 \%$ | $89.5 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $44.6 \%$ | $7.9 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $6.3 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $8.5 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $2.6 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $4.5 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

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## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-08
2018-2019

## 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 districtlevel administrators

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.2 \%$ |

## Lincoln Community School \#5

(17-0220-070)
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.

## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Targeted Support and Improvement |
| :--- | :--- |
| Category of Identification | Low Performing Student Group (ATSI) |
| Year Eligible to Exit Status | 2022 |
| Student Group Status: White | Low Performing Student Group (ATSI) |
| Student Group Status: Hispanic |  |
| Student Group Status: Black or African American |  |
| Student Group Status: Asian, Native Hawaiian, or Pacific Islander |  |
| Student Group Status: American Indian or Alaska Native |  |
| Student Group Status: Two or More Races |  |
| Student Group Status: Economically Disadvantaged Students |  |
| Student Group Status: Students with Disabilities |  |
| Student Group Status: English Learners |  |

$\dagger$ 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.

## Report Key:

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Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $56.5 \%$ | $56.2 \%$ | $50.8 \%$ |
| Math Proficiency | $25.0 \%$ | $28.4 \%$ | $34.7 \%$ |
| ELA Growth | 58 | 43 | 45 |
| Math Growth | 32 | 31 | 44 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | ${ }^{*}$ |
| Chronic Absenteeism | $12.0 \%$ | $16.5 \%$ | $13.9 \%$ |

[^13]
## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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

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

## 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.

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently <br> Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Not Met | Met Targett | Met Standard | Met Standard | ** | Not Met | No |
| White | Met Targett | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Hispanic | Met Targett | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | ** | ** | ** | ** | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | ** | ** | ** | ** | 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 | Not Met | No |
| Students with Disabilities | Not Met | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| English Learners | N | N | ** | ** | ** | Not Met | No |

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

## Lincoln Community School \#5 <br> (17-0220-070)

Grades Offered: PK-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.

|  | Lincoln Community School supports a diverse culture on the Eastside of Bayonne. Various days are celebrated to <br> recognize cultures and worthy causes at LCS.2018-2019 Math Olympiad - 2nd place overall |
| :--- | :--- | :--- |
| - Lighlights: | Lincoln Community School continues to excel in regards to participation rate during state testing (NJSLA). 100 percent of <br> students participated in NJSLA testing for the 2018-2019 school year. |
| - Lincoln Community School \& the LCS PTO provide students and parents multiple educational and recreational activities |  |
| such as Robotics, monthly Family Nights, and major fundraising events. |  |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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|  | Lincoln Community School operates in a Full-Inclusion setting from Pre-K-8. There are also Multiple Disabled settings in K-5, <br> with Special Needs Pre-K as well. The four core subject areas of Language Arts, Math, Science and Social Studies are <br> complemented with Art, Technology, Music and Physical Education. Speech Therapy, OT/PT and Title I services are also <br> available at LCS. |
| :--- | :--- |
| Courses, Curriculum, |  |
| Instruction: |  |

## Lincoln Community School \#5

(17-0220-070)
Grades Offered: PK-08
2018-2019

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## School Narrative

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| Before and After School Programs: | LCS offers both Before Care and After Care. Before Care runs from 7:25 a.m. until 8:25 a.m. After Care operates from 3-6 p.m. |
| :---: | :---: |
|  | LCS is comprised of a Principal, Guidance Counselor, Nurse, Child Study Team, Teachers, Teacher Assistants, Therapists, and Custodial staff. LCS staff participate in three full-day professional development sessions, along with four half-day sessions. Teachers are also given the opportunity to seek out additional professional development with administrative approval. |
| Postsecondary Information: | Not Applicable |

## Lincoln Community School \#5

(17-0220-070)
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2018-2019

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## School Narrative

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| Student Supports and Services: | LCS operates in the Inclusion setting, with Title I services available. Speech, Physical \& Occupational Therapies are also provided. An Intervention \& Referral Services team is in place to properly assist in addressing student needs and placement. Students have access to a full-time Guidance Counselor. |
| :---: | :---: |
| Student Health and Wellness: | Physical Education Pre-K - 8, Family Swim \& Skate Nights, NJ Safe Routes to School Recognition. Additionally, the school Nurse conducts wellness checks throughout the year for the students. All students are provided breakfast each day, with multiple options available for lunch. |
| Parent and Community Involvement: | Lincoln Community School host Back to School Night, Open House, and Mid-Year Parent Conferences.LCS PTO provides a myriad of activities/events such as: Cupcake Wars, Trunk or Treat, Multi-Cultural Family Night, Salsa Night, Movie Night, Holiday Bazaar, Casino Night, Field Day, and seasonal fundraisers. |

## Lincoln Community School \#5

(17-0220-070)
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$\left.\begin{array}{l|l|l|}\hline \text { Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers Overall, amongst students, staff and parents, the } \\ \text { School Climate Survey remained fairly consistent across the groups. The domain score ranged from } 50 \text { to 95 in the categories of } \\ \text { physical environment, teaching and learning, morale in the school community, student relationships, parental support, safety and } \\ \text { emotional environment. Lincoln Community School maintains a safe and supportive environment for our students, staff and } \\ \text { parents. }\end{array}\right\}$

## Lincoln Community School \#5

(17-0220-070)
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2018-2019

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

| Technology and | Lincoln Community School utilizes chromebooks on a daily basis in grades 3-8. Students in grades K-2 have access to <br> flipbooks, with Pre-K classrooms being equipped with iPads and Smart Tables. Technology is integrated on a regular schedule in <br> classrooms through these resources along with Smartboards and specific programs and applications designed to enhance the <br> educational experience. |
| :---: | :---: |
| Early Childhood |  |
| Education: | Lincoln Community School offers five separate Full-day Pre-K sections. There are 3 Inclusion classes, with 2 self-contained <br> special needs sections. All of our Pre-K classes follow the High Scopes Curriculum. |

## Lincoln Community School \#5

(17-0220-070)
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2018-2019

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## School Narrative

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Lincoln Community School promotes itself as The PRIDE of the Eastside, as we:P - promoteR - respectl - inD - dailyE endeavors

## Mary J Donohoe Community School <br> (17-0220-080) <br> Grades Offered: PK-08

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:

## Mary J Donohoe Community School <br> (17-0220-080)

Grades Offered: PK-08
2018-2019

## Report Key:

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. PJ Baccarella |
| Address | 38 DODGE STREET BAYONNE, NJ 07002 |
| Phone Number | $201-858-5969$ |
| Email Address | pbaccarella@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/22 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / / / h t t p s: h t t p s: / / t w i t t e r . c o m / D o n o h o e S c h o o l / t w i t t e r . c o m / D o n o h o e S c h o o l ~}$ |
| Twitter |  |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

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

## Enrollment Trends by Grade

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

| Grade | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| PK | 30 | 24 | 20 |
| KG | 52 | 52 | 52 |
| 1 | 40 | 47 | 52 |
| 2 | 47 | 37 | 41 |
| 3 | 58 | 44 | 38 |
| 4 | 46 | 49 | 42 |
| 5 | 52 | 49 | 45 |
| 6 | 48 | 50 | 50 |
| 7 | 50 | 50 | 53 |
| 8 | 51 | 47 | 52 |
| Total | 474 | 449 | 445 |

## 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 | 30 | 24 | 20 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 52 | 52 | 52 |

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 | $47.5 \%$ | $47.4 \%$ | $48.8 \%$ |
| Male | $52.5 \%$ | $52.6 \%$ | $51.2 \%$ |
| Economically <br> Disadvantaged Students | $57.0 \%$ | $50.1 \%$ | $55.3 \%$ |
| Students with Disabilities | $8.0 \%$ | $7.1 \%$ | $7.0 \%$ |
| English Learners | $0.2 \%$ | $0.7 \%$ | $1.3 \%$ |
| Homeless Students | $0.6 \%$ | $0.2 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.0 \%$ | $0.2 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $1.3 \%$ | $1.8 \%$ |
| 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 | $44.1 \%$ | $46.5 \%$ | $43.6 \%$ |
| Hispanic | $37.3 \%$ | $36.1 \%$ | $38.4 \%$ |
| Black or African American | $11.8 \%$ | $10.7 \%$ | $11.5 \%$ |
| Asian | $3.6 \%$ | $3.8 \%$ | $3.8 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.2 \%$ | $0.2 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $2.7 \%$ | $2.7 \%$ | $2.5 \%$ |

## 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 | $79.8 \%$ |
| Arabic | $9.4 \%$ |
| Spanish | $7.0 \%$ |
| Polish | $1.3 \%$ |
| Other Languages | $2.5 \%$ |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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

N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Student Growth Trends and Progress

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


## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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

| Student Group | ELA: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 58 | 56 | 50 | Met Standard | 50 | 49 | 50 | Met Standard |
| White | 59.5 | 58 | 50 | Met Standard | 55.5 | 53 | 52 | Met Standard |
| Hispanic | 57 | 53 | 49 | Met Standard | 47 | 47 | 47 | Met Standard |
| Black or African American | 56 | 49 | 45 | ** | 41.5 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 65.5 | 59 | ** | * | 56 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 62 | 58 | 53 | N | 54 | 47 | 50 | N |
| Male | 51 | 54 | 47 | N | 50 | 51 | 51 | N |
| Economically Disadvantaged Students | 61 | 56 | 48 | Exceeds Standard | 48 | 49 | 46 | Met Standard |
| Students with Disabilities | 44 | 44 | 43 | Met Standard | 38.5 | 39.5 | 45 | Not Met |
| English Learners | 57.5 | 65 | 52 | ** | 87 | 56 | 50 | ** |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | * | * | 42 | N | * | * | 44 | N |
| Military-Connected Students | N | 67.5 | 49 | N | N | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^14]
## Report Key:

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


## Mary J Donohoe Community School <br> (17-0220-080)

Grades Offered: PK-08
2018-2019

## 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 | 322 | 97.4 | 59.6 | * | 57.9 | 59.6 | 53.9 | Met Target |
| White | 140 | 97.3 | 67.9 | * | 66.9 | 67.9 | 59.2 | Met Target |
| Hispanic | 131 | 97.8 | 51.9 | * | 43.9 | 51.9 | 47 | Met Target |
| Black or African American | 27 | 96.8 | 48.1 | 47.1 | 38.5 | 48.1 | 47.8 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 92.9 | 69.2 | 76.9 | 82.9 | 67.7 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 63.6 | * | 64.4 | 63.6 | ** | ** |
| Female | 142 | 96.1 | 73.9 | * | 64.8 | 73.9 |  |  |
| Male | 180 | 98.4 | 48.3 | * | 51.3 | 48.3 |  |  |
| Economically Disadvantaged Students | 184 | 97.5 | 53.8 | * | 40.0 | 53.8 | 53 | Met Target |
| Non-Economically Disadvantaged Students | 138 | 97.2 | 67.4 | * | 67.9 | 67.4 |  |  |
| Students with Disabilities | 70 | 96.2 | 11.4 | 13.5 | 22.7 | 11.4 | 18.2 | Not Met |
| Students without Disabilities | 252 | 97.7 | 73.0 | 66.8 | 65.1 | 73.0 |  |  |
| English Learners | 18 | 95.2 | 33.3 | * | 29.3 | 33.3 | N | N |
| Non-English Learners | 304 | 97.5 | 61.2 | 61.0 | 60.6 | 61.2 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | * | * | * | * | 27.6 | * |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Mary J Donohoe Community School
(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 753 | 744 | 748 | * | * | * | * | * | 53\% | 50\% |
| White | 15 | 765 | 746 | 757 | * | 0\% | * | * | * | 73\% | 60\% |
| Hispanic | 20 | 744 | * | 734 | * | * | * | * | * | 45\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 23 | 758 | 752 | 753 | * | * | * | * | * | 57\% | 55\% |
| Male | 22 | 748 | 736 | 743 | * | * | * | * | * | 50\% | 46\% |
| Economically Disadvantaged Students | 29 | 746 | 739 | 731 | * | * | * | * | * | 52\% | 33\% |
| Non-Economically Disadvantaged Students | 16 | 764 | 751 | 759 | * | * | * | * | * | 56\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | * | * | 752 | * | * | * | * | * | * | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 757 | 750 | 755 | * | * | 18\% | 35\% | 25\% | 60\% | 57\% |
| White | 24 | 760 | 753 | 763 | * | * | * | * | * | 63\% | 67\% |
| Hispanic | 23 | 750 | 744 | 743 | * | * | * | * | * | 61\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 768 | 779 | N | N | N | N | N | N | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 27 | 768 | 754 | 760 | * | * | * | * | * | 74\% | 62\% |
| Male | 28 | 747 | 747 | 750 | * | * | * | * | * | 46\% | 53\% |
| Economically Disadvantaged Students | 30 | 737 | * | 740 | * | * | * | * | * | 43\% | 40\% |
| Non-Economically Disadvantaged Students | 25 | 781 | * | 765 | * | * | * | * | * | 80\% | 69\% |
| Students with Disabilities | 10 | 709 | 706 | 725 | * | * | * | * | * | 10\% | 25\% |
| Students without Disabilities | 45 | 768 | 759 | 761 | * | * | * | * | * | 71\% | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Mary J Donohoe Community School

(17-0220-080)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 745 | 751 | 756 | * | 27\% | 20\% | * | * | 44\% | 58\% |
| White | 27 | 748 | 751 | 764 | * | * | * | * | * | 48\% | 68\% |
| Hispanic | 19 | 738 | 747 | 743 | * | * | * | * | * | 37\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | N | N | * | 762 | N | N | N | N | N | N | 65\% |
| Female | 26 | 753 | 758 | 761 | * | * | * | * | * | 58\% | 64\% |
| Male | 29 | 739 | 745 | 750 | * | * | * | * | * | 31\% | 52\% |
| Economically Disadvantaged Students | 33 | 742 | 746 | 740 | * | * | * | * | * | 45\% | 39\% |
| Non-Economically Disadvantaged Students | 22 | 751 | 759 | 766 | * | * | * | * | * | 41\% | 69\% |
| Students with Disabilities | 14 | 709 | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | 41 | 758 | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 62 | 748 | 753 | 754 | * | 16\% | 24\% | * | * | 52\% | 56\% |
| White | 23 | 760 | 761 | 762 | * | * | * | * | * | 65\% | 65\% |
| Hispanic | 26 | 737 | * | 743 | * | * | * | * | * | 35\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 23 | 760 | 760 | 762 | * | 0\% | * | * | * | 74\% | 64\% |
| Male | 39 | 741 | 747 | 748 | * | 26\% | * | * | * | 38\% | 48\% |
| Economically Disadvantaged Students | 37 | 742 | 747 | 740 | * | * | * | * | * | 43\% | 39\% |
| Non-Economically Disadvantaged Students | 25 | 756 | 762 | 763 | * | * | * | * | * | 64\% | 67\% |
| Students with Disabilities | 17 | 712 | 711 | 722 | * | * | * | * | * | 12\% | 19\% |
| Students without Disabilities | 45 | 762 | 761 | 761 | * | * | * | * | * | 67\% | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | * | * | * | 726 | * | * | * | * | * | * | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 763 | 763 | 761 | * | * | * | 47\% | 26\% | 72\% | 63\% |
| White | 26 | 763 | 771 | 769 | * | * | * | * | * | 77\% | 72\% |
| Hispanic | 26 | 766 | 756 | 747 | 0\% | * | * | * | * | 73\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 794 | 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 | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 22 | 781 | 774 | 769 | * | * | * | * | * | 95\% | 71\% |
| Male | 36 | 752 | 754 | 753 | * | * | * | * | * | 58\% | 55\% |
| Economically Disadvantaged Students | 35 | 756 | 755 | 743 | * | * | * | * | * | 69\% | 45\% |
| Non-Economically Disadvantaged Students | 23 | 774 | 774 | 771 | * | * | * | * | * | 78\% | 73\% |
| Students with Disabilities | 12 | 737 | 713 | 720 | * | * | * | * | * | 42\% | 22\% |
| Students without Disabilities | 46 | 770 | 773 | 769 | * | * | * | * | * | 80\% | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 50 | 768 | 763 | 762 | * | * | * | 48\% | 28\% | 76\% | 63\% |
| White | 26 | 773 | * | 770 | * | * | * | * | * | 81\% | 72\% |
| Hispanic | 18 | 752 | 755 | 747 | * | * | 0\% | * | * | 61\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | N | N | 763 | 769 | N | N | N | N | N | N | 69\% |
| Female | 23 | 782 | 772 | 771 | * | * | * | * | * | 83\% | 71\% |
| Male | 27 | 756 | 753 | 753 | * | * | * | * | * | 70\% | 55\% |
| Economically Disadvantaged Students | 22 | 773 | 756 | 743 | * | * | * | * | * | 77\% | 45\% |
| Non-Economically Disadvantaged Students | 28 | 764 | 770 | 772 | * | * | * | * | * | 75\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | N | N | 708 | 708 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 50 | 768 | 765 | 764 | * | * | * | 48\% | 28\% | 76\% | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 324 | 97.4 | 35.8 | * | 44.5 | 35.8 | 42.8 | Not Met |
| White | 141 | 97.3 | 42.6 | * | 54.1 | 42.6 | 48.1 | Met Targett |
| Hispanic | 132 | 97.8 | 25.8 | * | 28.8 | 25.8 | 38.3 | Not Met |
| Black or African American | 27 | 96.8 | 29.6 | 22.7 | 23.0 | 29.6 | 32.1 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 13 | 92.9 | 53.8 | 67.0 | 76.5 | 52.6 | ** | ** |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 11 | 100.0 | 63.6 | * | 53.3 | 63.6 | ** | ** |
| Female | 142 | 96.1 | 43.0 | * | 44.9 | 43.0 |  |  |
| Male | 182 | 98.4 | 30.2 | * | 44.2 | 30.2 |  |  |
| Economically Disadvantaged Students | 186 | 97.5 | 26.3 | * | 26.3 | 26.3 | 41.4 | Not Met |
| Non-Economically Disadvantaged Students | 138 | 97.2 | 48.6 | * | 54.9 | 48.6 |  |  |
| Students with Disabilities | 70 | 96.2 | * | * | 17.4 | * | 18.2 | Not Met |
| Students without Disabilities | 254 | 97.7 | * | * | 50.0 | * |  |  |
| English Learners | 20 | 95.7 | 15.0 | * | 25.0 | 15.0 | N | N |
| Non-English Learners | 304 | 97.5 | 37.2 | 39.6 | 46.5 | 37.2 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | * | * | * | * | 17.1 | * |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Mary J Donohoe Community School
(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 751 | 750 | 752 | * | * | 31\% | * | * | 49\% | 55\% |
| White | 15 | 757 | 755 | 760 | 0\% | * | * | * | * | 53\% | 66\% |
| Hispanic | 20 | 744 | 744 | 739 | * | * | * | * | * | 45\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 23 | 751 | 754 | 751 | * | * | * | * | * | 48\% | 54\% |
| Male | 22 | 750 | 746 | 752 | * | * | * | * | * | 50\% | 56\% |
| Economically Disadvantaged Students | 29 | 747 | 747 | 737 | * | * | * | * | * | 41\% | 37\% |
| Non-Economically Disadvantaged Students | 16 | 758 | 754 | 761 | * | * | * | * | * | 63\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | $\qquad$ | 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 | 747 | 745 | 749 | * | 20\% | 18\% | * | * | 53\% | 51\% |
| White | 24 | 758 | 752 | 757 | 0\% | * | * | * | * | 58\% | 62\% |
| Hispanic | 23 | 737 | 737 | 737 | * | * | * | 48\% | 0\% | 48\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 766 | 776 | N | N | N | N | N | N | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 27 | 755 | 745 | 749 | * | * | * | * | * | 63\% | 50\% |
| Male | 28 | 740 | 746 | 749 | * | * | * | * | * | 43\% | 52\% |
| Economically Disadvantaged Students | 30 | 732 | * | 734 | * | * | * | * | * | 33\% | 32\% |
| Non-Economically Disadvantaged Students | 25 | 766 | * | 759 | * | * | * | * | * | 76\% | 63\% |
| Students with Disabilities | 10 | 713 | 710 | 726 | * | * | * | * | * | 10\% | 25\% |
| Students without Disabilities | 45 | 755 | 752 | 754 | * | * | * | * | * | 62\% | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 55 | 737 | 744 | 747 | * | 25\% | 25\% | * | * | 33\% | 47\% |
| White | 27 | 739 | 747 | 755 | * | * | * | * | * | 37\% | 58\% |
| Hispanic | 19 | 731 | 738 | 735 | * | * | * | * | * | 21\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | * | 753 | N | N | N | N | N | N | 55\% |
| Female | 26 | 740 | 745 | 747 | * | * | * | * | * | 35\% | 47\% |
| Male | 29 | 734 | 743 | 747 | * | * | * | * | * | 31\% | 47\% |
| Economically Disadvantaged Students | 33 | 731 | 740 | 732 | * | * | * | * | * | 27\% | 27\% |
| Non-Economically Disadvantaged Students | 22 | 746 | 750 | 757 | * | * | * | * | * | 41\% | 59\% |
| Students with Disabilities | 14 | 705 | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | 41 | 748 | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Mary J Donohoe Community School

(17-0220-080)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 730 | 736 | 741 | * | 37\% | 32\% | * | * | 23\% | 41\% |
| White | 23 | 740 | 745 | 749 | 0\% | * | * | * | * | 39\% | 51\% |
| Hispanic | 26 | 719 | 727 | 729 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 23 | 735 | 736 | 742 | * | * | * | * | * | 30\% | 42\% |
| Male | 39 | 727 | 737 | 740 | * | * | * | * | * | 18\% | 40\% |
| Economically Disadvantaged Students | 37 | 722 | 731 | 726 | * | * | * | * | * | 11\% | 21\% |
| Non-Economically Disadvantaged Students | 25 | 741 | 744 | 750 | * | * | * | * | * | 40\% | 53\% |
| Students with Disabilities | 17 | 711 | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | 45 | 737 | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Mary J Donohoe Community School

(17-0220-080)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 738 | 740 | 744 | * | 25\% | 36\% | * | * | 34\% | 42\% |
| White | 27 | 742 | 747 | 751 | * | * | 37\% | 41\% | 0\% | 41\% | 53\% |
| Hispanic | 26 | 735 | 735 | 733 | * | * | 38\% | * | * | 27\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 764 | 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 | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 22 | 744 | 742 | 744 | * | * | 45\% | * | * | 41\% | 42\% |
| Male | 37 | 733 | 739 | 743 | * | * | 30\% | * | * | 30\% | 42\% |
| Economically Disadvantaged Students | 36 | 734 | 735 | 731 | * | * | * | * | * | 22\% | 24\% |
| Non-Economically Disadvantaged Students | 23 | 742 | 747 | 751 | * | * | * | * | * | 52\% | 53\% |
| Students with Disabilities | 12 | 713 | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | 47 | 744 | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Mary J Donohoe Community School

(17-0220-080)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 47 | 731 | 732 | 728 | * | 23\% | 40\% | * | * | 21\% | 29\% |
| White | 22 | 737 | * | 737 | * | * | 59\% | * | * | 18\% | 38\% |
| Hispanic | 19 | 718 | 728 | 722 | * | * | * | * | * | 16\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | N | N | 731 | 730 | N | N | N | N | N | N | 31\% |
| Female | 21 | 734 | 735 | 731 | * | * | * | * | * | 29\% | 31\% |
| Male | 26 | 728 | 730 | 726 | * | * | * | * | * | 15\% | 27\% |
| Economically Disadvantaged Students | 21 | 730 | * | 719 | * | * | * | * | * | 24\% | 20\% |
| Non-Economically Disadvantaged Students | 26 | 731 | * | 735 | * | * | * | * | * | 19\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Mary J Donohoe Community School

(17-0220-080)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | N | N | 728 | 728 | N | N | N | N | N | N | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 761 | 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 | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | $*$ | $*$ |
| 4 | $*$ | $*$ |
| 5 | N | $*$ |
| 6 | $*$ | N |
| 7 | $*$ | $*$ |
| 8 |  |  |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 | * | * | * |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 33 | 26 | 5 |
| White | 40 | 30 | 25 | 5 |
| Hispanic | 18 | 45 | 36 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 40 | 40 | 15 | 5 |
| Male | 32 | 27 | 36 | 5 |
| Economically Disadvantaged Students | 36 | 41 | 23 | 0 |
| Non-Economically Disadvantaged Students | 35 | 25 | 30 | 10 |
| 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 |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5,8 , and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the NJSLA-Science website for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the assessment reports page for DLM results.

## NJSLA Science Assessment: Grade 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 | 26 | 62 | 9 | 2 |
| White | 16 | 64 | 16 | 4 |
| Hispanic | 47 | 53 | 0 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 22 | 70 | 7 | 0 |
| Male | 31 | 54 | 12 | 4 |
| Economically Disadvantaged Students | 33 | 54 | 8 | 4 |
| Non-Economically Disadvantaged Students | 21 | 69 | 10 | 0 |
| Students with Disabilities | 70 | 30 | 0 | 0 |
| Students without Disabilities | 16 | 70 | 12 | 2 |
| English Learners | N | N | N | N |
| Non-English Learners | 26 | 62 | 9 | 2 |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Mary J Donohoe Community School <br> (17-0220-080)

Grades Offered: PK-08
Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Mathematics - Course Participation

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

| Grade | Algebra I | Geometry | Grade Level and Other Math |
| :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 50 |
| 7 | 0 | 0 | 53 |
| 8 | 4 | 0 | 48 |
| Total | 4 | 0 | 151 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 50 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 52 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 155 |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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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


Students enrolled in one or more classes by discipline:


## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 11.8 | 9.0 | Not Met |
| White | 24 | 11.3 | 9.0 | Not Met |
| Hispanic | 29 | 13.8 | 9.0 | Not Met |
| Black or African American | 6 | 10.5 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 0 | 0 | ${ }^{* *}$ | $* *$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 1 | 8.3 | $* *$ | $* *$ |
| Female | 26 | 11.2 |  |  |
| Male | 34 | 12.3 |  |  |
| Economically Disadvantaged Students | 43 | 14.5 | 9.0 | Not Met |
| Students with Disabilities | 19 | 17.4 | 9.0 | Not Met |
| English Learners | 1 | 5.0 | 9.0 | Met |
| Homeless Students | N | N |  |  |
| 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.


Student Growth

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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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.


## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
| :--- | :---: |
| Violence | 6 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 7 |
| Total Unique Incidents | 13 |
| Incidents Per 100 Students Enrolled | 2.92 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> 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 | 1 | 7 | 8 |
| No Identified Nature | 4 |  | 4 |

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 4 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | $*$ | $*$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | $*$ | $*$ |


| School Days Missed <br> due to Out-of-School <br> Suspensions |
| :---: |
| 24 |

Demographic
Student
Academic Achievement

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 25 | 118,214 |
| Average years experience in <br> public schools | 10.7 | 12.1 |
| Average years experience in <br> district | 10.2 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $76.0 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $18: 1$ | $14: 1$ |
| Students to Administrators | $445: 1$ | $223: 1$ |
| Teachers to Administrators | $25: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Mary J Donohoe Community School

(17-0220-080)
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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.8 \%$ | $68.0 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.2 \%$ | $32.0 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $43.6 \%$ | $88.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $38.4 \%$ | $4.0 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $11.5 \%$ | $8.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $3.8 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.5 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

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

## Teachers and Administrators - Level of Education

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

Bachelor's Degree


Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.3 \%$ |

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

## Report Key:

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## Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.
An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Report Key:

Mary J Donohoe Community School
(17-0220-080)
Grades Offered: PK-08

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $56.4 \%$ | $65.3 \%$ | $59.6 \%$ |
| Math Proficiency | $37.6 \%$ | $44.5 \%$ | $35.8 \%$ |
| ELA Growth | 58 | 51 | 58 |
| Math Growth | 46 | 52 | 50 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | ${ }^{*}$ |
| Chronic Absenteeism | $8.1 \%$ | $10.1 \%$ | $11.8 \%$ |

[^15]
## Report Key:

Mary J Donohoe Community School
(17-0220-080)
Grades Offered: PK-08
2018-2019

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** Accountability calculations require 20 or more students
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

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

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

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

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

## Mary J Donohoe Community School

(17-0220-080)
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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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Not Met | Met Standard | Met Standard | ** | Not Met | No |
| White | Met Target | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Hispanic | Met Target | Not Met | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | Met Target | Met Targett | ** | ** | 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 | Exceeds Standard | Met Standard | n/a | Not Met | No |
| Students with Disabilities | Not Met | Not Met | Met Standard | Not Met | n/a | Not Met | No |
| English Learners | N | N | ** | ** | ** | Met | No |

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

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-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: | - Mary J. Donohoe Community School maintained its Silver Status recognized by the National Alliance for a Healthier Generation.Boys Basketball City Champs 2019 <br> - Several teachers throughout the building have been on the district curriculum writing teams for specific subjects. <br> - There are numerous after school activities that take place at Mary J. Donohoe Community School ranging from academic to athletic courses. |
| :---: | :---: |
| Mission, Vision, Theme: | At Mary J. Donohoe Community School, we strive to provide a flexible, educational environment that fosters personal and interpersonal growth, life-long learning and a strong sense of community. |
| Awards, Recognition, Accomplishments: | Mary J. Donohoe Community School students have received awards and recognition for participation in the following: National History Day, Spelling Bee, Geography Bee, Academic Challenge, Math Olympiad, Fire Bowl, Peer Leadership, Student Council, and athletics. |

## Mary J Donohoe Community School

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## School Narrative

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|  | Mary J. Donohoe Community School offers a wide variety of courses and resources for our students. These include Algebra I, <br> REACH, electronic textbooks, Realtime, Oncourse, Classroom Dojo, Google Classroom, Khan Academy, Newsela, ILL. Our <br> instruction is driven based on the NJSLS and NGSS standards and assessment. In addition to LAL, Math, Science and Social <br> Studies students take courses in art, music, physical education, technology, world language and library/media. After school <br> enrichment/tutoring classes are offered to students from K-8. |
| :--- | :--- | :--- |
| Courses, Curriculum, |  |
| Instruction: |  |

## Mary J Donohoe Community School

(17-0220-080)
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2018-2019

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## School Narrative

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|  | Before Care and After Care child programs are offered, The Bayonne Housing Urban Development program after school, ARMS <br> Tutoring, 100 Book Challenge, and Community Education Classes after school. |
| :--- | :--- |
| Before and After <br> School Programs: | The school district provides mandatory staff development and training. Achieve NJ and Danielson Training, suicide training, safe <br> schools, NJ Webinars and online training which includes training topics such as bullying, child abuse, youth suicide, blood-borne <br> pathogens exposure, and sexual harassment. Workshops and professional development were also provided in the areas of data <br> analysis for PARCC, Professional Learning Community (PLC), Monthly Faculty and Departmental Education. Teachers may <br> choose to attend a variety of Professional Development workshops during the course of the school year. |
| Staff and <br> Professional <br> Learning: |  |

Demographic

## Mary J Donohoe Community School

(17-0220-080)
Grades Offered: PK-08
2018-2019

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## School Narrative

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| Student Supports and Services: | Mary J. Donohoe Community School offers inclusion in grades 6-8. Speech therapy and counseling through guidance, Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child Study Team, and Differentiated Instruction. |
| :---: | :---: |
| Student Health and Wellness: | Mary J. Donohoe Community School was the first school in the district to receive a Bronze Medal for Healthier Generation and one year later the only school in the city to receive a Silver Medal! Students receive 80 minutes of physical activity a week to go along with a healthy selection of breakfast and lunch items. Each year we participate in the American Heart Association fundraisers Hoops for Heart and Jump Rope for Heart. |
| Parent and Community Involvement: | Mary J. Donohoe Community School has great involvement with the community and PTA. The PTA works together to provide those extra things for our students throughout the school year. The PTA meets on a monthly basis and opens meetings to all that can attend. |

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## School Narrative

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| Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A school climate survey was given out during the |
| :--- | :--- |
| 2018-2019 school year to students in grades 6-8, parents and staff. The survey results were reviewed and broken down by |
| strengths and weaknesses. The survey presented is aligned to the Department of Education's framework for great schools and |
| collects important data about a student's ability to improve school achievement. Mary J. Donohoe Community School was |
| extremely pleased with its latest school survey. |$|$

## Mary J Donohoe Community School

(17-0220-080)
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## School Narrative

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| Technology and |
| :--- | :--- | :--- |
| STEM: | | Each student in grades 3-8 has a Chromebook that is used daily to complete assignments. Students in the Pre K use iPads |
| :--- |
| while students in grades K-2 use flipbooks. Most every classroom in the building has a smartboard where teachers use to project |
| and work interactively with their students. Students participate in Project Innovate, STEM Showcase, Robotics Club, Science |
| Fair, VR goggles and the Tello Drone Program. |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

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## How to use this report:

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


## Navigating through the reports:

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


## Other Resources:

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

Notes from the New Jersey Department of Education:

## Midtown Community School \#8 <br> (17-0220-085)

Grades Offered: PK-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 |  |
| :---: | :---: |
| County | Contact Information |
| District | Hudson |
| Principal Name | Bayonne School District |
| Address | Dr. Wachera Ragland Brown |
| Phone Number | 550 AVENUE A BAYONNE, NJ 07002 |
| Email Address | $201-858-5984$ |
| Website | $\underline{\text { wbrown@bboed.org }}$ |
| Facebook | $\underline{h t t p s: / / w w w . b b o e d . o r g / d o m a i n / 25 ~}$ |
| Twitter | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / / / t w i t t e r . c o m / M i d t o w n S c h o o l 8 ~}$ |

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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 | 67 | 97 | 85 |
| KG | 110 | 111 | 126 |
| 1 | 103 | 124 | 123 |
| 2 | 123 | 110 | 119 |
| 3 | 107 | 130 | 116 |
| 4 | 124 | 106 | 130 |
| 5 | 103 | 123 | 110 |
| 6 | 124 | 115 | 135 |
| 7 | 95 | 135 | 115 |
| 8 | 98 | 99 | 134 |
| Total | 1,054 | 1,150 | 1,193 |

## Enrollment Trends by Full/Half Day PK

 and KGThis 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 | 67 | 97 | 85 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 110 | 111 | 126 |

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 | $47.7 \%$ | $46.3 \%$ | $44.2 \%$ |
| Male | $52.3 \%$ | $53.7 \%$ | $55.8 \%$ |
| Economically <br> Disadvantaged Students | $73.3 \%$ | $70.8 \%$ | $73.8 \%$ |
| Students with Disabilities | $16.3 \%$ | $16.9 \%$ | $15.5 \%$ |
| English Learners | $0.1 \%$ | $1.6 \%$ | $1.9 \%$ |
| Homeless Students | $0.2 \%$ | $0.0 \%$ | $0.8 \%$ |
| Students in Foster Care | $0.2 \%$ | $0.1 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $1.2 \%$ | $1.0 \%$ |
| Migrant Students | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |

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

| Racial and Ethnic Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| White | $35.7 \%$ | $37.3 \%$ | $37.7 \%$ |
| Hispanic | $46.2 \%$ | $43.4 \%$ | $43.3 \%$ |
| Black or African American | $9.7 \%$ | $10.8 \%$ | $10.9 \%$ |
| Asian | $5.7 \%$ | $5.7 \%$ | $5.3 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.3 \%$ | $0.3 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $2.5 \%$ | $2.5 \%$ | $2.5 \%$ |

## 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 | $70.1 \%$ |
| Arabic | $13.7 \%$ |
| Spanish | $12.2 \%$ |
| Other Languages | $4.0 \%$ |

## Midtown Community School \#8

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2018-2019

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## Student Growth Trends and Progress

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


## Midtown Community School \#8

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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 56 | 50 | Met Standard | 51 | 49 | 50 | Met Standard |
| White | 60 | 58 | 50 | Exceeds Standard | 56.5 | 53 | 52 | Met Standard |
| Hispanic | 59 | 53 | 49 | Met Standard | 50 | 47 | 47 | Met Standard |
| Black or African American | 51 | 49 | 45 | Met Standard | 33.5 | 41 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 67 | 65.5 | 59 | Exceeds Standard | 58 | 56 | 60 | Met Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | 53 | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 59 | 58 | 53 | N | 51 | 47 | 50 | N |
| Male | 58 | 54 | 47 | N | 53 | 51 | 51 | N |
| Economically Disadvantaged Students | 58 | 56 | 48 | Met Standard | 51 | 49 | 46 | Met Standard |
| Students with Disabilities | 44 | 44 | 43 | Met Standard | 42 | 39.5 | 45 | Met Standard |
| English Learners | 63 | 65 | 52 | Exceeds Standard | 50 | 56 | 50 | Met Standard |
| Homeless Students | * | 64 | 43 | N | * | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Midtown Community School \#8

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A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^16]
## Midtown Community School \#8

(17-0220-085)
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2018-2019

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## English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.
This table shows both the percentage of students that met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below $95 \%$. This table also shows progress towards meeting the state's long term goal of $80 \%$ proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. Student groups where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see our accountability resources.

| Student Group | Valid Scores | \% of students Taking Test | School: \% of Testers Met/Exceeded Expectations | District: \% of Testers Met/Exceeded Expectations | State: \% of Testers Met/Exceeded Expectations | $\begin{aligned} & \text { Proficiency Rate } \\ & \text { for Federal } \\ & \text { Accountability } \end{aligned}$ | 2018-19 Annual Target | Met 2018-19 Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 810 | 98.7 | 46.4 | * | 57.9 | 46.4 | 43.4 | Met Target |
| White | 309 | 99.1 | 47.9 | * | 66.9 | 47.9 | 49.5 | Met Targett |
| Hispanic | 348 | 98.4 | 44.0 | * | 43.9 | 44.0 | 36.2 | Met Target |
| Black or African American | 92 | 97.9 | 41.3 | 47.1 | 38.5 | 41.3 | 33.1 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 42 | 100.0 | 69.0 | 76.9 | 82.9 | 69.0 | 75.2 | Met Targett |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 19 | 100.0 | 42.1 | * | 64.4 | 42.1 | ** | ** |
| Female | 351 | 98.9 | 56.4 | * | 64.8 | 56.4 |  |  |
| Male | 459 | 98.5 | 38.8 | * | 51.3 | 38.8 |  |  |
| Economically Disadvantaged Students | 606 | 98.6 | 43.6 | * | 40.0 | 43.6 | 41.5 | Met Target |
| Non-Economically Disadvantaged Students | 204 | 99.1 | 54.9 | * | 67.9 | 54.9 |  |  |
| Students with Disabilities | 175 | 97.9 | * | 13.5 | 22.7 | * | 15.3 | Not Met |
| Students without Disabilities | 635 | 98.9 | * | 66.8 | 65.1 | * |  |  |
| English Learners | 112 | 97.5 | 31.3 | * | 29.3 | 31.3 | 37.6 | Met Targett |
| Non-English Learners | 698 | 98.9 | 48.9 | 61.0 | 60.6 | 48.9 |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Midtown Community School \#8

(17-0220-085)
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English Language Arts Assessment - Performance by Grade: Grade 3
 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: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 136 | 731 | 744 | 748 | 20\% | 21\% | 28\% | * | * | 31\% | 50\% |
| White | 45 | 729 | 746 | 757 | * | * | 36\% | 24\% | 0\% | 24\% | 60\% |
| Hispanic | 61 | 732 | * | 734 | 18\% | 25\% | 26\% | * | * | 31\% | 36\% |
| Black or African American | 19 | 727 | 730 | 731 | * | * | * | * | * | 42\% | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 63 | 742 | 752 | 753 | * | * | 32\% | * | * | 44\% | 55\% |
| Male | 73 | 721 | 736 | 743 | * | * | 25\% | * | * | 19\% | 46\% |
| Economically Disadvantaged Students | 104 | 726 | 739 | 731 | * | * | 25\% | * | * | 27\% | 33\% |
| Non-Economically Disadvantaged Students | 32 | 745 | 751 | 759 | * | * | 38\% | * | * | 44\% | 61\% |
| Students with Disabilities | 23 | 693 | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | 113 | 739 | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | 16 | 714 | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | 120 | 733 | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 154 | 745 | 750 | 755 | 14\% | 13\% | 25\% | 36\% | 12\% | 48\% | 57\% |
| White | 56 | 744 | 753 | 763 | * | * | 29\% | * | * | 45\% | 67\% |
| Hispanic | 77 | 742 | 744 | 743 | 19\% | * | 23\% | * | * | 48\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 70 | 748 | 754 | 760 | * | * | 20\% | * | * | 53\% | 62\% |
| Male | 84 | 742 | 747 | 750 | * | * | 29\% | * | * | 44\% | 53\% |
| Economically Disadvantaged Students | 116 | 743 | * | 740 | * | * | * | * | * | 45\% | 40\% |
| Non-Economically Disadvantaged Students | 38 | 751 | * | 765 | * | * | * | * | * | 58\% | 69\% |
| Students with Disabilities | 29 | 703 | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 125 | 755 | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | 13 | 713 | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | 141 | 748 | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 122 | 737 | 751 | 756 | 16\% | 18\% | 25\% | * | * | 41\% | 58\% |
| White | 45 | 732 | 751 | 764 | * | 29\% | * | * | * | 36\% | 68\% |
| Hispanic | 44 | 740 | 747 | 743 | * | * | 27\% | 48\% | 0\% | 48\% | 44\% |
| Black or African American | 18 | 728 | 746 | 739 | * | * | * | * | * | 28\% | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 50 | 749 | 758 | 761 | * | * | * | * | * | 58\% | 64\% |
| Male | 72 | 728 | 745 | 750 | * | * | * | * | * | 29\% | 52\% |
| Economically Disadvantaged Students | 95 | 737 | 746 | 740 | * | * | * | * | * | 42\% | 39\% |
| Non-Economically Disadvantaged Students | 27 | 735 | 759 | 766 | * | * | * | * | * | 37\% | 69\% |
| Students with Disabilities | 31 | 711 | 709 | 724 | * | * | * | * | * | 13\% | 23\% |
| Students without Disabilities | 91 | 746 | 759 | 762 | * | * | * | * | * | 51\% | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 758 | * | * | * | * | * | * | 60\% |
| Homeless Students | * | * | * | 730 | * | * | * | * | * | * | 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\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 145 | 737 | 753 | 754 | 17\% | 17\% | 28\% | * | * | 38\% | 56\% |
| White | 64 | 751 | 761 | 762 | * | * | 27\% | * | * | 56\% | 65\% |
| Hispanic | 55 | 726 | * | 743 | 22\% | 27\% | 33\% | * | * | 18\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | N | N | * | 760 | N | N | N | N | N | N | 64\% |
| Female | 49 | 750 | 760 | 762 | * | * | 33\% | * | * | 51\% | 64\% |
| Male | 96 | 731 | 747 | 748 | * | * | 25\% | * | * | 31\% | 48\% |
| Economically Disadvantaged Students | 109 | 733 | 747 | 740 | * | * | 25\% | * | * | 35\% | 39\% |
| Non-Economically Disadvantaged Students | 36 | 749 | 762 | 763 | * | * | 36\% | * | * | 47\% | 67\% |
| Students with Disabilities | 33 | 703 | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | 112 | 747 | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | 12 | 701 | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | 133 | 740 | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 129 | 751 | 763 | 761 | 10\% | 16\% | 16\% | 41\% | 16\% | 57\% | 63\% |
| White | 49 | 753 | 771 | 769 | * | * | 20\% | * | * | 55\% | 72\% |
| Hispanic | 54 | 750 | 756 | 747 | * | 20\% | * | * | * | 59\% | 50\% |
| Black or African American | 15 | 738 | 745 | 741 | * | * | * | * | * | 47\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 62 | 759 | 774 | 769 | * | * | * | * | * | 69\% | 71\% |
| Male | 67 | 743 | 754 | 753 | * | * | * | * | * | 46\% | 55\% |
| Economically Disadvantaged Students | 95 | 749 | 755 | 743 | * | * | * | * | * | 54\% | 45\% |
| Non-Economically Disadvantaged Students | 34 | 757 | 774 | 771 | * | * | * | * | * | 68\% | 73\% |
| Students with Disabilities | 27 | 720 | 713 | 720 | * | * | * | * | * | 15\% | 22\% |
| Students without Disabilities | 102 | 759 | 773 | 769 | * | * | * | * | * | 69\% | 71\% |
| English Learners | 12 | 711 | 709 | 706 | * | * | 0\% | * | * | 17\% | 12\% |
| Non-English Learners | 117 | 755 | 766 | 763 | * | * | 18\% | * | * | 62\% | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | * | * | * | 758 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 130 | 761 | 763 | 762 | 9\% | 8\% | 14\% | 48\% | 20\% | 68\% | 63\% |
| White | 49 | 762 | * | 770 | * | * | * | 49\% | 22\% | 71\% | 72\% |
| Hispanic | 60 | 759 | 755 | 747 | * | * | 20\% | 45\% | 18\% | 63\% | 49\% |
| Black or African American | 14 | 752 | 753 | 741 | * | 0\% | * | * | * | 71\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 65 | 760 | 772 | 771 | * | * | * | 48\% | 20\% | 68\% | 71\% |
| Male | 65 | 763 | 753 | 753 | * | * | * | 49\% | 20\% | 69\% | 55\% |
| Economically Disadvantaged Students | 91 | 759 | 756 | 743 | * | * | * | * | * | 65\% | 45\% |
| Non-Economically Disadvantaged Students | 39 | 766 | 770 | 772 | * | * | * | * | * | 77\% | 72\% |
| Students with Disabilities | 19 | 720 | 714 | 721 | * | * | * | * | * | 26\% | 22\% |
| Students without Disabilities | 111 | 768 | 771 | 770 | * | * | * | * | * | 76\% | 71\% |
| English Learners | 11 | 705 | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | 119 | 766 | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | * | * | * | 727 | * | * | * | * | * | * | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | * | * | * | 760 | * | * | * | * | * | * | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 824 | 99.0 | 31.7 | * | 44.5 | 31.7 | 38.8 | Not Met |
| White | 315 | 99.7 | 38.1 | * | 54.1 | 38.1 | 45.2 | Not Met |
| Hispanic | 356 | 98.4 | 25.8 | * | 28.8 | 25.8 | 34.1 | Not Met |
| Black or African American | 92 | 97.9 | 16.3 | 22.7 | 23.0 | 16.3 | 23.7 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 42 | 100.0 | 64.3 | 67.0 | 76.5 | 64.3 | 64.3 | Met Target |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 19 | 100.0 | 36.8 | * | 53.3 | 36.8 | ** | ** |
| Female | 358 | 98.9 | 33.0 | * | 44.9 | 33.0 |  |  |
| Male | 466 | 99.0 | 30.7 | * | 44.2 | 30.7 |  |  |
| Economically Disadvantaged Students | 617 | 98.9 | 30.0 | * | 26.3 | 30.0 | 38.8 | Not Met |
| Non-Economically Disadvantaged Students | 207 | 99.1 | 36.7 | * | 54.9 | 36.7 |  |  |
| Students with Disabilities | 175 | 97.9 | * | * | 17.4 | * | 12 | Not Met |
| Students without Disabilities | 649 | 99.3 | * | * | 50.0 | * |  |  |
| English Learners | 126 | 99.2 | 28.6 | * | 25.0 | 28.6 | 50.3 | Not Met |
| Non-English Learners | 698 | 98.9 | 32.2 | 39.6 | 46.5 | 32.2 |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
* Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2 : <br> Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 142 | 736 | 750 | 752 | 11\% | 21\% | 36\% | * | * | 32\% | 55\% |
| White | 48 | 740 | 755 | 760 | * | 23\% | 40\% | * | * | 33\% | 66\% |
| Hispanic | 64 | 734 | 744 | 739 | * | 19\% | 41\% | * | * | 27\% | 40\% |
| Black or African American | 19 | 722 | 733 | 735 | * | * | * | * | * | 26\% | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 64 | 744 | 754 | 751 | * | 17\% | 42\% | * | * | 36\% | 54\% |
| Male | 78 | 729 | 746 | 752 | * | 24\% | 31\% | * | * | 28\% | 56\% |
| Economically Disadvantaged Students | 110 | 734 | 747 | 737 | * | * | * | * | * | 26\% | 37\% |
| Non-Economically Disadvantaged Students | 32 | 743 | 754 | 761 | * | * | * | * | * | 50\% | 67\% |
| Students with Disabilities | 23 | 709 | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | 119 | 741 | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | 22 | 730 | 734 | 728 | * | * | 50\% | * | * | 23\% | 26\% |
| Non-English Learners | 120 | 737 | 751 | 754 | * | * | 33\% | * | * | 33\% | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% 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 | 158 | 742 | 745 | 749 | 10\% | 19\% | 30\% | * | * | 41\% | 51\% |
| White | 58 | 748 | 752 | 757 | * | * | 41\% | * | * | 41\% | 62\% |
| Hispanic | 79 | 735 | 737 | 737 | 15\% | 28\% | 20\% | * | * | 37\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 72 | 744 | 745 | 749 | * | 21\% | 31\% | * | * | 42\% | 50\% |
| Male | 86 | 741 | 746 | 749 | * | 17\% | 30\% | * | * | 40\% | 52\% |
| Economically Disadvantaged Students | 120 | 740 | * | 734 | * | * | * | * | * | 37\% | 32\% |
| Non-Economically Disadvantaged Students | 38 | 750 | * | 759 | * | * | * | * | * | 53\% | 63\% |
| Students with Disabilities | 29 | 713 | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | 129 | 749 | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | 17 | 734 | 738 | 722 | * | * | * | * | * | 29\% | 18\% |
| Non-English Learners | 141 | 743 | 746 | 751 | * | * | * | * | * | 42\% | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 122 | 736 | 744 | 747 | * | 30\% | 38\% | * | * | 29\% | 47\% |
| White | 45 | 737 | 747 | 755 | * | 31\% | 36\% | * | * | 29\% | 58\% |
| Hispanic | 44 | 736 | 738 | 735 | 0\% | 32\% | 39\% | * | * | 30\% | 30\% |
| Black or African American | 18 | 719 | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 50 | 741 | 745 | 747 | * | 26\% | 34\% | * | * | 40\% | 47\% |
| Male | 72 | 732 | 743 | 747 | * | 32\% | 40\% | * | * | 21\% | 47\% |
| Economically Disadvantaged Students | 95 | 736 | 740 | 732 | * | 25\% | * | * | * | 29\% | 27\% |
| Non-Economically Disadvantaged Students | 27 | 733 | 750 | 757 | * | 44\% | * | * | * | 26\% | 59\% |
| Students with Disabilities | 31 | 716 | 716 | 725 | * | 65\% | * | * | * | 10\% | 19\% |
| Students without Disabilities | 91 | 742 | 749 | 752 | * | 18\% | * | * | * | 35\% | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 749 | * | * | * | * | * | * | 49\% |
| Homeless Students | * | * | * | 723 | * | * | * | * | * | * | 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\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 146 | 731 | 736 | 741 | 10\% | 32\% | 32\% | * | * | 27\% | 41\% |
| White | 64 | 745 | 745 | 749 | * | 16\% | 36\% | * | * | 45\% | 51\% |
| Hispanic | 56 | 720 | 727 | 729 | * | 50\% | 25\% | * | * | 13\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | N | N | * | 747 | N | N | N | N | N | N | 48\% |
| Female | 50 | 736 | 736 | 742 | * | * | 48\% | * | * | 24\% | 42\% |
| Male | 96 | 728 | 737 | 740 | * | * | 24\% | * | * | 28\% | 40\% |
| Economically Disadvantaged Students | 110 | 730 | 731 | 726 | * | * | 29\% | * | * | 25\% | 21\% |
| Non-Economically Disadvantaged Students | 36 | 735 | 744 | 750 | * | * | 42\% | * | * | 31\% | 53\% |
| Students with Disabilities | 33 | 705 | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | 113 | 738 | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | 13 | 717 | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | 133 | 732 | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | * | * | * | 742 | * | * | * | * | * | * | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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 <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 131 | 732 | 740 | 744 | 11\% | 24\% | 39\% | * | * | 27\% | 42\% |
| White | 50 | 736 | 747 | 751 | * | 30\% | 30\% | * | * | 32\% | 53\% |
| Hispanic | 55 | 729 | 735 | 733 | * | 22\% | 45\% | * | * | 20\% | 26\% |
| Black or African American | 15 | 720 | 724 | 727 | * | * | * | * | * | 13\% | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 63 | 731 | 742 | 744 | * | 19\% | 38\% | * | * | 27\% | 42\% |
| Male | 68 | 734 | 739 | 743 | * | 28\% | 40\% | * | * | 26\% | 42\% |
| Economically Disadvantaged Students | 96 | 731 | 735 | 731 | * | * | 38\% | * | * | 26\% | 24\% |
| Non-Economically Disadvantaged Students | 35 | 736 | 747 | 751 | * | * | 43\% | * | * | 29\% | 53\% |
| Students with Disabilities | 27 | 717 | 710 | 718 | * | 41\% | * | * | * | 11\% | 13\% |
| Students without Disabilities | 104 | 736 | 746 | 749 | * | 19\% | * | * | * | 31\% | 48\% |
| English Learners | 14 | 716 | 722 | 716 | * | * | * | * | * | 14\% | 10\% |
| Non-English Learners | 117 | 734 | 741 | 745 | * | * | * | * | * | 28\% | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 8

 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 122 | 732 | 732 | 728 | 14\% | 27\% | 29\% | * | * | 30\% | 29\% |
| White | 41 | 739 | * | 737 | * | 32\% | * | 39\% | 0\% | 39\% | 38\% |
| Hispanic | 62 | 726 | 728 | 722 | 23\% | 23\% | 29\% | 26\% | 0\% | 26\% | 22\% |
| Black or African American | 14 | 723 | 723 | 714 | * | * | * | * | * | 14\% | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 64 | 726 | 735 | 731 | * | 31\% | 23\% | * | * | 27\% | 31\% |
| Male | 58 | 737 | 730 | 726 | * | 22\% | 34\% | * | * | 34\% | 27\% |
| Economically Disadvantaged Students | 84 | 730 | * | 719 | * | 24\% | 29\% | * | * | 31\% | 20\% |
| Non-Economically Disadvantaged Students | 38 | 734 | * | 735 | * | 34\% | 29\% | * | * | 29\% | 36\% |
| Students with Disabilities | 19 | 702 | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | 103 | 737 | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | 15 | 718 | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | 107 | 734 | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | * | * | * | 709 | * | * | * | * | * | * | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | * | * | * | 735 | * | * | * | * | * | * | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 11 | 776 | 737 | 744 | 0\% | 0\% | 0\% | * | * | 100\% | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | 11 | 776 | 741 | 748 | 0\% | 0\% | 0\% | * | * | 100\% | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 11 | 776 | 738 | 745 | 0\% | 0\% | 0\% | * | * | 100\% | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | $*$ | $*$ |
| 4 | $*$ | $*$ |
| 5 | $*$ | $*$ |
| 6 | $*$ | $*$ |
| 7 | $*$ | $*$ |
| 8 |  |  |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | $29.4 \%$ | $* *$ | $* *$ |

† 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 | 11 | * | * |
| 5 or more | * | * | * |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 43 | 41 | 15 | 1 |
| White | 33 | 43 | 23 | 3 |
| Hispanic | 44 | 39 | 17 | 0 |
| Black or African American | 69 | 31 | 0 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{\star}$ | ${ }^{*}$ | ${ }^{\star}$ | ${ }^{*}$ |
| Female | 33 | 48 | 20 | 0 |
| Male | 50 | 36 | 12 | 2 |
| Economically Disadvantaged Students | 40 | 42 | 17 | 1 |
| Non-Economically Disadvantaged Students | 52 | 39 | 9 | 0 |
| Students with Disabilities | 79 | 21 | 0 | 0 |
| Students without Disabilities | 33 | 47 | 19 | 1 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{\star}$ | ${ }^{\star}$ |
| Migrant Students | N | N | N | N |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## NJSLA Science Assessment: Grade 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 | 50 | 5 | 1 |
| White | 38 | 55 | 6 | 0 |
| Hispanic | 46 | 52 | 2 | 0 |
| Black or African American | 67 | 27 | 7 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 56 | 40 | 5 | 0 |
| Male | 35 | 59 | 4 | 1 |
| Economically Disadvantaged Students | 47 | 47 | 6 | 1 |
| Non-Economically Disadvantaged Students | 40 | 57 | 2 | 0 |
| Students with Disabilities | 77 | 19 | 4 | 0 |
| Students without Disabilities | 37 | 58 | 5 | 1 |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Midtown Community School \#8 <br> (17-0220-085)

Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 136 |
| 7 | 0 | 0 | 116 |
| 8 | 11 | 0 | 123 |
| Total | 11 | 0 | 375 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 136 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 116 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 134 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 386 |

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## 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


Students enrolled in one or more classes by discipline:


## Report Key:

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

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 151 | 11.8 | 9.0 | Not Met |
| White | 35 | 7.1 | 9.0 | Met |
| Hispanic | 95 | 16.8 | 9.0 | Not Met |
| Black or African American | 15 | 11.7 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 3 | 4.6 | 9.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 3 | 10.0 | 9.0 | Not Met |
| Female | 59 | 10.4 |  |  |
| Male | 92 | 12.9 |  |  |
| Economically Disadvantaged Students | 129 | 13.1 | 9.0 | Not Met |
| Students with Disabilities | 56 | 21.8 | 9.0 | Not Met |
| English Learners | 8 | 6.1 | 9.0 | Met |
| Homeless Students | 5 | 50.0 |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | 0 | 0 |  |  |
| 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.


Student Growth

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism by Grade

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


## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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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 | 0.08 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 1 |  | 1 |

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 1 |
| 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions

10

Demographic
Student
Academic Achievement

## Report Key:

Midtown Community School \#8
(17-0220-085)
Grades Offered: PK-08

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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 80 | 118,214 |
| Average years experience in <br> public schools | 13.7 | 12.1 |
| Average years experience in <br> district | 12.0 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $86.3 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $15: 1$ | $14: 1$ |
| Students to Administrators | $597: 1$ | $223: 1$ |
| Teachers to Administrators | $40: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Midtown Community School \#8

(17-0220-085)
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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $44.2 \%$ | $80.0 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $55.8 \%$ | $20.0 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $37.7 \%$ | $88.8 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $43.3 \%$ | $7.5 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $10.9 \%$ | $2.5 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $5.3 \%$ | $1.3 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.5 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

## Midtown Community School \#8

(17-0220-085)
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2018-2019

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## Key terms for staff data:

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

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


## Doctoral Degree

| Teacher | $0 \%$ |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.0 \%$ |

## Midtown Community School \#8

(17-0220-085)
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2018-2019

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## Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.
An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

## Midtown Community School \#8

(17-0220-085)

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

[^17]
## Report Key:

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $42.2 \%$ | $45.9 \%$ | $46.4 \%$ |
| Math Proficiency | $33.7 \%$ | $35.1 \%$ | $31.7 \%$ |
| ELA Growth | 55 | 52 | 59 |
| Math Growth | 54 | 49 | 51 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $50.0 \%$ | $29.4 \%$ |
| Chronic Absenteeism | $9.1 \%$ | $12.2 \%$ | $11.8 \%$ |

[^18]Midtown Community School \#8
(17-0220-085)
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2018-2019

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

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

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

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

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

## Midtown Community School \#8 <br> (17-0220-085)

Grades Offered: PK-08
2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

## Midtown Community School \#8

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## School Narrative

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

| Highlights: | - The 2018-2019 school year we implemented a school wide, Everyone is a Super Hero theme. The purpose of this theme is to encourage students to be the very best they can be, and strive to be helpful. <br> - In March 2019, Midtown participated in a school wide celebration of Bayonne's 150th Anniversary. Every child particpated in activites from a variety of acadmeic areas and learned more about Bayonne. <br> - The William Shemin Midtown Community School Student Council was the proud recipient of the Honor Council Excellence Award and has won for the past 21 years. |
| :---: | :---: |
| Mission, Vision, Theme: | The mission of WSMCS is to provide a flexible educational environment that fosters personal and interpersonal growth, lifelong learning and a strong sense of community. Educational excellence will be achieved through a curriculum that will include a quality instructional and cultural program which utilizes a variety of research-based methods, materialsand state of the art technologies in order to meet the needs, interests and abilities of the individual. |
| Awards, Recognition, Accomplishments: | WSMCS has been selected as a Blue Ribbon School by the US Department of Education. This award distinguishes the school for its excellence in leadership, teaching, curriculum, student achievement, parent involvement, and community support, WSMCS has also been the recipient of the NJ Star School Award and the Redbook Award for Overall Excellence.been acknowledged by the state of New Jersey for NJ Best Practices in for innovative technology, and for health andphysical education integration. |

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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.

| Courses, Curriculum, Instruction: | The curriculum at WSMCS includes a quality instructional and cultural program utilizing a variety of research based methods, materials, and state of the art technologies in order to meet the needs, interests and abilities of all individuals. Technology is a major component in restructuring traditional teaching methods, and vital in creating a schoolenvironment based on active student learning. Everyone is trained to utilize the power and potential of Computers, Smart Boards and Smart Tables. |
| :---: | :---: |
| Sports and Athletics: | Sports Offered: Basketball (Boys \& Girls), Cheerleading (Boys \& Girls), Track and Field - Spring (Boys \& Girls), Track and Field Winter (Boys \& Girls) <br> Sports Offered: Basketball (Boys \& Girls), Football (Boys), Softball (Girls), Track and Field - Spring (Boys \& Girls), Track and Field - Winter (Boys \& Girls). William Shemin Midtown has a comprehensive basketball program for girls and boys. Flag football is offered for boys. Upper grade children compete with other elementary schools for Track and Field. The city runs a girls' softball league in the Spring. |
|  | WSMCS has numerous clubs and activities including: Choir, Orchestra, Beginning Band, Spelling Bee, Geography Bee, Math Olympiad, Academic Challenge, Color Guard, Forensics, Chess, Robotics, Care Bears, Community Read Aloud, Garden Club, Gold Slips, Metropolitan Opera Guild, Peer Leadership, National Junior HonorSociety, Student Council, Science and Environmental Club, Project Innovate, Fire Bowl, School Safety Patrol, Honor Guard, Captain McFinn and Friends Anti-Bullying Program |

## Report Key:

## Midtown Community School \#8

(17-0220-085)
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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.

WSMCS has numerous after school opportunities for our students. Community Education classes run in 3 cycles. These classes are open to students in all grades. ARMS tutoring is provided to children in Grades 3-8. This tutoring helps to prepare our students for NJSLA testing. The 100 Book Challenge is available to students who are in need ofreinforcement in Grades K-2. Both Before and After Care opportunities are available for families that are in need of childcare.

## Midtown Community School \#8

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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.

WSMCS is dedicated to the concept of community education and lifelong learning. It is an urban educational institution restructured by the collective efforts of all stakeholders who adopted the community education concept, which encourages the use of the facility for people of all ages, as well as a building design that provides a flexible environment.

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## School Narrative

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

| II II Climate Surveys: | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Students at WSMCS are taught behaviors to insure their personal safety and that of others. Our school philosophy, MIDTOWN MAGIC: Motivation And Guidance Instill Character, exemplifies the school's commitment to developing high self esteem and good character traits. Children are encouraged to feel the magic within themselves, and to develop a sense of self confidence, while setting personal goals to follow their dreams for a bright and successful future. WSMCS participated in a School Climate Survey during the 20182019 school year. Students, staff, and parents took part in the electronic survey and answered questions relating to the following domains: Physical Environment, Teaching/Learning, Morale, Relationships, Parental Support, Safety, Emotional Environment. The results of the survey were used to improve the school climate and culture in each building, leading to an increase in student achievement. |
| :---: | :---: |
| Facilities: | William Shemin Midtown Community School is a state of the art facility. WSMCS received numerous architectural awards when it opened in 1992. A whole city block, William Shemin Midtown houses over 1200 students and over 100 staff members. |
| School Safety: | School safety is a top priority with administrators and faculty. Metal detectors have been installed at three locations in the building, and every individual entering the building is subject to bag inspection. William Shemin Midtown also has an effective and engaged School Safety Team that meets on a regular basis to review safety and security procedures. We are fortunate to have a Bayonne Police Officer in the building each and every day. |

Demographic

## Report Key:

## Midtown Community School \#8

(17-0220-085)
Grades Offered: PK-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.

At William Shemin Midtown Community School, children are all S.T.A.R.S. (Striving To Achieve Remarkable Success). The school's RESPECT campaign is embraced by the entireschool community, and is an integral part of the school culture. Students at William Shemin Midtown are taught behaviors designed to ensure their personal safety. The elementary school management plan, which was developed by the staff, reflects high student expectations, student responsibilities and positive reinforcement rewards. The Shared Decision Making Team (SDMT) is a vital component in the management of the school. Encouraged by the administrative structure, the team concept fosters empowerment by all the stakeholders, while building a collegiality among staff, students and parents. The foundation of the school is based upon the cooperative efforts of the entire school community working together toward success.

## Nicholas Oresko Community School

 (17-0220-140)Grades Offered: PK-08
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:

## Nicholas Oresko Community School <br> (17-0220-140)

Grades Offered: PK-08
2018-2019

## Report Key:

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. Charles Costello |
| Address | 33 East 24th Street BAYONNE, NJ 07002 |
| Phone Number | $201-858-6281$ |
| Email Address | ccostello@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/28 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{\text { htpps://twitter.com/oreskoschool14 }}$ |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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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 | 46 | 39 | 28 |
| KG | 25 | 23 | 25 |
| 1 | 25 | 25 | 24 |
| 2 | 26 | 24 | 22 |
| 3 | 25 | 23 | 25 |
| 4 | 25 | 19 | 25 |
| 5 | 65 | 75 | 71 |
| 6 | 75 | 64 | 73 |
| 7 | 73 | 74 | 67 |
| 8 | 68 | 74 | 72 |
| Total | 453 | 440 | 432 |

## 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 | 46 | 39 | 28 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 25 | 23 | 25 |

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 | $53.6 \%$ | $53.9 \%$ | $51.4 \%$ |
| Male | $46.4 \%$ | $46.1 \%$ | $48.6 \%$ |
| Economically <br> Disadvantaged Students | $42.8 \%$ | $39.1 \%$ | $39.1 \%$ |
| Students with Disabilities | $4.0 \%$ | $2.0 \%$ | $0.5 \%$ |
| English Learners | $0.0 \%$ | $0.9 \%$ | $1.2 \%$ |
| Homeless Students | $0.7 \%$ | $0.2 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.0 \%$ | $0.5 \%$ | $0.7 \%$ |
| 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 | $48.6 \%$ | $51.1 \%$ | $48.8 \%$ |
| Hispanic | $28.9 \%$ | $23.9 \%$ | $24.3 \%$ |
| Black or African American | $3.3 \%$ | $4.3 \%$ | $6.0 \%$ |
| Asian | $15.5 \%$ | $16.4 \%$ | $17.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.7 \%$ | $0.7 \%$ | $0.5 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| Two or More Races | $3.1 \%$ | $3.6 \%$ | $3.2 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :--- |
| English | $75.2 \%$ |
| Arabic | $9.0 \%$ |
| Spanish | $5.6 \%$ |
| Chinese | $1.6 \%$ |
| Russian | $1.6 \%$ |
| Other Languages | $6.9 \%$ |

## Nicholas Oresko Community School

## (17-0220-140)

Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
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N No Data is available to display
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## Student Growth Trends and Progress

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


## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard $(40$ $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 61 | 56 | 50 | Exceeds Standard | 60.5 | 49 | 50 | Exceeds Standard |
| White | 64 | 58 | 50 | Exceeds Standard | 59.5 | 53 | 52 | Met Standard |
| Hispanic | 49 | 53 | 49 | Met Standard | 48 | 47 | 47 | Met Standard |
| Black or African American | 66 | 49 | 45 | ** | 57 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 63 | 65.5 | 59 | Exceeds Standard | 78 | 56 | 60 | Exceeds Standard |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | 61 | 53 | 49 | ** | 64 | 41 | 52 | ** |
| Female | 63 | 58 | 53 | N | 54 | 47 | 50 | N |
| Male | 56 | 54 | 47 | N | 66 | 51 | 51 | N |
| Economically Disadvantaged Students | 61.5 | 56 | 48 | Exceeds Standard | 60 | 49 | 46 | Exceeds Standard |
| Students with Disabilities | 70 | 44 | 43 | ** | 37.5 | 39.5 | 45 | ** |
| English Learners | 75.5 | 65 | 52 | ** | * | 56 | 50 | ** |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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

A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability

$\begin{array}{lll}60 & \\ 20 & & \\ 0 & 2016-17 & 2017-18 \\ 2018-19\end{array}$

Math Proficiency Rate for Federal Accountability
$80 \quad 72.9 \% \quad 75.7 \% \quad 73.4 \%$
60

40

20

0
$02016-17 \quad 2017-18 \quad 2018-19$

2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $99.4 \%$ | $100.0 \%$ | $99.7 \%$ | $99.4 \%$ | $100.0 \%$ | $99.2 \%$ |
| Proficiency Rate for Federal Accountability | $85.8 \%$ | $89.4 \%$ | $80.6 \%$ | $72.9 \%$ | $75.7 \%$ | $73.4 \%$ |
| Annual Target | $80.0 \%$ | $80.0 \%$ | $80.0 \%$ | $79.4 \%$ | $79.5 \%$ | $79.5 \%$ |
| Met Annual Target? | Met Goal | Met Goal | Met Goal | Not Met | Met Targett | Not Met |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^19]
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## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## 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 | 350 | 99.7 | 80.6 | * | 57.9 | 80.6 | 80 | Met Goal |
| White | 183 | 99.5 | 85.2 | * | 66.9 | 85.2 | 80 | Met Goal |
| Hispanic | 78 | 100.0 | 65.4 | * | 43.9 | 65.4 | 68.7 | Met Targett |
| Black or African American | 20 | 100.0 | 75.0 | 47.1 | 38.5 | 75.0 | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 100.0 | 88.9 | 76.9 | 82.9 | 88.9 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | 15 | 100.0 | 80.0 | * | 64.4 | 80.0 | ** | ** |
| Female | 179 | 99.5 | 85.5 | * | 64.8 | 85.5 |  |  |
| Male | 171 | 100.0 | 75.4 | * | 51.3 | 75.4 |  |  |
| Economically Disadvantaged Students | 143 | 100.0 | 67.8 | * | 40.0 | 67.8 | 68 | Met Targett |
| Non-Economically Disadvantaged Students | 207 | 99.5 | 89.4 | * | 67.9 | 89.4 |  |  |
| Students with Disabilities | 18 | 95.0 | 11.1 | 13.5 | 22.7 | 11.1 | N | N |
| Students without Disabilities | 332 | 100.0 | 84.3 | 66.8 | 65.1 | 84.3 |  |  |
| English Learners | 21 | 100.0 | 52.4 | * | 29.3 | 52.4 | N | N |
| Non-English Learners | 329 | 99.7 | 82.4 | 61.0 | 60.6 | 82.4 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Nicholas Oresko Community School
(17-0220-140)
Grades Offered: PK-08
2018-2019

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## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Nicholas Oresko Community School

(17-0220-140)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 3
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 27 | 745 | 744 | 748 | * | * | * | * | * | 52\% | 50\% |
| White | 13 | 749 | 746 | 757 | * | * | * | * | * | 62\% | 60\% |
| Hispanic | * | * | * | 734 | * | * | * | * | * | * | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 13 | 758 | 752 | 753 | * | * | * | * | * | 62\% | 55\% |
| Male | 14 | 732 | 736 | 743 | * | * | * | * | * | 43\% | 46\% |
| Economically Disadvantaged Students | 17 | 734 | 739 | 731 | * | * | * | * | * | 35\% | 33\% |
| Non-Economically Disadvantaged Students | 10 | 764 | 751 | 759 | * | * | * | * | * | 80\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | * | * | 752 | * | * | * | * | * | * | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 30 | 762 | 750 | 755 | * | * | * | * | * | 73\% | 57\% |
| White | 11 | 764 | 753 | 763 | 0\% | * | * | * | * | 73\% | 67\% |
| Hispanic | 11 | 754 | 744 | 743 | * | * | * | * | * | 73\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 17 | 761 | 754 | 760 | * | * | * | * | * | 71\% | 62\% |
| Male | 13 | 762 | 747 | 750 | * | * | * | * | * | 77\% | 53\% |
| Economically Disadvantaged Students | * | * | * | 740 | * | * | * | * | * | * | 40\% |
| Non-Economically Disadvantaged Students | * | * | * | 765 | * | * | * | * | * | * | 69\% |
| Students with Disabilities | * | * | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 787 | 751 | 756 | 0\% | * | * | 38\% | 46\% | 84\% | 58\% |
| White | 39 | 788 | 751 | 764 | 0\% | * | * | 46\% | 44\% | 90\% | 68\% |
| Hispanic | 14 | 757 | 747 | 743 | 0\% | * | * | * | * | 57\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 813 | 779 | 781 | 0\% | 0\% | * | * | * | 93\% | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 34 | 793 | 758 | 761 | 0\% | * | * | 32\% | 56\% | 88\% | 64\% |
| Male | 40 | 782 | 745 | 750 | 0\% | * | * | 43\% | 38\% | 80\% | 52\% |
| Economically Disadvantaged Students | 27 | 776 | 746 | 740 | 0\% | * | * | * | * | 74\% | 39\% |
| Non-Economically Disadvantaged Students | 47 | 793 | 759 | 766 | 0\% | * | * | * | * | 89\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 70 | 791 | 753 | 754 | * | * | * | 27\% | 60\% | 87\% | 56\% |
| White | 43 | 796 | 761 | 762 | 0\% | 0\% | * | * | * | 91\% | 65\% |
| Hispanic | * | * | * | 743 | * | * | * | * | * | * | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 28 | 799 | 760 | 762 | * | * | * | * | * | 89\% | 64\% |
| Male | 42 | 785 | 747 | 748 | * | * | * | * | * | 86\% | 48\% |
| Economically Disadvantaged Students | 23 | 782 | 747 | 740 | * | * | * | * | * | 78\% | 39\% |
| Non-Economically Disadvantaged Students | 47 | 795 | 762 | 763 | * | * | * | * | * | 91\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 73 | 793 | 763 | 761 | * | * | * | 22\% | 63\% | 85\% | 63\% |
| White | 37 | 802 | 771 | 769 | 0\% | * | * | * | * | 89\% | 72\% |
| Hispanic | 19 | 776 | 756 | 747 | * | * | * | * | * | 79\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 824 | 794 | 790 | 0\% | 0\% | 0\% | 0\% | 100\% | 100\% | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 46 | 798 | 774 | 769 | * | * | * | * | * | 89\% | 71\% |
| Male | 27 | 785 | 754 | 753 | * | * | * | * | * | 78\% | 55\% |
| Economically Disadvantaged Students | 27 | 768 | 755 | 743 | * | * | * | * | * | 70\% | 45\% |
| Non-Economically Disadvantaged Students | 46 | 808 | 774 | 771 | * | * | * | * | * | 93\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | N | N | 709 | 706 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 73 | 793 | 766 | 763 | * | * | * | 22\% | 63\% | 85\% | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | * | * | * | 758 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 78 | 784 | 763 | 762 | * | * | * | 36\% | 46\% | 82\% | 63\% |
| White | 41 | 786 | * | 770 | * | * | * | 34\% | 49\% | 83\% | 72\% |
| Hispanic | 16 | 771 | 755 | 747 | * | * | * | * | * | 69\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 793 | 785 | 794 | 0\% | 0\% | * | * | * | 93\% | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 43 | 795 | 772 | 771 | * | * | * | 33\% | 58\% | 91\% | 71\% |
| Male | 35 | 772 | 753 | 753 | * | * | * | 40\% | 31\% | 71\% | 55\% |
| Economically Disadvantaged Students | 29 | 774 | 756 | 743 | * | * | * | 34\% | 34\% | 69\% | 45\% |
| Non-Economically Disadvantaged Students | 49 | 790 | 770 | 772 | * | * | * | 37\% | 53\% | 90\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 353 | 99.2 | 73.4 | * | 44.5 | 73.4 | 79.5 | Not Met |
| White | 185 | 99.0 | 79.5 | * | 54.1 | 79.5 | 80 | Met Targett |
| Hispanic | 80 | 100.0 | 48.8 | * | 28.8 | 48.8 | 66.1 | Not Met |
| Black or African American | 19 | 95.0 | 68.4 | 22.7 | 23.0 | 68.4 | N | N |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 100.0 | 92.6 | 67.0 | 76.5 | 92.6 | 80 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | 15 | 100.0 | 66.7 | * | 53.3 | 66.7 | ** | ** |
| Female | 179 | 98.9 | 74.3 | * | 44.9 | 74.3 |  |  |
| Male | 174 | 99.4 | 72.4 | * | 44.2 | 72.4 |  |  |
| Economically Disadvantaged Students | 147 | 99.4 | 59.2 | * | 26.3 | 59.2 | 71.9 | Not Met |
| Non-Economically Disadvantaged Students | 206 | 99.0 | 83.5 | * | 54.9 | 83.5 |  |  |
| Students with Disabilities | 18 | 95.0 | 11.1 | * | 17.4 | 11.1 | N | N |
| Students without Disabilities | 335 | 99.4 | 76.7 | * | 50.0 | 76.7 |  |  |
| English Learners | 26 | 100.0 | 53.8 | * | 25.0 | 53.8 | N | N |
| Non-English Learners | 327 | 99.1 | 74.9 | 39.6 | 46.5 | 74.9 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Nicholas Oresko Community School
(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Nicholas Oresko Community School

(17-0220-140)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> 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 | 748 | 750 | 752 | * | * | * | * | * | 60\% | 55\% |
| White | 15 | 749 | 755 | 760 | * | * | * | * | * | 60\% | 66\% |
| Hispanic | 10 | 735 | 744 | 739 | * | 0\% | * | * | * | 50\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 15 | 749 | 754 | 751 | * | * | * | * | * | 60\% | 54\% |
| Male | 15 | 747 | 746 | 752 | * | * | * | * | * | 60\% | 56\% |
| Economically Disadvantaged Students | 20 | 739 | 747 | 737 | * | * | * | * | * | 50\% | 37\% |
| Non-Economically Disadvantaged Students | 10 | 766 | 754 | 761 | * | * | * | * | * | 80\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 32 | 756 | 745 | 749 | * | * | * | * | * | 63\% | 51\% |
| White | 13 | 758 | 752 | 757 | 0\% | * | * | * | * | 62\% | 62\% |
| Hispanic | 11 | 749 | 737 | 737 | * | 0\% | * | * | * | 55\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 18 | 750 | 745 | 749 | * | * | * | * | * | 56\% | 50\% |
| Male | 14 | 764 | 746 | 749 | * | * | * | * | * | 71\% | 52\% |
| Economically Disadvantaged Students | * | * | * | 734 | * | * | * | * | * | * | 32\% |
| Non-Economically Disadvantaged Students | * | * | * | 759 | * | * | * | * | * | * | 63\% |
| Students with Disabilities | * | * | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 74 | 775 | 744 | 747 | 0\% | * | * | 51\% | 30\% | 81\% | 47\% |
| White | 39 | 777 | 747 | 755 | 0\% | * | * | 54\% | 31\% | 85\% | 58\% |
| Hispanic | 14 | 746 | 738 | 735 | 0\% | * | * | * | * | 50\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | 14 | 798 | 768 | 775 | 0\% | 0\% | 0\% | * | * | 100\% | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 34 | 775 | 745 | 747 | 0\% | * | * | * | * | 85\% | 47\% |
| Male | 40 | 775 | 743 | 747 | 0\% | * | * | * | * | 78\% | 47\% |
| Economically Disadvantaged Students | 27 | 765 | 740 | 732 | 0\% | * | * | * | * | 70\% | 27\% |
| Non-Economically Disadvantaged Students | 47 | 781 | 750 | 757 | 0\% | * | * | * | * | 87\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 72 | 771 | 736 | 741 | * | * | * | 50\% | 29\% | 79\% | 41\% |
| White | 45 | 774 | 745 | 749 | 0\% | * | * | 58\% | 29\% | 87\% | 51\% |
| Hispanic | 10 | 741 | 727 | 729 | * | * | * | * | * | 30\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 29 | 769 | 736 | 742 | * | * | * | * | * | 72\% | 42\% |
| Male | 43 | 772 | 737 | 740 | * | * | * | * | * | 84\% | 40\% |
| Economically Disadvantaged Students | 25 | 756 | 731 | 726 | * | * | * | * | * | 60\% | 21\% |
| Non-Economically Disadvantaged Students | 47 | 779 | 744 | 750 | * | * | * | * | * | 89\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 74 | 770 | 740 | 744 | * | * | 15\% | 41\% | 32\% | 73\% | 42\% |
| White | 38 | 776 | 747 | 751 | * | * | * | 45\% | 37\% | 82\% | 53\% |
| Hispanic | 19 | 757 | 735 | 733 | * | * | * | * | * | 53\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | 11 | 792 | 764 | 768 | 0\% | 0\% | 0\% | * | * | 100\% | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 46 | 771 | 742 | 744 | * | * | * | * | * | 74\% | 42\% |
| Male | 28 | 768 | 739 | 743 | * | * | * | * | * | 71\% | 42\% |
| Economically Disadvantaged Students | 28 | 751 | 735 | 731 | * | * | * | * | * | 50\% | 24\% |
| Non-Economically Disadvantaged Students | 46 | 781 | 747 | 751 | * | * | * | * | * | 87\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 42 | 746 | 732 | 728 | * | * | 31\% | * | * | 43\% | 29\% |
| White | 22 | 749 | * | 737 | * | * | * | * | * | 45\% | 38\% |
| Hispanic | 11 | 735 | 728 | 722 | * | * | * | * | * | 27\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 16 | 739 | 735 | 731 | * | * | * | * | * | 38\% | 31\% |
| Male | 26 | 750 | 730 | 726 | * | * | * | * | * | 46\% | 27\% |
| Economically Disadvantaged Students | 23 | 746 | * | 719 | * | * | * | * | * | 43\% | 20\% |
| Non-Economically Disadvantaged Students | 19 | 745 | * | 735 | * | * | * | * | * | 42\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
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## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 787 | 737 | 744 | 0\% | 0\% | 0\% | * | * | 100\% | 42\% |
| White | 19 | 789 | 746 | 752 | 0\% | 0\% | 0\% | * | * | 100\% | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 725 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | 731 | 752 | * | * | * | * | * | * | 51\% |
| Female | 26 | 788 | 740 | 745 | 0\% | 0\% | 0\% | * | * | 100\% | 44\% |
| Male | 10 | 782 | 733 | 743 | 0\% | 0\% | 0\% | * | * | 100\% | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | 36 | 787 | 741 | 748 | 0\% | 0\% | 0\% | * | * | 100\% | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 36 | 787 | 738 | 745 | 0\% | 0\% | 0\% | * | * | 100\% | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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$\mathbf{N}$ No Data is available to display
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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: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | N | N |
| 4 | ${ }^{*}$ | ${ }^{*}$ |
| 5 | N | N |
| 6 | N | N |
| 7 | N | N |
| 8 | N | N |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 | N | N | N |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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

## NJSLA Science Assessment: Grade 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 | 7 | 20 | 42 | 31 |
| White | 3 | 18 | 55 | 24 |
| Hispanic | 31 | 38 | 23 | 8 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 0 | 7 | 36 | 57 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 6 | 18 | 47 | 29 |
| Male | 8 | 22 | 38 | 32 |
| Economically Disadvantaged Students | 13 | 25 | 38 | 25 |
| Non-Economically Disadvantaged Students | 4 | 17 | 45 | 34 |
| Students with Disabilities | N | N | N | N |
| Students without Disabilities | 7 | 20 | 42 | 31 |
| English Learners | N | N | N | N |
| Non-English Learners | 7 | 20 | 42 | 31 |
| 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 |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
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 | 10 | 51 | 30 | 10 |
| White | 5 | 55 | 26 | 13 |
| Hispanic | 21 | 50 | 21 | 7 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 7 | 50 | 36 | 7 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 10 | 41 | 37 | 12 |
| Male | 9 | 63 | 22 | 6 |
| Economically Disadvantaged Students | 16 | 64 | 12 | 8 |
| Non-Economically Disadvantaged Students | 6 | 44 | 40 | 10 |
| Students with Disabilities | N | N | N | N |
| Students without Disabilities | 10 | 51 | 30 | 10 |
| 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 |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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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 | 74 |
| 7 | 0 | 0 | 69 |
| 8 | 37 | 0 | 37 |
| Total | 37 | 0 | 180 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 69 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 72 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 215 |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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$\mathbf{N}$ No Data is available to display
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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


Students enrolled in one or more classes by discipline:


## Nicholas Oresko Community School

(17-0220-140)
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2018-2019

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 23 | 5.1 | 9.0 | Met |
| White | 10 | 4.4 | 9.0 | Met |
| Hispanic | 7 | 6.3 | 9.0 | Met |
| Black or African American | 1 | 3.6 | 9.0 | Met |
| Asian, Native Hawaiian, or Pacific | 2 | 2.8 | 9.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 3 | 20.0 | $* *$ | $* *$ |
| Female | 10 | 4.3 |  |  |
| Male | 13 | 5.9 |  |  |
| Economically Disadvantaged Students | 13 | 6.4 | 9.0 | Met |
| Students with Disabilities | 9 | 27.3 | 9.0 | Not Met |
| English Learners | 1 | 4.2 | 9.0 | Met |
| Homeless Students | N | N |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | $*$ | $*$ |  |  |
| Migrant Students | N | N |  |  |

## Days Absent

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


Demographic
Student Growth

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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$\mathbf{N}$ No Data is available to display
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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.


## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
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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) | 3 |
| Total Unique Incidents | 4 |
| Incidents Per 100 Students Enrolled | 0.93 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 1 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 2 | 2 |
| 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 | 1 |
| 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions 13

Demographic
Student
Academic Achievement

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 24 | 118,214 |
| Average years experience in <br> public schools | 12.9 | 12.1 |
| Average years experience in <br> district | 12.0 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $95.8 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $18: 1$ | $14: 1$ |
| Students to Administrators | $432: 1$ | $223: 1$ |
| Teachers to Administrators | $24: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## 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 districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $51.4 \%$ | $87.5 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $48.6 \%$ | $12.5 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $48.8 \%$ | $87.5 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $24.3 \%$ | $8.3 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $6.0 \%$ | $4.2 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $17.1 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.5 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.2 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

College and
Career Readiness

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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## Key terms for staff data:

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel administrators

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


| Teacher | $0 \%$ |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.6 \%$ |

## Nicholas Oresko Community School

(17-0220-140)
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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## Nicholas Oresko Community School <br> (17-0220-140)

Grades Offered: PK-08

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

## Report Key:

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $85.8 \%$ | $89.4 \%$ | $80.6 \%$ |
| Math Proficiency | $72.9 \%$ | $75.7 \%$ | $73.4 \%$ |
| ELA Growth | 71 | 61 | 61 |
| Math Growth | 48 | 52 | 60 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | ${ }^{*}$ | ${ }^{*}$ |
| Chronic Absenteeism | $3.9 \%$ | $4.7 \%$ | $5.1 \%$ |

[^20]
## Report Key:

Nicholas Oresko Community School
(17-0220-140)
Grades Offered: PK-08

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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.

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

| Student Group | ELA <br> 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 Goal | Not Met | Exceeds Standard | Exceeds Standard | ** | Met | No |
| White | Met Goal | Met Targett | Exceeds <br> Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Targett | Not Met | Met Standard | Met Standard | n/a | Met | No |
| Black or African American | N | N | ** | ** | n/a | Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Goal | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Targett | Not Met | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| Students with Disabilities | N | N | ** | ** | n/a | Not Met | No |
| English Learners | N | N | ** | ** | ** | Met | No |

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

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-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: | - Nicholas Oresko Community School students won Individual and team Silver Medals in the Jersey City Medical Center/RWJ Barnabas Health STEM Showcase. <br> - Nicholas Oresko Community School's Math Olympiad Team placed FIRST in the District-wide Competition. <br> - Nicholas Oresko Community School's Academic Challenge Team placed FIRST in the District-wide Competition. |
| :---: | :---: |
| Mission, Vision, Theme: | Nicholas Oresko Community School's mission is to provide a safe and inclusive learning envrionment, to meet the needs of our diverse multicultural population, continue to improve student achievement at all grade levels and to decrease achievement gaps, to promote school-parent relations and to make today's learners tomorrow's leaders. Nicholas Oresko Community School encourages individual, as well as interpersonnel growth, a love of learning, and a commitment to improving and caring for the community in a welcoming environment. |
| Awards, Recognition, Accomplishments: | The United States Department of Education recognized Nicholas Oresko Community School as a No Child left Behind Blue Ribbon School. Nicholas Oresko Community School earned this award for helping studetns achieve at very high levels and fro making significant progress in closing the achievement gap. The New Jersey Department of Education recognized Nicholas Oresko Community School as a Star School because it implements an identifiable cutting edge specialization; demonstrates outstanding student academic performance; accrues a record of accomplishments; fosters the active involvement of parents, business, and community; and therefore, is worthy of being a model for other districts in the state. |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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| Nicholas Oresko Community School offers before care and after care programs,the ARMs Program, Math Tutorial, 100 Book <br> Challenge, Community Education Courses, Boys' Basketball Team, Girls' Basketball Team, Cheerleading, Chess Club, Forensic <br> Club, Peer Leadership, Art Club, Yearbook, Fire Bowl Team, Lego Robotics Program, |
| :--- | :--- |
| School Programs: |$\quad$| The Nicholas Oresko Community School faculty fulfills or exceeds their professional development requirements by completing |
| :--- |
| Safe Schools Training and attending in and out of district training days and workshops. Professional learning communities meet |
| on a monthly basis. |
| Staff and |
| Professional |
| Learning: |

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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Student Supports and Services:

The Nicholas Oresko Community School Guidance Program provides a guidance counselor. The counselor's role is to deliver a variety of services in the form of individual counseling, small group counseling, class guidance lessons, parent meetings, peer mediation, conflict resolution, restorative environment and referrals for our students. These programs help our students to grow socially and emotionally. Acadmeic support is provided through the Title I Program, the ARMs Program for Language Arts and Math, Math Tutorial Program, and the 100 Book Challenge.


## Student Health and

 Wellness:Nicholas Oresko Community School offers breakfast and lunch daily. Students are provided 20 minutes of recess each day and two 40 minute physical education periods per week. Teachers engage students in mindfulness, yoga and incorporate physical activity into their classrooms routines. The school nurse conducts health lesson andand health screening thoughout the course of the year.

Nicholas Oresko Community School has an active PTO, with an elected executive board of officers who work together with school personnel to maximize the students' overall experience. The PTO meets monthly. Parents obtain information through the Parent Portal and the NOCS Digital Backpack which they access via the district website. Parent workshops are offered throughout the year. Nicholas Oresko Community School recognizes the partnership that exists between the home and the school in educating its students. At Nicholas Oresko Community School, we believe in TEACHERS AND PARENTS; WORKING TOGETHER FOR EACH CHILD'S SUCCESS.

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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$\left.\begin{array}{l|l|}\hline \text { Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers During the 2018-2019 school } \\ \text { year a Climate Survey was administered to Nicholas Oresko Community School's parents, students and staff. Our results } \\ \text { showed that Nicholas Oresko Community School scored favorably aross the following eight domains: Physical Environment, } \\ \text { Teaching and Learning, Morale, Relationships, Parental Support, Safety, Emotional Environment and Administrative Support. } \\ \text { The consensus is that our school offers a safe and secure environment that offers a quality educational program. }\end{array}\right\}$

Demographic

## Nicholas Oresko Community School

(17-0220-140)
Grades Offered: PK-08
2018-2019

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## (17-0220-140)

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## School Narrative

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Nicholas Oresko Community School houses the district's Gifted and Talented Program. The educational program offered to gifted and talented students encourages and challenges them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of the district. The program offered to gifted and talented students include, but not limited to: classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; advanced classes; and a humanities approach to teaching literacy and social studies.

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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:

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mrs. Stacey Janeczko |
| Address | 18 WEST 26TH ST BAYONNE, NJ 07002-3803 |
| Phone Number | $201-858-5956$ |
| Email Address | $\underline{\text { sjaneczko@bboed.org }}$ |
| Website | $\underline{\text { https://www.bboed.org/domain/19 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{\text { https://twitter.com/VroomSchool }}$ |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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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 | 26 | 46 | 45 |
| KG | 56 | 32 | 50 |
| 1 | 41 | 57 | 37 |
| 2 | 55 | 27 | 54 |
| 3 | 50 | 48 | 29 |
| 4 | 40 | 56 | 73 |
| 5 | 47 | 45 | 55 |
| 6 | 54 | 45 | 52 |
| 7 | 44 | 57 | 42 |
| 8 | 52 | 41 | 48 |
| Total | 465 | 454 | 485 |

## Enrollment Trends by Full/Half Day PK

 and KGThis 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 | 26 | 46 | 45 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 56 | 32 | 50 |

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 | $50.5 \%$ | $48.9 \%$ | $46.6 \%$ |
| Male | $49.5 \%$ | $51.1 \%$ | $53.4 \%$ |
| Economically <br> Disadvantaged Students | $65.2 \%$ | $63.0 \%$ | $68.5 \%$ |
| Students with Disabilities | $17.4 \%$ | $17.2 \%$ | $23.1 \%$ |
| English Learners | $0.4 \%$ | $3.1 \%$ | $2.7 \%$ |
| Homeless Students | $1.3 \%$ | $0.0 \%$ | $0.2 \%$ |
| Students in Foster Care | $0.6 \%$ | $0.2 \%$ | $0.2 \%$ |
| Military-Connected Students | $0.0 \%$ | $1.8 \%$ | $1.2 \%$ |
| 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 | $39.1 \%$ | $40.1 \%$ | $39.2 \%$ |
| Hispanic | $39.8 \%$ | $41.6 \%$ | $41.4 \%$ |
| Black or African American | $9.2 \%$ | $7.7 \%$ | $8.0 \%$ |
| Asian | $5.4 \%$ | $5.3 \%$ | $6.0 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.2 \%$ | $0.2 \%$ |
| Two or More Races | $6.2 \%$ | $5.1 \%$ | $5.2 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :--- |
| English | $70.7 \%$ |
| Arabic | $12.8 \%$ |
| Spanish | $12.6 \%$ |
| Polish | $1.0 \%$ |
| Other Languages | $2.9 \%$ |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

## Student Growth Trends and Progress

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


## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08 2018-2019

## Report Key:

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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

| Student Group | ELA: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard (40 $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 56 | 56 | 50 | Met Standard | 58 | 49 | 50 | Met Standard |
| White | 62 | 58 | 50 | Exceeds Standard | 51.5 | 53 | 52 | Met Standard |
| Hispanic | 54 | 53 | 49 | Met Standard | 73 | 47 | 47 | Exceeds Standard |
| Black or African American | 38 | 49 | 45 | ** | 58 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | * | 65.5 | 59 | ** | * | 56 | 60 | ** |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 54 | 58 | 53 | N | 57 | 47 | 50 | N |
| Male | 58 | 54 | 47 | N | 60 | 51 | 51 | N |
| Economically Disadvantaged Students | 54 | 56 | 48 | Met Standard | 58 | 49 | 46 | Met Standard |
| Students with Disabilities | 43 | 44 | 43 | Met Standard | 44 | 39.5 | 45 | Met Standard |
| English Learners | 54 | 65 | 52 | ** | 77 | 56 | 50 | Exceeds Standard |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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

A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^21]Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## 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 | 270 | 98.9 | 55.9 | * | 57.9 | 55.9 | 49.4 | Met Target |
| White | 124 | 100.0 | 59.7 | * | 66.9 | 59.7 | 50.3 | Met Target |
| Hispanic | 107 | 98.2 | 52.3 | * | 43.9 | 52.3 | 49.9 | Met Target |
| Black or African American | 19 | 95.5 | 36.8 | 47.1 | 38.5 | 36.8 | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.9 | 82.9 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | 10 | 100.0 | 60.0 | * | 64.4 | 60.0 | ** | ** |
| Female | 135 | 99.3 | 60.0 | * | 64.8 | 60.0 |  |  |
| Male | 135 | 98.6 | 51.9 | * | 51.3 | 51.9 |  |  |
| Economically Disadvantaged Students | 183 | 98.4 | 48.6 | * | 40.0 | 48.6 | 43 | Met Target |
| Non-Economically Disadvantaged Students | 87 | 100.0 | 71.3 | * | 67.9 | 71.3 |  |  |
| Students with Disabilities | 45 | 98.0 | 13.3 | 13.5 | 22.7 | 13.3 | 22.9 | Not Met |
| Students without Disabilities | 225 | 99.1 | 64.4 | 66.8 | 65.1 | 64.4 |  |  |
| English Learners | 31 | 100.0 | 19.4 | * | 29.3 | 19.4 | 25.6 | Met Targett |
| Non-English Learners | 239 | 98.8 | 60.7 | 61.0 | 60.6 | 60.7 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 734 | 744 | 748 | * | * | * | * | * | 42\% | 50\% |
| White | 15 | 737 | 746 | 757 | * | 0\% | * | * | * | 53\% | 60\% |
| Hispanic | 15 | 726 | * | 734 | * | * | * | * | * | 27\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 17 | 741 | 752 | 753 | * | * | * | * | * | 47\% | 55\% |
| Male | 19 | 729 | 736 | 743 | * | * | * | * | * | 37\% | 46\% |
| Economically Disadvantaged Students | 25 | 737 | 739 | 731 | * | * | * | * | * | 44\% | 33\% |
| Non-Economically Disadvantaged Students | 11 | 730 | 751 | 759 | * | * | * | * | * | 36\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 54 | 748 | 750 | 755 | * | 20\% | 28\% | * | * | 46\% | 57\% |
| White | 27 | 752 | 753 | 763 | * | * | * | * | * | 52\% | 67\% |
| Hispanic | 18 | 737 | 744 | 743 | * | * | * | * | * | 28\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 28 | 745 | 754 | 760 | * | * | * | * | * | 39\% | 62\% |
| Male | 26 | 750 | 747 | 750 | * | * | * | * | * | 54\% | 53\% |
| Economically Disadvantaged Students | 39 | 743 | * | 740 | * | * | * | * | * | 38\% | 40\% |
| Non-Economically Disadvantaged Students | 15 | 760 | * | 765 | * | * | * | * | * | 67\% | 69\% |
| Students with Disabilities | * | * | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5 : Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 45 | 750 | 751 | 756 | * | * | * | * | * | 51\% | 58\% |
| White | 18 | 746 | 751 | 764 | * | * | * | * | * | 44\% | 68\% |
| Hispanic | 21 | 753 | 747 | 743 | 0\% | * | * | * | * | 57\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 20 | 750 | 758 | 761 | * | * | * | * | * | 55\% | 64\% |
| Male | 25 | 749 | 745 | 750 | * | * | * | * | * | 48\% | 52\% |
| Economically Disadvantaged Students | 32 | 746 | 746 | 740 | * | * | * | * | * | 44\% | 39\% |
| Non-Economically Disadvantaged Students | 13 | 759 | 759 | 766 | * | * | * | * | * | 69\% | 69\% |
| Students with Disabilities | 12 | 718 | 709 | 724 | * | * | * | * | * | 17\% | 23\% |
| Students without Disabilities | 33 | 761 | 759 | 762 | * | * | * | * | * | 64\% | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 47 | 755 | 753 | 754 | * | * | * | * | * | 60\% | 56\% |
| White | 23 | 752 | 761 | 762 | * | * | * | * | * | 61\% | 65\% |
| Hispanic | 13 | 762 | * | 743 | * | * | * | * | * | 69\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | N | N | * | 760 | N | N | N | N | N | N | 64\% |
| Female | 22 | 771 | 760 | 762 | * | * | * | * | * | 73\% | 64\% |
| Male | 25 | 742 | 747 | 748 | * | * | * | * | * | 48\% | 48\% |
| Economically Disadvantaged Students | 30 | 751 | 747 | 740 | * | * | * | * | * | 57\% | 39\% |
| Non-Economically Disadvantaged Students | 17 | 762 | 762 | 763 | * | * | * | * | * | 65\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 35 | 758 | 763 | 761 | * | * | * | * | * | 69\% | 63\% |
| White | 13 | 770 | 771 | 769 | * | 0\% | * | * | * | 77\% | 72\% |
| Hispanic | 18 | 751 | 756 | 747 | * | * | * | 67\% | 0\% | 67\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | N | N | 754 | 768 | N | N | N | N | N | N | 68\% |
| Female | 13 | 762 | 774 | 769 | * | * | * | * | * | 62\% | 71\% |
| Male | 22 | 757 | 754 | 753 | * | * | * | * | * | 73\% | 55\% |
| Economically Disadvantaged Students | 18 | 750 | 755 | 743 | * | * | * | * | * | 56\% | 45\% |
| Non-Economically Disadvantaged Students | 17 | 767 | 774 | 771 | * | * | * | * | * | 82\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 767 | 763 | 762 | * | * | 20\% | 44\% | 24\% | 68\% | 63\% |
| White | 29 | 773 | * | 770 | 0\% | * | * | * | * | 72\% | 72\% |
| Hispanic | 25 | 758 | 755 | 747 | * | * | * | * | * | 56\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 35 | 781 | 772 | 771 | * | * | * | * | * | 77\% | 71\% |
| Male | 24 | 747 | 753 | 753 | * | * | * | * | * | 54\% | 55\% |
| Economically Disadvantaged Students | 43 | 759 | 756 | 743 | * | * | * | * | * | 58\% | 45\% |
| Non-Economically Disadvantaged Students | 16 | 789 | 770 | 772 | * | * | * | * | * | 94\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 accountability. For more details on New Jersey's accountability system, see our accountability resources.

| Student Group | Valid Scores | $\%$ of students Taking Test | School: \% of Testers Met/Exceeded Expectations | District: \% of Testers Met/Exceeded Expectations | State: \% of Testers Met/Exceeded Expectations | Proficiency Rate for Federal Accountability | 2018-19 Annual Target | Met 2018-19 Annual Target |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 273 | 98.6 | 43.6 | * | 44.5 | 43.6 | 43.2 | Met Target |
| White | 123 | 99.2 | 50.4 | * | 54.1 | 50.4 | 53.4 | Met Targett |
| Hispanic | 111 | 98.3 | 38.7 | * | 28.8 | 38.7 | 37.8 | Met Target |
| Black or African American | 19 | 95.5 | 15.8 | 22.7 | 23.0 | 15.8 | N | N |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 67.0 | 76.5 | * | ** | ** |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | 10 | 100.0 | 50.0 | * | 53.3 | 50.0 | ** | ** |
| Female | 136 | 99.3 | 44.9 | * | 44.9 | 44.9 |  |  |
| Male | 137 | 98.0 | 42.3 | * | 44.2 | 42.3 |  |  |
| Economically Disadvantaged Students | 186 | 98.0 | 40.9 | * | 26.3 | 40.9 | 39 | Met Target |
| Non-Economically Disadvantaged Students | 87 | 100.0 | 49.4 | * | 54.9 | 49.4 |  |  |
| Students with Disabilities | 43 | 96.0 | * | * | 17.4 | * | 21 | Not Met |
| Students without Disabilities | 230 | 99.2 | * | * | 50.0 | * |  |  |
| English Learners | 36 | 100.0 | 33.3 | * | 25.0 | 33.3 | 20.5 | Met Target |
| Non-English Learners | 237 | 98.4 | 45.1 | 39.6 | 46.5 | 45.1 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Philip G. Vroom Community School
(17-0220-090)
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
N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 36 | 754 | 750 | 752 | * | * | * | * | * | 64\% | 55\% |
| White | 14 | 762 | 755 | 760 | * | 0\% | * | * | * | 71\% | 66\% |
| Hispanic | 16 | 745 | 744 | 739 | * | * | * | * | * | 50\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 16 | 766 | 754 | 751 | * | * | * | * | * | 81\% | 54\% |
| Male | 20 | 744 | 746 | 752 | * | * | * | * | * | 50\% | 56\% |
| Economically Disadvantaged Students | 25 | 756 | 747 | 737 | * | * | * | * | * | 68\% | 37\% |
| Non-Economically Disadvantaged Students | 11 | 750 | 754 | 761 | * | * | * | * | * | 55\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

Philip G. Vroom Community School
(17-0220-090)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 55 | 749 | 745 | 749 | * | * | 35\% | * | * | 44\% | 51\% |
| White | 28 | 757 | 752 | 757 | 0\% | * | 36\% | * | * | 50\% | 62\% |
| Hispanic | 18 | 734 | 737 | 737 | * | * | * | * | * | 28\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 29 | 747 | 745 | 749 | * | * | * | * | * | 38\% | 50\% |
| Male | 26 | 752 | 746 | 749 | * | * | * | * | * | 50\% | 52\% |
| Economically Disadvantaged Students | 40 | 748 | * | 734 | * | * | * | * | * | 45\% | 32\% |
| Non-Economically Disadvantaged Students | 15 | 752 | * | 759 | * | * | * | * | * | 40\% | 63\% |
| Students with Disabilities | * | * | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

Philip G. Vroom Community School
(17-0220-090)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 44 | 748 | 744 | 747 | * | * | 41\% | * | * | 39\% | 47\% |
| White | 17 | 751 | 747 | 755 | * | * | * | * | * | 47\% | 58\% |
| Hispanic | 21 | 747 | 738 | 735 | 0\% | * | 52\% | * | * | 38\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 20 | 743 | 745 | 747 | * | * | * | * | * | 35\% | 47\% |
| Male | 24 | 751 | 743 | 747 | * | * | * | * | * | 42\% | 47\% |
| Economically Disadvantaged Students | 31 | 746 | 740 | 732 | * | * | * | * | * | 35\% | 27\% |
| Non-Economically Disadvantaged Students | 13 | 752 | 750 | 757 | * | * | * | * | * | 46\% | 59\% |
| Students with Disabilities | 11 | 725 | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | 33 | 755 | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

Philip G. Vroom Community School
(17-0220-090)
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
† This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 6

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 49 | 728 | 736 | 741 | * | 31\% | 33\% | * | * | 24\% | 41\% |
| White | 23 | 730 | 745 | 749 | * | * | 48\% | * | * | 22\% | 51\% |
| Hispanic | 15 | 731 | 727 | 729 | * | * | * | * | * | 33\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | N | N | * | 747 | N | N | N | N | N | N | 48\% |
| Female | 22 | 729 | 736 | 742 | * | * | * | * | * | 23\% | 42\% |
| Male | 27 | 727 | 737 | 740 | * | * | * | * | * | 26\% | 40\% |
| Economically Disadvantaged Students | 32 | 726 | 731 | 726 | * | * | * | * | * | 22\% | 21\% |
| Non-Economically Disadvantaged Students | 17 | 731 | 744 | 750 | * | * | * | * | * | 29\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 35 | 749 | 740 | 744 | * | * | 29\% | * | * | 51\% | 42\% |
| White | 13 | 748 | 747 | 751 | * | * | * | * | * | 54\% | 53\% |
| Hispanic | 18 | 746 | 735 | 733 | 0\% | * | * | * | * | 44\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | N | N | 729 | 749 | N | N | N | N | N | N | 51\% |
| Female | 13 | 741 | 742 | 744 | * | * | * | * | * | 31\% | 42\% |
| Male | 22 | 753 | 739 | 743 | * | * | * | * | * | 64\% | 42\% |
| Economically Disadvantaged Students | 18 | 745 | 735 | 731 | * | * | * | * | * | 44\% | 24\% |
| Non-Economically Disadvantaged Students | 17 | 752 | 747 | 751 | * | * | * | * | * | 59\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 51 | 738 | 732 | 728 | * | * | 25\% | 37\% | 0\% | 37\% | 29\% |
| White | 23 | 751 | * | 737 | * | * | * | 57\% | 0\% | 57\% | 38\% |
| Hispanic | 23 | 726 | 728 | 722 | * | * | * | * | * | 26\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 30 | 748 | 735 | 731 | * | * | * | * | * | 50\% | 31\% |
| Male | 21 | 724 | 730 | 726 | * | * | * | * | * | 19\% | 27\% |
| Economically Disadvantaged Students | 40 | 736 | * | 719 | * | * | * | * | * | 33\% | 20\% |
| Non-Economically Disadvantaged Students | 11 | 746 | * | 735 | * | * | * | * | * | 55\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 761 | 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 | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | N | N |
| 5 | ${ }^{*}$ | ${ }^{*}$ |
| 6 | N | N |
| 7 | N | N |
| 8 | N | N |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | $*$ | $*$ | $*$ |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 54 | 30 | 16 | 0 |
| White | 50 | 30 | 20 | 0 |
| Hispanic | 56 | 32 | 12 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 50 | 45 | 5 | 0 |
| Male | 57 | 20 | 23 | 0 |
| Economically Disadvantaged Students | 58 | 26 | 16 | 0 |
| Non-Economically Disadvantaged Students | 42 | 42 | 17 | 0 |
| Students with Disabilities | 81 | 13 | 6 | 0 |
| Students without Disabilities | 41 | 38 | 21 | 0 |
| 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 |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
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 | 40 | 50 | 8 | 2 |
| White | 38 | 46 | 12 | 4 |
| Hispanic | 35 | 59 | 6 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 45 | 48 | 3 | 3 |
| Male | 29 | 53 | 18 | 0 |
| Economically Disadvantaged Students | 47 | 47 | 6 | 0 |
| Non-Economically Disadvantaged Students | 21 | 57 | 14 | 7 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 40 | 50 | 8 | 2 |
| 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 |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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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 | 53 |
| 7 | 0 | 0 | 44 |
| 8 | 10 | 0 | 41 |
| Total | 10 | 0 | 138 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 53 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 44 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 51 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 148 |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

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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


Students enrolled in one or more classes by discipline:


## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

## Chronic Absenteeism

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 <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 14.1 | 9.0 | Not Met |
| White | 14 | 7.9 | 9.0 | Met |
| Hispanic | 33 | 18.2 | 9.0 | Not Met |
| Black or African American | 11 | 35.5 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | ${ }^{*}$ | ${ }^{*}$ | 9.0 | Not Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | 1 | 3.7 | 9.0 | Met |
| Female | 28 | 14.3 |  |  |
| Male | 34 | 14.0 |  |  |
| Economically Disadvantaged Students | 50 | 16.7 | 9.0 | Not Met |
| Students with Disabilities | 17 | 24.3 | 9.0 | Not Met |
| English Learners | 6 | 15.0 | 9.0 | Not Met |
| Homeless Students | N | N |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Migrant Students | N | N |  |  |

## Days Absent

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


Student Growth

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
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.


## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
| :--- | :---: |
| Violence | 7 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Total Unique Incidents | 8 |
| Incidents Per 100 Students Enrolled | 1.65 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 1 | 0 | 1 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 1 | 1 |
| No Identified Nature | 4 |  | 4 |

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 | 5 |
| Weapons | 1 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 1 |
| Other Incidents Leading to Removal | 0 |

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | $*$ | $*$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions 93

Demographic
Student
Academic Achievement

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 36 | 118,214 |
| Average years experience in <br> public schools | 10.7 | 12.1 |
| Average years experience in <br> district | 9.4 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $61.1 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $13: 1$ | $14: 1$ |
| Students to Administrators | $485: 1$ | $223: 1$ |
| Teachers to Administrators | $36: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $46.6 \%$ | $86.1 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $53.4 \%$ | $13.9 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $39.2 \%$ | $77.8 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $41.4 \%$ | $11.1 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $8.0 \%$ | $11.1 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $6.0 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.2 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $5.2 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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

## Teachers and Administrators - Level of Education

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

Bachelor's Degree


Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $95.2 \%$ |

Philip G. Vroom Community School
(17-0220-090)
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.

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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$\mathbf{N}$ No Data is available to display
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

Philip G. Vroom Community School
(17-0220-090)
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2018-2019

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N No Data is available to display
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom $5 \%$ of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $52.6 \%$ | $50.7 \%$ | $55.9 \%$ |
| Math Proficiency | $39.8 \%$ | $36.8 \%$ | $43.6 \%$ |
| ELA Growth | 58 | 54 | 56 |
| Math Growth | 54 | 46 | 58 |
| $4-Y e a r ~ G r a d u a t i o n ~ R a t e † ~$ | N | N | N |
| 5-Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $*$ | $*$ |
| Chronic Absenteeism | $15.6 \%$ | $12.8 \%$ | $14.1 \%$ |

[^22]Philip G. Vroom Community School
(17-0220-090)
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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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).
Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:
Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom $5 \%$ of Title I schools.
Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of $67 \%$ or less
Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5\% of Title I schools
Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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

Philip G. Vroom Community School
(17-0220-090)
Grades Offered: PK-08
2018-2019

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## Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-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: | - Philip G. Vroom Community School celebrated its 100th anniversary in 2015.Vroom won the Bronze Award for Healthier Generation Initiative. <br> - Mrs. Alyson James was selected as Vroom School's Teacher of the Year in 2018-2019. <br> - Philip G. Vroom Community School has been recognized twice by the New Jersey Chambers of Commerce Business Coalition for Educational Excellence. |
| :---: | :---: |
| Mission, Vision, Theme: | The Mission is to provide our students with a diverse curriculum that will ensure educational success and develop character traits that instill respect for oneself and the members of the community. The vision of Philip G. Vroom is to provide comprehensive communications with all stakeholders while fostering a collaborative classroom community with high expectations. Vroom's theme is that we are all Super STARS (Students, Trying their best, Acting safely, Respecting others, Staying focused). |
| Awards, Recognition, Accomplishments: | Mrs. Kim Simko was selected by Steven's Institute of Technology to present to hundreds of educators throughout the Country at the National Science Convention in Chicago. Ms. Giselle Torres received a scholarship to attend Colonial Williamsburg and was also selected to NEH Teacher Seminar at the University of Kansas where she was enriched with Native American and African American Education in the 1800's. Vroom School was the recipient of the Bronze Award from Healthier Generation. Vroom School had five fire prevention poster contest winners. A grade four student won the American Legion Coloring Contest. |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

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|  | Our curriculum is aligned in accordance with the NJSLS and NGSS standards. Active student learning and participation is <br> incorporated into all subject areas. Students are encouraged to develop higher level thinking skills and problem solving <br> techniques. In order for students to be college and career ready at graduation, teachers need to be learning at high levels. <br> Students in Kindergarten through grade two are informally assessed through i-Ready computer program. Students in <br> Kindergarten through grade two are also using Fundations, a phonemic literary based program. Algebra is offered at Bayonne <br> High School for selected grade eight students. |
| :--- | :--- |
| Courses, Curriculum |  |
| Instruction: |  |

## Philip G. Vroom Community School

(17-0220-090)
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2018-2019

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## School Narrative

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| Before and After School Programs: | The following programs are offerred before or after school: Before Care, After Care, HUD afterschool program for eligible students, ARMS Tutoring, 100 Book Challenge, Cheerleading practice, Basketball practice, and other club practices and meetings. |
| :---: | :---: |
| Staff and Professional Learning: | The Bayonne Board of Education provides staff development on topics that are pertinent to our field. Such topics include: Achieve NJ and Danielson, RTI, Fundations, i-Ready, Intervention tools and assessments training, suicide training, safe schools, NJ Webinars and online training which includes training topics such as bullying child abuse, youth suicide, bloodboarne pathogens exposure, and sexual harassment. Workshops and professional development are also provided in the areas of data analysis for PARCC, PLC's, Monthly Faculty and Departmental Education, STEM online Webinars with the Center for Teaching and Learning, CS Discoveries Training with Code.org at The Center for STEM Excellence at the College of New Jersey. |
| Postsecondary Information: | Certified staff members who seek post secondary opportunities may be eligible for partial reimbursement. |

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-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.
$\left.\begin{array}{l|l|l|}\text { Student Supports and } \\ \text { Services: }\end{array} \left\lvert\, \begin{array}{l}\text { Vroom Community School offers inclusion and self-contained classes. We also offer speech therapy, occupational therapy, } \\ \text { physical therapy, counseling through guidance, Title 1 Support Teachers, ARMS Tutoring, 100 Book Challenge, I and RS, Child } \\ \text { Study Team, and Differentiated Instruction. Additional enrichment programs are also offered. }\end{array}\right.\right\}$

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-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.
$\left.\begin{array}{l|l|}\hline \text { Who is surveyed: Students, Parents, Teachers Students, staff, and parents took part in the electronic survey and answered } \\ \text { questions relating to several domains. The results of the survey were used to improve the school climate and culture in each } \\ \text { building, leading to an increase in student achievement.96.1\% of those surveyed felt that parents and community members were } \\ \text { incorporated into both the social and academic fabric of the school. This included assessing the efficacy of school-home } \\ \text { communications and an assessment of the degree of home support for learning. 89.1\% of those surveyed felt a sense of } \\ \text { physical safety in and around the school. }\end{array}\right\}$

Demographic

## Philip G. Vroom Community School

(17-0220-090)
Grades Offered: PK-08
2018-2019

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| Technology and |
| :--- | :--- |
| STEM: | | We focus on the 21st century learner by providing students with technological skills that are used as tools to enhance student |
| :--- |
| success rates. Technology lessons are conducted on a weekly basis for grades Kindergarten through grade six. Students in |
| grades seven and eight receive technology lesson twice a week. Chromebooks are provided to students in grades three through |
| eight. Chromebook Flips are provided for students in grades Kindergarten through three. Samsung Tablets and iPads are |
| available to students in grades Pre-Kindergarten through grade three. Smartboards are also stationed in various classrooms. |

## Walter F. Robinson Community School <br> (17-0220-030) <br> Grades Offered: PK-08 <br> 2018-2019

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## How to use this report:

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


## Navigating through the reports:

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


## Other Resources:

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

Notes from the New Jersey Department of Education:

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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## School Contact Information

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


## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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

## Enrollment Trends by Grade

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

| Grade | $2016-17$ | $2017-18$ | $2018-19$ |
| :---: | :---: | :---: | :---: |
| PK | 35 | 33 | 31 |
| KG | 90 | 83 | 84 |
| 1 | 77 | 91 | 91 |
| 2 | 117 | 83 | 78 |
| 3 | 85 | 108 | 90 |
| 4 | 86 | 89 | 100 |
| 5 | 83 | 71 | 64 |
| 6 | 93 | 84 | 69 |
| 7 | 74 | 89 | 91 |
| 8 | 76 | 78 | 96 |
| Total | 816 | 809 | 794 |

## 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 | 35 | 33 | 31 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 90 | 83 | 84 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $48.8 \%$ | $46.7 \%$ | $47.9 \%$ |
| Male | $51.2 \%$ | $53.3 \%$ | $52.1 \%$ |
| Economically <br> Disadvantaged Students | $66.3 \%$ | $65.4 \%$ | $69.9 \%$ |
| Students with Disabilities | $5.6 \%$ | $5.9 \%$ | $6.2 \%$ |
| English Learners | $34.1 \%$ | $38.4 \%$ | $39.8 \%$ |
| Homeless Students | $0.2 \%$ | $0.2 \%$ | $0.3 \%$ |
| Students in Foster Care | $0.5 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.2 \%$ | $1.0 \%$ | $0.6 \%$ |
| 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 | $46.1 \%$ | $45.6 \%$ | $45.5 \%$ |
| Hispanic | $39.5 \%$ | $38.2 \%$ | $39.9 \%$ |
| Black or African American | $6.0 \%$ | $7.0 \%$ | $5.7 \%$ |
| Asian | $6.4 \%$ | $6.9 \%$ | $6.4 \%$ |
| Native Hawaiian or Pacific Islander | $0.0 \%$ | $0.2 \%$ | $0.3 \%$ |
| American Indian or Alaska Native | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ |
| Two or More Races | $2.1 \%$ | $2.0 \%$ | $2.1 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :---: |
| English | $44.1 \%$ |
| Arabic | $23.9 \%$ |
| Spanish | $22.9 \%$ |
| Russian | $1.4 \%$ |
| Urdu | $1.3 \%$ |
| Other Languages | $6.4 \%$ |

## Walter F. Robinson Community School

## (17-0220-030)

Grades Offered: PK-08
2018-2019

## Report Key:

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## Student Growth Trends and Progress

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


## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | Math: Met Standard $(40$ $-59.5)$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 56 | 50 | Exceeds Standard | 54 | 49 | 50 | Met Standard |
| White | 58 | 58 | 50 | Met Standard | 66 | 53 | 52 | Exceeds Standard |
| Hispanic | 62 | 53 | 49 | Exceeds Standard | 48 | 47 | 47 | Met Standard |
| Black or African American | 61 | 49 | 45 | Exceeds Standard | 50.5 | 41 | 43 | ** |
| Asian, Native Hawaiian, or Pacific Islander | 54 | 65.5 | 59 | ** | 54.5 | 56 | 60 | ** |
| American Indian or Alaska Native | N | * | 56 | ** | N | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 62 | 58 | 53 | N | 54 | 47 | 50 | N |
| Male | 57 | 54 | 47 | N | 54 | 51 | 51 | N |
| Economically Disadvantaged Students | 68 | 56 | 48 | Exceeds Standard | 61 | 49 | 46 | Exceeds Standard |
| Students with Disabilities | 43 | 44 | 43 | Met Standard | 34 | 39.5 | 45 | Not Met |
| English Learners | 75 | 65 | 52 | Exceeds Standard | 73 | 56 | 50 | Exceeds Standard |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | N | 67.5 | 49 | N | N | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

## ELA Proficiency Rate for Federal Accountability

80

20


Math Proficiency Rate for Federal Accountability
100

80
$60 \quad 44.8 \% \quad 47.0 \% \quad 55$

20

0

$$
2016-17
$$

2017-18
2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $88.1 \%$ | $97.2 \%$ | $97.9 \%$ | $95.4 \%$ | $97.4 \%$ | $98.6 \%$ |
| Proficiency Rate for Federal Accountability | $47.9 \%$ | $49.7 \%$ | $69.6 \%$ | $44.8 \%$ | $47.0 \%$ | $55.8 \%$ |
| Annual Target | $44.6 \%$ | $46.4 \%$ | $48.3 \%$ | $49.8 \%$ | $51.4 \%$ | $53.0 \%$ |
| Met Annual Target? | Met Target | Met Target | Met Target | Not Met | Not Met | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^23]
## Report Key:

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## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## 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 | 326 | 97.9 | 69.6 | * | 57.9 | 69.6 | 48.3 | Met Target |
| White | 152 | 98.7 | 71.7 | * | 66.9 | 71.7 | 48.6 | Met Target |
| Hispanic | 118 | 96.0 | 65.3 | * | 43.9 | 65.3 | 41.2 | Met Target |
| Black or African American | 24 | 100.0 | 58.3 | 47.1 | 38.5 | 58.3 | 52.6 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 76.9 | 82.9 | * | 70.6 | Met Goal |
| American Indian or Alaska Native | N | N | N | * | 56.0 | N | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 151 | 98.1 | 76.2 | * | 64.8 | 76.2 |  |  |
| Male | 175 | 97.8 | 64.0 | * | 51.3 | 64.0 |  |  |
| Economically Disadvantaged Students | 181 | 97.4 | 65.2 | * | 40.0 | 65.2 | 41.2 | Met Target |
| Non-Economically Disadvantaged Students | 145 | 98.6 | 75.2 | * | 67.9 | 75.2 |  |  |
| Students with Disabilities | 36 | 86.0 | 19.4 | 13.5 | 22.7 | 18.4 | 21.9 | Met Targett |
| Students without Disabilities | 290 | 99.7 | 75.9 | 66.8 | 65.1 | 75.9 |  |  |
| English Learners | 36 | 97.4 | 50.0 | * | 29.3 | 50.0 | 21.9 | Met Target |
| Non-English Learners | 290 | 98.0 | 72.1 | 61.0 | 60.6 | 72.1 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | N | N | N | 55.2 | 57.8 | N |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 3
 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: <br> 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 | 766 | 744 | 748 | * | * | 18\% | * | * | 71\% | 50\% |
| White | 31 | 771 | 746 | 757 | * | * | * | * | * | 77\% | 60\% |
| Hispanic | 17 | 750 | * | 734 | * | * | * | 59\% | 0\% | 59\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 24 | 776 | 752 | 753 | * | * | * | * | * | 88\% | 55\% |
| Male | 32 | 758 | 736 | 743 | * | * | * | * | * | 59\% | 46\% |
| Economically Disadvantaged Students | 35 | 759 | 739 | 731 | * | * | * | * | * | 69\% | 33\% |
| Non-Economically Disadvantaged Students | 21 | 776 | 751 | 759 | * | * | * | * | * | 76\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 64 | 766 | 750 | 755 | * | * | 17\% | 47\% | 23\% | 70\% | 57\% |
| White | 29 | 770 | 753 | 763 | * | * | * | * | * | 79\% | 67\% |
| Hispanic | 26 | 756 | 744 | 743 | * | * | * | * | * | 58\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 27 | 763 | 754 | 760 | * | * | * | * | * | 59\% | 62\% |
| Male | 37 | 769 | 747 | 750 | * | * | * | * | * | 78\% | 53\% |
| Economically Disadvantaged Students | 35 | 764 | * | 740 | * | * | * | * | * | 66\% | 40\% |
| Non-Economically Disadvantaged Students | 29 | 769 | * | 765 | * | * | * | * | * | 76\% | 69\% |
| Students with Disabilities | * | * | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 46 | 757 | 751 | 756 | * | * | * | * | * | 72\% | 58\% |
| White | 18 | 759 | 751 | 764 | * | 0\% | * | * | * | 61\% | 68\% |
| Hispanic | 19 | 757 | 747 | 743 | * | 0\% | * | 84\% | 0\% | 84\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 21 | 771 | 758 | 761 | * | * | * | * | * | 90\% | 64\% |
| Male | 25 | 746 | 745 | 750 | * | * | * | * | * | 56\% | 52\% |
| Economically Disadvantaged Students | 28 | 748 | 746 | 740 | * | * | * | * | * | 64\% | 39\% |
| Non-Economically Disadvantaged Students | 18 | 771 | 759 | 766 | * | * | * | * | * | 83\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 | 41 | 757 | 753 | 754 | * | * | * | * | * | 66\% | 56\% |
| White | 19 | 763 | 761 | 762 | * | * | * | * | * | 68\% | 65\% |
| Hispanic | 15 | 743 | * | 743 | * | * | * | * | * | 53\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 22 | 754 | 760 | 762 | * | * | * | * | * | 64\% | 64\% |
| Male | 19 | 761 | 747 | 748 | * | * | * | * | * | 68\% | 48\% |
| Economically Disadvantaged Students | 27 | 761 | 747 | 740 | * | * | * | * | * | 70\% | 39\% |
| Non-Economically Disadvantaged Students | 14 | 749 | 762 | 763 | * | * | * | * | * | 57\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 772 | 763 | 761 | * | * | * | 34\% | 42\% | 76\% | 63\% |
| White | 26 | 768 | 771 | 769 | * | * | * | * | * | 73\% | 72\% |
| Hispanic | 23 | 775 | 756 | 747 | 0\% | * | * | * | * | 78\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 28 | 781 | 774 | 769 | * | * | * | 36\% | 50\% | 86\% | 71\% |
| Male | 34 | 765 | 754 | 753 | * | * | * | 32\% | 35\% | 68\% | 55\% |
| Economically Disadvantaged Students | 34 | 767 | 755 | 743 | * | * | * | * | * | 74\% | 45\% |
| Non-Economically Disadvantaged Students | 28 | 778 | 774 | 771 | * | * | * | * | * | 79\% | 73\% |
| Students with Disabilities | * | * | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 764 | 763 | 762 | * | * | 17\% | 42\% | 23\% | 65\% | 63\% |
| White | 31 | 768 | * | 770 | * | * | * | * | * | 71\% | 72\% |
| Hispanic | 18 | 756 | 755 | 747 | * | * | * | * | * | 56\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | N | N | 763 | 769 | N | N | N | N | N | N | 69\% |
| Female | 32 | 776 | 772 | 771 | * | * | * | * | * | 75\% | 71\% |
| Male | 28 | 751 | 753 | 753 | * | * | * | * | * | 54\% | 55\% |
| Economically Disadvantaged Students | 27 | 751 | 756 | 743 | * | * | * | * | * | 44\% | 45\% |
| Non-Economically Disadvantaged Students | 33 | 775 | 770 | 772 | * | * | * | * | * | 82\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.


 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 | 330 | 98.6 | 55.8 | * | 44.5 | 55.8 | 53 | Met Target |
| White | 154 | 98.8 | 64.3 | * | 54.1 | 64.3 | 58.5 | Met Target |
| Hispanic | 119 | 97.7 | 43.7 | * | 28.8 | 43.7 | 40.6 | Met Target |
| Black or African American | * | * | * | 22.7 | 23.0 | * | 49.3 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | * | * | * | 67.0 | 76.5 | * | 76.5 | Met Targett |
| American Indian or Alaska Native | N | N | N | * | 42.7 | N | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 155 | 98.8 | 56.1 | * | 44.9 | 56.1 |  |  |
| Male | 175 | 98.4 | 55.4 | * | 44.2 | 55.4 |  |  |
| Economically Disadvantaged Students | 184 | 98.5 | 56.0 | * | 26.3 | 56.0 | 48.4 | Met Target |
| Non-Economically Disadvantaged Students | 146 | 98.7 | 55.5 | * | 54.9 | 55.5 |  |  |
| Students with Disabilities | 36 | 90.7 | 11.1 | * | 17.4 | 10.5 | 19.5 | Not Met |
| Students without Disabilities | 294 | 99.7 | 61.2 | * | 50.0 | 61.2 |  |  |
| English Learners | 40 | 98.0 | 47.5 | * | 25.0 | 47.5 | 39.2 | Met Target |
| Non-English Learners | 290 | 98.7 | 56.9 | 39.6 | 46.5 | 56.9 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | N | N | N | 46.7 | 46.4 | N |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08 2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> 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 | 766 | 750 | 752 | * | * | * | 53\% | 22\% | 76\% | 55\% |
| White | 32 | 770 | 755 | 760 | 0\% | * | * | * | * | 75\% | 66\% |
| Hispanic | 18 | 757 | 744 | 739 | * | * | * | * | * | 67\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 25 | 774 | 754 | 751 | * | * | * | * | * | 88\% | 54\% |
| Male | 33 | 761 | 746 | 752 | * | * | * | * | * | 67\% | 56\% |
| Economically Disadvantaged Students | 35 | 767 | 747 | 737 | * | * | * | * | * | 77\% | 37\% |
| Non-Economically Disadvantaged Students | 23 | 766 | 754 | 761 | * | * | * | * | * | 74\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> 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 | 66 | 759 | 745 | 749 | * | * | 27\% | * | * | 59\% | 51\% |
| White | 30 | 772 | 752 | 757 | 0\% | * | * | * | * | 80\% | 62\% |
| Hispanic | 27 | 744 | 737 | 737 | * | * | 41\% | * | * | 33\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 28 | 756 | 745 | 749 | * | * | * | * | * | 50\% | 50\% |
| Male | 38 | 761 | 746 | 749 | * | * | * | * | * | 66\% | 52\% |
| Economically Disadvantaged Students | 37 | 758 | * | 734 | * | * | * | * | * | 57\% | 32\% |
| Non-Economically Disadvantaged Students | 29 | 760 | * | 759 | * | * | * | * | * | 62\% | 63\% |
| Students with Disabilities | * | * | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 49 | 750 | 744 | 747 | * | * | 31\% | * | * | 51\% | 47\% |
| White | 19 | 761 | 747 | 755 | 0\% | * | * | * | * | 58\% | 58\% |
| Hispanic | 21 | 741 | 738 | 735 | * | * | * | * | * | 43\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 23 | 748 | 745 | 747 | * | * | * | * | * | 48\% | 47\% |
| Male | 26 | 751 | 743 | 747 | * | * | * | * | * | 54\% | 47\% |
| Economically Disadvantaged Students | 31 | 744 | 740 | 732 | * | * | * | * | * | 42\% | 27\% |
| Non-Economically Disadvantaged Students | 18 | 761 | 750 | 757 | * | * | * | * | * | 67\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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 | $\left\lvert\, \begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}\right.$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 43 | 741 | 736 | 741 | * | * | 30\% | * | * | 42\% | 41\% |
| White | 20 | 750 | 745 | 749 | * | * | * | * | * | 45\% | 51\% |
| Hispanic | 16 | 728 | 727 | 729 | * | * | * | * | * | 38\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 24 | 737 | 736 | 742 | * | * | * | * | * | 29\% | 42\% |
| Male | 19 | 746 | 737 | 740 | * | * | * | * | * | 58\% | 40\% |
| Economically Disadvantaged Students | 29 | 745 | 731 | 726 | * | * | * | * | * | 48\% | 21\% |
| Non-Economically Disadvantaged Students | 14 | 733 | 744 | 750 | * | * | * | * | * | 29\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 65 | 748 | 740 | 744 | * | * | 38\% | * | * | 43\% | 42\% |
| White | 27 | 752 | 747 | 751 | * | * | * | * | * | 56\% | 53\% |
| Hispanic | 24 | 745 | 735 | 733 | * | * | 50\% | * | * | 33\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 31 | 751 | 742 | 744 | * | * | 45\% | * | * | 42\% | 42\% |
| Male | 34 | 747 | 739 | 743 | * | * | 32\% | * | * | 44\% | 42\% |
| Economically Disadvantaged Students | 36 | 749 | 735 | 731 | * | * | 42\% | * | * | 44\% | 24\% |
| Non-Economically Disadvantaged Students | 29 | 747 | 747 | 751 | * | * | 34\% | * | * | 41\% | 53\% |
| Students with Disabilities | * | * | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | * | * | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Walter F. Robinson Community School

(17-0220-030)
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
† This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 48 | 742 | 732 | 728 | * | * | 33\% | 40\% | 0\% | 40\% | 29\% |
| White | 22 | 743 | * | 737 | * | * | * | * | * | 41\% | 38\% |
| Hispanic | 17 | 739 | 728 | 722 | * | * | * | * | * | 35\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | N | N | 731 | 730 | N | N | N | N | N | N | 31\% |
| Female | 22 | 750 | 735 | 731 | * | * | * | * | * | 50\% | 31\% |
| Male | 26 | 736 | 730 | 726 | * | * | * | * | * | 31\% | 27\% |
| Economically Disadvantaged Students | 23 | 741 | * | 719 | * | * | * | * | * | 43\% | 20\% |
| Non-Economically Disadvantaged Students | 25 | 743 | * | 735 | * | * | * | * | * | 36\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 13 | 782 | 737 | 744 | 0\% | 0\% | 0\% | * | * | 100\% | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | * | * | 728 | 728 | * | * | * | * | * | * | 24\% |
| Black or African American | * | * | 725 | 725 | * | * | * | * | * | * | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | 13 | 782 | 741 | 748 | 0\% | 0\% | 0\% | * | * | 100\% | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | 13 | 782 | 738 | 745 | 0\% | 0\% | 0\% | * | * | 100\% | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: Students Tested |
| :---: | :---: | :---: |
|  | N | N |
| 4 | $*$ | $*$ |
| 5 | N | N |
| 6 | * | $*$ |
| 7 | 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | $54.7 \%$ | $40.9 \%$ | Met Target |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | 214 | $*$ | $*$ |
| $3-4$ | 85 | $80.0 \%$ | $20.0 \%$ |
| 5 or more | $*$ | $*$ | $*$ |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 43 | 43 | 12 | 2 |
| White | 48 | 31 | 17 | 3 |
| Hispanic | 42 | 54 | 4 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 45 | 45 | 9 | 0 |
| Male | 41 | 52 | 41 | 16 |
| Economically Disadvantaged Students | ${ }^{*}$ | ${ }^{*}$ | 7 | 3 |
| Non-Economically Disadvantaged Students | 21 | 47 | 26 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | N | N | N | N |
| Homeless Students | N | N | N |  |
| Students in Foster Care | N | N | N |  |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ |  |  |
| Migrant Students |  |  |  |  |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## NJSLA Science Assessment: Grade 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 | 52 | 44 | 4 | 0 |
| White | 46 | 52 | 2 | 0 |
| Hispanic | 60 | 38 | 3 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | N | N | N | N |
| Female | 43 | 50 | 7 | 0 |
| Male | 59 | 39 | 2 | 0 |
| Economically Disadvantaged Students | 64 | 36 | 0 | 0 |
| Non-Economically Disadvantaged Students | 31 | 58 | 11 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Walter F. Robinson Community School

(17-0220-030)
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
$\dagger$ This indicates a table specific note, see note below table

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 | 70 |
| 7 | 0 | 0 | 92 |
| 8 | 13 | 0 | 83 |
| Total | 13 | 0 | 245 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 40 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 67 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 65 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 172 |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ 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


Students enrolled in one or more classes by discipline:


## Report Key:

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


## Walter F. Robinson Community School <br> (17-0220-030)

Grades Offered: PK-08
2018-2019

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 35 | 6.9 | 9.0 | Met |
| White | 12 | 5.3 | 9.0 | Met |
| Hispanic | 14 | 7.7 | 9.0 | Met |
| Black or African American | 5 | 12.5 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 3 | 7.3 | 9.0 | Met |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | 1 | 5.9 | $* *$ | $* *$ |
| Female | 16 | 6.7 |  |  |
| Male | 19 | 7.1 |  |  |
| Economically Disadvantaged Students | 22 | 7.4 | 9.0 | Met |
| Students with Disabilities | 14 | 23.0 | 9.0 | Not Met |
| English Learners | 1 | 2.4 | 9.0 | Met |
| Homeless Students | $*$ | ${ }^{*}$ |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | ${ }^{*}$ | $*$ |  |  |
| Migrant Students | N | N |  |  |

## Days Absent

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


Student Growth

## Report Key:

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

## Chronic Absenteeism by Grade

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


## Report Key:

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## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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 | 0.13 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 0 | 0 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 0 | 0 |
| No Identified Nature | 1 |  | 1 |

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

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

## Student Disciplinary Removals

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

| Removal Type | Number of <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |



Demographic
Student
Academic Achievement

## Report Key:

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## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## NJ SCHOOL <br> PERFORMANCE <br> REPORT

## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 63 | 118,214 |
| Average years experience in <br> public schools | 11.2 | 12.1 |
| Average years experience in <br> district | 9.4 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $69.8 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $13: 1$ | $14: 1$ |
| Students to Administrators | $397: 1$ | $223: 1$ |
| Teachers to Administrators | $32: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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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 districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $47.9 \%$ | $85.7 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $52.1 \%$ | $14.3 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $45.5 \%$ | $81.0 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $39.9 \%$ | $15.9 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $5.7 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $6.4 \%$ | $3.2 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.1 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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## Key terms for staff data:

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

## Teachers and Administrators - Level of Education

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

## Bachelor's Degree



Master's Degree


## Doctoral Degree

| Teacher | $0 \%$ |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $95.9 \%$ |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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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.

## Report Key:

## Walter F. Robinson Community School <br> (17-0220-030) <br> Grades Offered: PK-08

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

## Report Key:

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08

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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.

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $47.9 \%$ | $49.7 \%$ | $69.6 \%$ |
| Math Proficiency | $44.8 \%$ | $47.0 \%$ | $55.8 \%$ |
| ELA Growth | 68 | 51 | 60 |
| Math Growth | 54 | 59 | 54 |
| 4-Year Graduation Rate $\dagger$ | N | N | N |
| $5-$ Year Graduation Rate $\dagger$ | N | N | N |
| Progress toward English Language Proficiency |  | $53.2 \%$ | $54.7 \%$ |
| Chronic Absenteeism | $4.9 \%$ | $7.2 \%$ | $6.9 \%$ |

[^24]
## Report Key:

## Walter F. Robinson Community School <br> (17-0220-030) <br> Grades Offered: PK-08 <br> 2018-2019

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

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

## 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.

## Walter F. Robinson Community School <br> (17-0220-030)

Grades Offered: PK-08
2018-2019

## Report Key:

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

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

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
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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.

| - Technology is used to drive instruction as each student in grades 2 - 8 have a personal Chromebook, while other students |
| :--- | :--- |
| have access to tablets. |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08

## Report Key:

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## School Narrative

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

| Courses, Curriculum, | Our curriculum is aligned to the NJ Student Learning Standards and our science lessons are aligned to NGSS. |
| :--- | :--- |
| Instruction: | Sports Offered: Basketball (Boys \& Girls), Cheerleading (Coed), Cross Country (Coed), Football (Boys), Track and Field - Spring <br> (Coed) |
| Sports and Athletics: | A number of clubs and activities are offered at our school. They include: Academic Challenge, Band, Chess, Choir, Dance, Fire <br> Bowl, Math Olympiad, Peer, Public Speaking, Robotics, Safety Patrol, School Newspaper, and Student Council. |

Demographic

## Walter F. Robinson Community School <br> (17-0220-030)

Grades Offered: PK-08

## Report Key:

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## School Narrative

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

| Before and After <br> School Programs: | A number of before and after school activities are offered to our students. In addition to before and after school childcare, we <br> offer ARMS tutorial classes in both ELA and math to targeted students in grades 3-8. An AM Mathematics Tutorial class is <br> offered each day for students in danger of failing and/or possible retentions in grades 4-8. Programs such as the Latino Family <br> Project and the Arabic Family Project and Homework Helper are offered for our ELL population. Finally, our 100 Book Challenge <br> program focuses on literacy skills for our grade $k$ - 3 students. |
| :--- | :--- |
|  | Professional development is key in our building and district. Staff members are provided opportunities throughout the year for in- <br> house Staff Training and Development on district directed days. In addition, our faculty members are provided PLC opportunities <br> weekly via common preparation periods and monthly during faculty meetings. Science teachers are also provided PD in STEM <br> via our NJ RAISE program. In addition, since our school is the home to our ESL/Bilingual Program, our teachers are actively <br> involved in TESOL. |
| Staff and <br> Professional <br> Learning: |  |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
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## School Narrative

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

| Student Supports and Services: | ELL- The ELL population is housed in our building. The coordinator of the program is on-site full time to track the success of the program. In addition to meeting the needs of our students, the Latino and Arabic Family Workshops address the needs of the families of our students.Students with Disabilities-The needs of our students are met as addressed via IEPÕs.I \& RS-Our I \& RS team meets weekly to track struggling students and provide support for the best learning opportunities. In addition, our school has a full-time school counselor on-site. |
| :---: | :---: |
| Student Health and Wellness: | We offer a number of programs to promote the heath and wellness of our students. We partake in the Breakfast in the Classroom (BIC) program daily where all students are provided a healthy breakfast to start the day. In addition, programs such as Healthy Generation, along with daily recess time and eighty minutes of physical education per week promote the importance of health and wellness among our student body. Two nurses on on staff to meet the needs of our students, as well. |
| Parent and Community Involvement: | Our PTC provides a bridge between our school families and our school community. The PTC funds numerous projects and activities for our school including but not limited to, holiday dances and activities, refreshments for celebrations such as Ring Ceremony, Field Day and educational programs, such as The Brain Show. They also provide celebration t-shirts for our kindergarten students, graduation $t$-shirts for our 8th graders, and field day $t$-shirts for all other grades. In addition to our PTC, the Digital Backpack and Parent Portal keep our families informed of school and class happenings. Parents/guardians can view academic progress, attendance and access school forms via the portal. Teacher websites can also be accessed through our Parent Portal for updated information on specific classes. Finally, the Latino Family and Arabic Family Workshops meet the needs of members of our ELL family. Such workshops help those students and their families adjust to their new school. |

## Walter F. Robinson Community School

(17-0220-030)
Grades Offered: PK-08
2018-2019

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## School Narrative

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|  | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers We administer the New Jersey <br> School Climate Survey. This survey asks students questions regarding the school environment, safety and student relationships. <br> It is given to all students in grades 6, 7, and 8; once in the fall and once in the spring. Once the students complete the survey in <br> the fall, the school's administrative team and our school's counselor identify our strengths and weaknesses. The survey is <br> administered again in the spring and the results are then reviewed. As a school we see whether our interventions have or have <br> not worked. This is an excellent tool to use to gage the safety and emotional environment of our school. |
| :--- | :--- |
| Facilities: | Our main building is over 100 years old and is rich in historic nature. It once served as our town's high school before becoming <br> what it is today. We currently have the original auditorium, which continues to serve our students and staff. An extension was <br> added 13 years ago making our campus quite large. The building is partially air-conditioned and recently received a new roof. |

## Walter F. Robinson Community School

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## Walter F. Robinson Community School

(17-0220-030)
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2018-2019

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## School Narrative

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School Day Structure:We have nine 40 minute periods in the school day for a total of 45 periods in the week. This includes a lunch period and special subject periods, as well as two periods for our REACH program.Communications:-Digital BackpackTeacher Websites-Spanish and Arabic Translated Copies of Forms-Parent PortalTransportation:Transportation is provided as identified for SE students via direction from an IEP.

## Washington Community School \#9 <br> (17-0220-120) <br> Grades Offered: PK-08

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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:

## Washington Community School \#9 <br> (17-0220-120)

Grades Offered: PK-08
2018-2019

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mr. George Becker |
| Address | 191 AVENUE B BAYONNE, NJ 07002 |
| Phone Number | $201-858-5990$ |
| Email Address | gbecker@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/20 }}$ |
| Facebook | $\underline{h t t p s: / / w w w . f a c e b o o k . c o m / b b o e d / ~}$ |
| Twitter | $\underline{h t t p s: / / t w i t t e r . c o m / W C S P a t r i o t s 9 ~}$ |

## Washington Community School \#9

(17-0220-120)
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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 | 36 | 48 | 49 |
| KG | 76 | 78 | 72 |
| 1 | 71 | 67 | 90 |
| 2 | 82 | 76 | 66 |
| 3 | 79 | 87 | 76 |
| 4 | 71 | 79 | 79 |
| 5 | 64 | 64 | 72 |
| 6 | 79 | 67 | 67 |
| 7 | 62 | 77 | 71 |
| 8 | 71 | 65 | 80 |
| Total | 691 | 708 | 722 |

## 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 | 36 | 48 | 49 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 76 | 78 | 72 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $45.2 \%$ | $48.0 \%$ | $48.1 \%$ |
| Male | $54.8 \%$ | $52.0 \%$ | $51.9 \%$ |
| Economically <br> Disadvantaged Students | $59.2 \%$ | $58.1 \%$ | $60.4 \%$ |
| Students with Disabilities | $24.0 \%$ | $25.6 \%$ | $27.6 \%$ |
| English Learners | $0.6 \%$ | $2.0 \%$ | $2.4 \%$ |
| Homeless Students | $0.3 \%$ | $0.4 \%$ | $0.0 \%$ |
| Students in Foster Care | $0.6 \%$ | $0.0 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.1 \%$ | $1.1 \%$ | $1.4 \%$ |
| 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 | $42.7 \%$ | $39.8 \%$ | $38.6 \%$ |
| Hispanic | $35.9 \%$ | $39.0 \%$ | $39.8 \%$ |
| Black or African American | $9.3 \%$ | $8.1 \%$ | $7.2 \%$ |
| Asian | $8.4 \%$ | $8.9 \%$ | $10.5 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.4 \%$ | $0.3 \%$ |
| American Indian or Alaska Native | $0.3 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.2 \%$ | $3.7 \%$ | $3.5 \%$ |

## Enrollment by Home Language

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

| Home Language | \% of Students |
| :--- | :--- |
| English | $76.0 \%$ |
| Spanish | $10.7 \%$ |
| Arabic | $7.6 \%$ |
| Urdu | $1.0 \%$ |
| Other Languages | $4.7 \%$ |

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2018-2019

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## Student Growth Trends and Progress

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


## Washington Community School \#9

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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: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met } \begin{array}{l} \text { Standard }(40 \\ -59.5) \end{array} \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | $\begin{gathered} \text { Math: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 54.5 | 56 | 50 | Met Standard | 46 | 49 | 50 | Met Standard |
| White | 48 | 58 | 50 | Met Standard | 48 | 53 | 52 | Met Standard |
| Hispanic | 58.5 | 53 | 49 | Met Standard | 46 | 47 | 47 | Met Standard |
| Black or African American | 56 | 49 | 45 | Met Standard | 30 | 41 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 69.5 | 65.5 | 59 | Exceeds Standard | 44.5 | 56 | 60 | Met Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 58 | 58 | 53 | N | 51 | 47 | 50 | N |
| Male | 49 | 54 | 47 | N | 40.5 | 51 | 51 | N |
| Economically Disadvantaged Students | 56 | 56 | 48 | Met Standard | 53 | 49 | 46 | Met Standard |
| Students with Disabilities | 52 | 44 | 43 | Met Standard | 35 | 39.5 | 45 | Not Met |
| English Learners | 33.5 | 65 | 52 | ** | 48 | 56 | 50 | ** |
| Homeless Students | N | 64 | 43 | N | N | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

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A student's SGP falls between 1 and 99 and can be grouped into three levels:
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.


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## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.

ELA Proficiency Rate for Federal Accountability


Math Proficiency Rate for Federal Accountability
$43.1 \% \quad 45.2 \% \quad 48.0 \%$

40

20

2016-17
2017-18 2018-19

| Performance Measure | $2016-17$ <br> ELA | $2017-18$ <br> ELA | $2018-19$ <br> ELA | $2016-17$ <br> Math | $2017-18$ <br> Math | $2018-19$ <br> Math |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Participation Rate | $96.5 \%$ | $95.2 \%$ | $98.7 \%$ | $96.5 \%$ | $95.2 \%$ | $98.7 \%$ |
| Proficiency Rate for Federal Accountability | $41.1 \%$ | $51.9 \%$ | $56.1 \%$ | $43.1 \%$ | $45.2 \%$ | $48.0 \%$ |
| Annual Target | $39.5 \%$ | $41.7 \%$ | $43.8 \%$ | $38.3 \%$ | $40.5 \%$ | $42.7 \%$ |
| Met Annual Target? | Met Target | Met Target | Met Target | Met Target | Met Target | Met Target |
| Statewide Proficiency Rate for Federal <br> Accountability | $54.9 \%$ | $56.7 \%$ | $57.9 \%$ | $43.5 \%$ | $45.0 \%$ | $44.5 \%$ |

[^25]
## Washington Community School \#9

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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 | 369 | 98.7 | 56.1 | * | 57.9 | 56.1 | 43.8 | Met Target |
| White | 156 | 98.1 | 55.1 | * | 66.9 | 55.1 | 43.3 | Met Target |
| Hispanic | 131 | 98.5 | 58.8 | * | 43.9 | 58.8 | 37.6 | Met Target |
| Black or African American | 35 | 100.0 | 42.9 | 47.1 | 38.5 | 42.9 | 33.2 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 39 | 100.0 | 69.2 | 76.9 | 82.9 | 69.2 | 74.5 | Met Targett |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 183 | 98.9 | 62.8 | * | 64.8 | 62.8 |  |  |
| Male | 186 | 98.5 | 49.5 | * | 51.3 | 49.5 |  |  |
| Economically Disadvantaged Students | 200 | 98.1 | 51.5 | * | 40.0 | 51.5 | 40.6 | Met Target |
| Non-Economically Disadvantaged Students | 169 | 99.4 | 61.5 | * | 67.9 | 61.5 |  |  |
| Students with Disabilities | 46 | 92.5 | * | 13.5 | 22.7 | * | 19.1 | Not Met |
| Students without Disabilities | 323 | 99.7 | * | 66.8 | 65.1 | * |  |  |
| English Learners | 17 | 100.0 | 23.5 | * | 29.3 | 23.5 | ** | ** |
| Non-English Learners | 352 | 98.6 | 57.7 | 61.0 | 60.6 | 57.7 |  |  |
| Homeless Students | N | N | N | 41.2 | 29.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Washington Community School \#9

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## English Language Arts Assessment - Performance Trends

 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
 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 <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 741 | 744 | 748 | * | 20\% | 23\% | * | * | 45\% | 50\% |
| White | 22 | 742 | 746 | 757 | * | * | * | * | * | 41\% | 60\% |
| Hispanic | 24 | 748 | * | 734 | * | * | * | 54\% | 0\% | 54\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 760 | 773 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 24 | 751 | 752 | 753 | * | * | * | * | * | 58\% | 55\% |
| Male | 36 | 734 | 736 | 743 | * | * | * | * | * | 36\% | 46\% |
| Economically Disadvantaged Students | 33 | 738 | 739 | 731 | * | * | * | * | * | 48\% | 33\% |
| Non-Economically Disadvantaged Students | 27 | 744 | 751 | 759 | * | * | * | * | * | 41\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 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 | * | 752 | N | N | N | N | N | N | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08 2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 66 | 746 | 750 | 755 | 17\% | * | 21\% | * | * | 53\% | 57\% |
| White | 28 | 742 | 753 | 763 | * | * | * | * | * | 57\% | 67\% |
| Hispanic | 21 | 743 | 744 | 743 | * | * | * | * | * | 48\% | 44\% |
| Black or African American | * | * | 744 | 739 | * | * | * | * | * | * | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 779 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 749 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 30 | 753 | 754 | 760 | * | * | * | * | * | 60\% | 62\% |
| Male | 36 | 739 | 747 | 750 | * | * | * | * | * | 47\% | 53\% |
| Economically Disadvantaged Students | 39 | 738 | * | 740 | * | * | * | * | * | 44\% | 40\% |
| Non-Economically Disadvantaged Students | 27 | 756 | * | 765 | * | * | * | * | * | 67\% | 69\% |
| Students with Disabilities | 10 | 704 | 706 | 725 | * | * | * | * | * | 10\% | 25\% |
| Students without Disabilities | 56 | 753 | 759 | 761 | * | * | * | * | * | 61\% | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | 757 | N | N | N | N | N | N | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 68 | 752 | 751 | 756 | * | * | 28\% | * | * | 53\% | 58\% |
| White | 26 | 749 | 751 | 764 | * | * | * | * | * | 50\% | 68\% |
| Hispanic | 31 | 754 | 747 | 743 | * | * | * | * | * | 61\% | 44\% |
| Black or African American | * | * | 746 | 739 | * | * | * | * | * | * | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | * | * | * | 753 | * | * | * | * | * | * | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 43 | 754 | 758 | 761 | * | * | * | * | * | 58\% | 64\% |
| Male | 25 | 748 | 745 | 750 | * | * | * | * | * | 44\% | 52\% |
| Economically Disadvantaged Students | 34 | 750 | 746 | 740 | * | * | * | * | * | 50\% | 39\% |
| Non-Economically Disadvantaged Students | 34 | 753 | 759 | 766 | * | * | * | * | * | 56\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | * | * | 701 | 713 | * | * | * | * | * | * | 11\% |
| Non-English Learners | * | * | 753 | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 61 | 760 | 753 | 754 | * | * | 25\% | 34\% | 26\% | 61\% | 56\% |
| White | 25 | 767 | 761 | 762 | 0\% | * | * | * | * | 68\% | 65\% |
| Hispanic | 18 | 747 | * | 743 | * | * | * | * | * | 50\% | 43\% |
| Black or African American | * | * | 742 | 738 | * | * | * | * | * | * | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 771 | 774 | 780 | 0\% | * | * | * | * | 60\% | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 34 | 760 | 760 | 762 | * | * | * | * | * | 56\% | 64\% |
| Male | 27 | 761 | 747 | 748 | * | * | * | * | * | 67\% | 48\% |
| Economically Disadvantaged Students | 33 | 756 | 747 | 740 | * | * | * | * | * | 61\% | 39\% |
| Non-Economically Disadvantaged Students | 28 | 766 | 762 | 763 | * | * | * | * | * | 61\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 58 | 757 | 763 | 761 | * | * | 19\% | 41\% | 22\% | 64\% | 63\% |
| White | 21 | 750 | 771 | 769 | * | * | * | * | * | 57\% | 72\% |
| Hispanic | 18 | 760 | 756 | 747 | * | * | * | * | * | 72\% | 50\% |
| Black or African American | 11 | 744 | 745 | 741 | * | 0\% | * | * | * | 45\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 26 | 766 | 774 | 769 | * | * | * | * | * | 77\% | 71\% |
| Male | 32 | 749 | 754 | 753 | * | * | * | * | * | 53\% | 55\% |
| Economically Disadvantaged Students | 29 | 758 | 755 | 743 | * | * | * | * | * | 62\% | 45\% |
| Non-Economically Disadvantaged Students | 29 | 755 | 774 | 771 | * | * | * | * | * | 66\% | 73\% |
| Students with Disabilities | 12 | 714 | 713 | 720 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | 46 | 768 | 773 | 769 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | * | * | * | 758 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08 2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 757 | 763 | 762 | * | * | 24\% | * | * | 60\% | 63\% |
| White | 33 | 759 | * | 770 | * | * | 30\% | * | * | 58\% | 72\% |
| Hispanic | 21 | 751 | 755 | 747 | * | * | * | * | * | 62\% | 49\% |
| Black or African American | * | * | 753 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 28 | 764 | 772 | 771 | * | * | * | * | * | 68\% | 71\% |
| Male | 34 | 751 | 753 | 753 | * | * | * | * | * | 53\% | 55\% |
| Economically Disadvantaged Students | 32 | 750 | 756 | 743 | * | * | * | * | * | 47\% | 45\% |
| Non-Economically Disadvantaged Students | 30 | 765 | 770 | 772 | * | * | * | * | * | 73\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | N | N | * | 760 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 369 | 98.7 | 48.0 | * | 44.5 | 48.0 | 42.7 | Met Target |
| White | 156 | 98.1 | 49.4 | * | 54.1 | 49.4 | 39.9 | Met Target |
| Hispanic | 131 | 98.5 | 44.3 | * | 28.8 | 44.3 | 41.4 | Met Target |
| Black or African American | 35 | 100.0 | 25.7 | 22.7 | 23.0 | 25.7 | 33.2 | Met Targett |
| Asian, Native Hawaiian, or Pacific Islander | 39 | 100.0 | 74.4 | 67.0 | 76.5 | 74.4 | 69.5 | Met Target |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 183 | 98.9 | 47.5 | * | 44.9 | 47.5 |  |  |
| Male | 186 | 98.5 | 48.4 | * | 44.2 | 48.4 |  |  |
| Economically Disadvantaged Students | 200 | 98.1 | 46.5 | * | 26.3 | 46.5 | 41 | Met Target |
| Non-Economically Disadvantaged Students | 169 | 99.4 | 49.7 | * | 54.9 | 49.7 |  |  |
| Students with Disabilities | 46 | 92.5 | 10.9 | * | 17.4 | 10.9 | 19.8 | Not Met |
| Students without Disabilities | 323 | 99.7 | 53.3 | * | 50.0 | 53.3 |  |  |
| English Learners | 17 | 100.0 | 35.3 | * | 25.0 | 35.3 | ** | ** |
| Non-English Learners | 352 | 98.6 | 48.6 | 39.6 | 46.5 | 48.6 |  |  |
| Homeless Students | N | N | N | 29.4 | 17.1 | N |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: <br> Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 60 | 757 | 750 | 752 | * | * | * | * | * | 78\% | 55\% |
| White | 22 | 766 | 755 | 760 | 0\% | 0\% | * | * | * | 91\% | 66\% |
| Hispanic | 24 | 757 | 744 | 739 | * | 0\% | * | * | * | 75\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 778 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 24 | 759 | 754 | 751 | * | * | * | * | * | 83\% | 54\% |
| Male | 36 | 757 | 746 | 752 | * | * | * | * | * | 75\% | 56\% |
| Economically Disadvantaged Students | 33 | 753 | 747 | 737 | * | * | * | * | * | 79\% | 37\% |
| Non-Economically Disadvantaged Students | 27 | 762 | 754 | 761 | * | * | * | * | * | 78\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 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 | * | 754 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | $\qquad$ | 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 | 67 | 757 | 745 | 749 | * | * | 24\% | * | * | 64\% | 51\% |
| White | 28 | 762 | 752 | 757 | * | * | * | * | * | 61\% | 62\% |
| Hispanic | 21 | 756 | 737 | 737 | * | * | * | * | * | 67\% | 36\% |
| Black or African American | * | * | 732 | 731 | * | * | * | * | * | * | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 766 | 776 | * | * | * | * | * | * | 82\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 30 | 757 | 745 | 749 | * | * | * | * | * | 67\% | 50\% |
| Male | 37 | 758 | 746 | 749 | * | * | * | * | * | 62\% | 52\% |
| Economically Disadvantaged Students | 40 | 750 | * | 734 | * | * | * | * | * | 58\% | 32\% |
| Non-Economically Disadvantaged Students | 27 | 768 | * | 759 | * | * | * | * | * | 74\% | 63\% |
| Students with Disabilities | 10 | 721 | 710 | 726 | * | * | * | * | * | 20\% | 25\% |
| Students without Disabilities | 57 | 764 | 752 | 754 | * | * | * | * | * | 72\% | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 68 | 742 | 744 | 747 | * | 22\% | 43\% | * | * | 32\% | 47\% |
| White | 26 | 742 | 747 | 755 | * | * | * | * | * | 38\% | 58\% |
| Hispanic | 31 | 738 | 738 | 735 | 0\% | * | 55\% | * | * | 19\% | 30\% |
| Black or African American | * | * | 732 | 729 | * | * | * | * | * | * | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 43 | 745 | 745 | 747 | * | * | 40\% | * | * | 35\% | 47\% |
| Male | 25 | 737 | 743 | 747 | * | * | 48\% | * | * | 28\% | 47\% |
| Economically Disadvantaged Students | 34 | 740 | 740 | 732 | * | * | 50\% | * | * | 29\% | 27\% |
| Non-Economically Disadvantaged Students | 34 | 744 | 750 | 757 | * | * | 35\% | * | * | 35\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | * | * | 723 | 718 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 745 | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 61 | 748 | 736 | 741 | * | 21\% | 30\% | * | * | 46\% | 41\% |
| White | 25 | 753 | 745 | 749 | 0\% | * | * | * | * | 48\% | 51\% |
| Hispanic | 18 | 740 | 727 | 729 | * | * | * | * | * | 39\% | 24\% |
| Black or African American | * | * | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 763 | 757 | 769 | 0\% | * | * | * | * | 70\% | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 34 | 745 | 736 | 742 | * | * | * | * | * | 41\% | 42\% |
| Male | 27 | 752 | 737 | 740 | * | * | * | * | * | 52\% | 40\% |
| Economically Disadvantaged Students | 33 | 748 | 731 | 726 | * | * | * | * | * | 45\% | 21\% |
| Non-Economically Disadvantaged Students | 28 | 748 | 744 | 750 | * | * | * | * | * | 46\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 7

 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 <br> 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 58 | 740 | 740 | 744 | * | 28\% | 24\% | * | * | 40\% | 42\% |
| White | 21 | 736 | 747 | 751 | * | * | * | * | * | 43\% | 53\% |
| Hispanic | 18 | 745 | 735 | 733 | 0\% | * | * | * | * | 44\% | 26\% |
| Black or African American | 11 | 719 | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 26 | 740 | 742 | 744 | * | * | * | * | * | 42\% | 42\% |
| Male | 32 | 740 | 739 | 743 | * | * | * | * | * | 38\% | 42\% |
| Economically Disadvantaged Students | 29 | 741 | 735 | 731 | * | * | * | * | * | 41\% | 24\% |
| Non-Economically Disadvantaged Students | 29 | 738 | 747 | 751 | * | * | * | * | * | 38\% | 53\% |
| Students with Disabilities | 12 | 707 | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | 46 | 748 | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | * | * | * | 746 | * | * | * | * | * | * | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 8

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 59 | 728 | 732 | 728 | 19\% | 25\% | 32\% | 24\% | 0\% | 24\% | 29\% |
| White | 30 | 722 | * | 737 | * | * | * | * | * | 20\% | 38\% |
| Hispanic | 21 | 734 | 728 | 722 | * | * | 48\% | * | * | 24\% | 22\% |
| Black or African American | * | * | 723 | 714 | * | * | * | * | * | * | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 26 | 726 | 735 | 731 | * | * | * | * | * | 19\% | 31\% |
| Male | 33 | 729 | 730 | 726 | * | * | * | * | * | 27\% | 27\% |
| Economically Disadvantaged Students | 32 | 727 | * | 719 | * | * | * | * | * | 22\% | 20\% |
| Non-Economically Disadvantaged Students | 27 | 729 | * | 735 | * | * | * | * | * | 26\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | N | N | * | 735 | N | N | N | N | N | N | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Washington Community School \#9

(17-0220-120)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | N | N | 728 | 728 | N | N | N | N | N | N | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | N | N | 761 | 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 | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | N | N | 733 | 727 | N | N | N | N | N | N | 23\% |
| Non-Economically Disadvantaged Students | * | * | 742 | 752 | * | * | * | * | * | * | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | ${ }^{*}$ | ${ }^{*}$ |
| 4 | N | N |
| 5 | N | N |
| 6 | N | N |
| 7 | ${ }^{*}$ | ${ }^{*}$ |
| 8 | ${ }^{*}$ | ${ }^{*}$ |

## English Language Progress to Proficiency

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

| Student Group | Percent of English <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | $*$ | $*$ | $*$ |

$\dagger$ 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 <br> Tested | \% Students with <br> Overall Score <br> Below 4.5 | \% Students with <br> Overall Score of <br> 4.5 and above |
| :---: | :---: | :---: | :---: |
| $0-2$ | $*$ | $*$ | $*$ |
| $3-4$ | $*$ | $*$ | $*$ |
| 5 or more | $*$ | $*$ | $*$ |

## Washington Community School \#9

(17-0220-120)
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
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 5 Summary

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


## NJSLA Science Assessment: Grade 5

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

| Student Group | \% Level 1 | \% Level 2 | \% Level 3 | \% Level 4 |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 46 | 43 | 7 | 5 |
| White | 52 | 35 | 4 | 9 |
| Hispanic | 46 | 43 | 11 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Two or More Races | N | N | N | N |
| Female | 49 | 41 | 5 | 5 |
| Male | 42 | 46 | 8 | 4 |
| Economically Disadvantaged Students | 52 | 39 | 6 | 3 |
| Non-Economically Disadvantaged Students | 39 | 46 | 7 | 7 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | N | N | N | N |
| Non-English Learners | 46 | 43 | 7 | 5 |
| 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 |

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## NJSLA Science Assessment: Grade 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 | 35 | 55 | 10 | 0 |
| White | 38 | 44 | 19 | 0 |
| Hispanic | 35 | 65 | 0 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 36 | 50 | 14 | 0 |
| Male | 34 | 59 | 6 | 0 |
| Economically Disadvantaged Students | 45 | 48 | 6 | 0 |
| Non-Economically Disadvantaged Students | 24 | 62 | 14 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | N | N | N | N |
| Migrant Students | N | N | N | N |

## Washington Community School \#9 <br> (17-0220-120)

Grades Offered: PK-08
2018-2019

## Report Key:

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$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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 | 66 |
| 7 | 0 | 0 | 63 |
| 8 | 3 | 0 | 71 |
| Total | 3 | 0 | 200 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 63 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 74 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 203 |

## Washington Community School \#9

(17-0220-120)
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
$\dagger$ 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


Students enrolled in one or more classes by discipline:


## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

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N No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 80 | 14.2 | 9.0 | Not Met |
| White | 25 | 11.1 | 9.0 | Not Met |
| Hispanic | 41 | 19.2 | 9.0 | Not Met |
| Black or African American | 4 | 9.3 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 3 | 5.0 | 9.0 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Female | 41 | 14.9 |  |  |
| Male | 39 | 13.6 |  |  |
| Economically Disadvantaged Students | 57 | 17.2 | 9.0 | Not Met |
| Students with Disabilities | 20 | 25.0 | 9.0 | Not Met |
| English Learners | 1 | 5.0 | 9.0 | Met |
| Homeless Students | N | N |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | ${ }^{*}$ | $*$ |  |  |
| Migrant Students | N | N |  |  |

## Days Absent

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


Student Growth

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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* Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

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

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


## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

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N No Data is available to display
$\dagger$ This indicates a table specific note,see note below table

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

## 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 | 0 |
| Vandalism | 0 |
| Substances | 0 |
| Harassment, Intimidation, Bullying (HIB) | 0 |
| Total Unique Incidents | 5 |
| Incidents Per 100 Students Enrolled | 0.69 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 1 | 0 | 1 |
| 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | 0 | $0.0 \%$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | 0 | $0.0 \%$ |

School Days Missed due to Out-of-School Suspensions 39

Demographic
Student
Academic Achievement

## Washington Community School \#9

(17-0220-120)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
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## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 53 | 118,214 |
| Average years experience in <br> public schools | 14.1 | 12.1 |
| Average years experience in <br> district | 12.2 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $71.7 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $14: 1$ | $14: 1$ |
| Students to Administrators | $722: 1$ | $223: 1$ |
| Teachers to Administrators | $53: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

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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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $48.1 \%$ | $73.6 \%$ | $0.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $51.9 \%$ | $26.4 \%$ | $100.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $38.6 \%$ | $98.1 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $39.8 \%$ | $1.9 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $7.2 \%$ | $0.0 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $10.5 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.3 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $3.5 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

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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

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $95.9 \%$ |

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## Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.
An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

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

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $41.1 \%$ | $51.9 \%$ | $56.1 \%$ |
| Math Proficiency | $43.1 \%$ | $45.2 \%$ | $48.0 \%$ |
| ELA Growth | 54 | 52 | 54 |
| Math Growth | 56 | 44 | 46 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | ${ }^{*}$ | ${ }^{*}$ |
| Chronic Absenteeism | $13.4 \%$ | $16.5 \%$ | $14.2 \%$ |

[^26]Washington Community School \#9
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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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress <br> Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: <br> Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Met Target | Met Standard | Met Standard | ** | Not Met | No |
| White | Met Target | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| Hispanic | Met Target | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | Met Target | Met Targett | Met Standard | Not Met | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Targett | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target | Met Target | Met Standard | Met Standard | n/a | Not Met | No |
| Students with Disabilities | Not Met | Not Met | Met Standard | Not Met | n/a | Not Met | No |
| English Learners | ** | ** | ** | ** | ** | Met | No |

$\dagger$ 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: | - PTO sponsored events include the Fall Ball, Trunk or Treat, Pictures with Santa, Holiday Bazaar, Valentines Dance, Spring Fling, Field Day, and more. <br> - Art \& Music events include the Winter Concert, Spring Concert, Fire Poster Contest, Coloring Contests, Holiday Karaoke, Pumpkin Decorating Contest, and more. <br> - Extracurricular activities for students include Student Council, PEER, Basketball, Cheerleading, Academic Challenge, Fire Bowl, Spelling Bee, Geography Bee, National History Day, Chess Club, and more. |
| :---: | :---: |
| Mission, Vision, Theme: | The Mission of Washington Community School is to provide our students with the best possible educational experience in a safe, positive, and inclusive learning environment. At WCS, we strive to foster personal and interpersonal growth and deliver instruction effectively and efficiently while maintaining a strong sense of community. Our mission is best accomplished when all members of our school community (administrators, faculty, staff, students, and parents) work as a team to meet the needs of each and every student to the best of our ability. |
| Awards, Recognition, Accomplishments: | WCS students have received awards and recognition for participation in the following: National History Day, Spelling Bee, Geography Bee, Academic Challenge, Math Olympiad, Fire Bowl, Peer Leadership, Student Council, and athletics. |

Demographic

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|  | Teachers utilize appropriate district curriculum for the grade(s)/subject(s) they teach. NJSLS and NGSS standards and <br> assessment data drive instruction. Small group and individualized instruction are provided when possible. Students in K-2 are <br> assessed using the iReady program. A diagnostic, mide-year and end of year assessment are administered to track individual <br> student growth. Instruction is differentiated based upon the data collected. Title I services are available for eligible students. <br> Special education services in an inclusive setting are provided in grades 2-8. Related services include speech, OT and PT. Our <br> school counselor/anti-bullying specialist is on site to assist students and staff. Enrichment programs are offered to students in all <br> grade levels. <br> Courses, Curriculum <br> Instruction: |
| :--- | :--- |
| Sports and Athletics: | Sports Offered: Basketball (Boys \& Girls), Cheerleading (Coed) |
| Boys BasketballGirls BasketballCheerleadingFlag FootballGrade 8 Track Meet |  |

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| Before and After |
| :--- | :--- |
| School Programs: |$\quad$| The before-care and after-care programs are available on a daily basis. Supplemental academic courses are availalble in |
| :--- |
| English Language Arts and Mathematics for eligible students both before and after school. |

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| Student Supports and Services: | ARMS - ELA \& Math100 Book ChallengeTitle 1 Services for identified studentsMorning math tutorial for struggling students |
| :---: | :---: |
| Student Health and Wellness: | Wellness checks are held throughout the year by the School Nurse. Breakfast and lunch are offered daily. Students are provided 20 minutes of recess each day and two 40 minute physical education periods per week. Teachers engage students in mindfulness and incorporate physical activity into their classrooms regularly. |
| Parent and Community Involvement: | The WCS PTO is heavily involved in providing programs and celebrations for students in all grade levels.WCS is always striving to increase community involvement in our school. |

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|  | Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers A comprehensive school climate survey was <br> conducted in the 2018-2019 school year. Participants included students, staff and families. The survey results were analyzed, <br> strengths and weaknesses identified, and plans formulated to ensure that WCS is continually improving. The results from this <br> survey show that WCS scored favorably across the following eight domains: Physical Environment, Teaching and Learning, <br> Morale, Relationships, Parental Support, Safety, Emotional Environment and Administrative Support. |
| :--- | :--- |
| Facilities: | WCS was built in 1917. In addition to over 50 classrooms, WCS also contains an auditorium, a multi-purpose room, a <br> gymnasium, a library, a life skills room, two therapy rooms, two computer labs, and several cafeterias. |
| School Safety: | The WCS School Safety/Climate Team meets monthly. Fire drills, evacuation drills, and lockdown drills are held monthly. Facility <br> issues are addressed throughout the year as required. |

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## Woodrow Wilson Community School

## (17-0220-130)

Grades Offered: PK-08
2018-2019

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## How to use this report:

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


## Navigating through the reports:

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


## Other Resources:

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

Notes from the New Jersey Department of Education:

## Woodrow Wilson Community School <br> (17-0220-130)

Grades Offered: PK-08
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## School Contact Information

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

| Type | Contact Information |
| :---: | :---: |
| County | Hudson |
| District | Bayonne School District |
| Principal Name | Mrs. Maureen Brown |
| Address | 101 WEST 56TH STREET BAYONNE, NJ 07002 |
| Phone Number | $201-858-5996$ |
| Email Address | mbrown@bboed.org |
| Website | $\underline{\text { https://www.bboed.org/domain/26 }}$ |
| Facebook | $\underline{\text { https://www.facebook.com/wwwildcatpride }}$ |
| Twitter | $\underline{\text { https://twitter.com/wwwildcatpride }}$ |

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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 | 63 | 65 | 70 |
| KG | 83 | 67 | 82 |
| 1 | 76 | 91 | 58 |
| 2 | 74 | 68 | 86 |
| 3 | 82 | 76 | 61 |
| 4 | 71 | 86 | 81 |
| 5 | 64 | 81 | 86 |
| 6 | 60 | 65 | 86 |
| 7 | 52 | 58 | 65 |
| 8 | 69 | 58 | 59 |
| Total | 694 | 715 | 734 |

## 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 | 63 | 65 | 70 |
| PK - Full Day | 0 | 0 | 0 |
| KG - Half Day | 0 | 0 | 0 |
| KG - Full Day | 83 | 67 | 82 |

Enrollment Trends by Student Group

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

| Student Group | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| Female | $43.1 \%$ | $43.1 \%$ | $45.9 \%$ |
| Male | $56.9 \%$ | $56.9 \%$ | $54.1 \%$ |
| Economically <br> Disadvantaged Students | $59.7 \%$ | $61.0 \%$ | $62.4 \%$ |
| Students with Disabilities | $20.9 \%$ | $17.6 \%$ | $19.8 \%$ |
| English Learners | $0.0 \%$ | $1.7 \%$ | $1.9 \%$ |
| Homeless Students | $0.3 \%$ | $0.0 \%$ | $0.3 \%$ |
| Students in Foster Care | $0.3 \%$ | $0.1 \%$ | $0.0 \%$ |
| Military-Connected Students | $0.1 \%$ | $2.2 \%$ | $1.5 \%$ |
| 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 | $39.0 \%$ | $38.9 \%$ | $37.2 \%$ |
| Hispanic | $35.4 \%$ | $34.3 \%$ | $33.0 \%$ |
| Black or African American | $8.1 \%$ | $8.5 \%$ | $11.7 \%$ |
| Asian | $13.8 \%$ | $14.7 \%$ | $15.0 \%$ |
| Native Hawaiian or Pacific Islander | $0.7 \%$ | $0.6 \%$ | $0.5 \%$ |
| American Indian or Alaska Native | $0.1 \%$ | $0.1 \%$ | $0.3 \%$ |
| Two or More Races | $2.7 \%$ | $2.9 \%$ | $2.3 \%$ |

## 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 | $73.4 \%$ |
| Arabic | $11.6 \%$ |
| Spanish | $8.9 \%$ |
| Chinese | $1.4 \%$ |
| Urdu | $1.2 \%$ |
| Other Languages | $3.5 \%$ |

## Woodrow Wilson Community School

## (17-0220-130)

Grades Offered: PK-08
2018-2019

## Report Key:

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


## Student Growth Trends and Progress

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


## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08 2018-2019

## Report Key:

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

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: Low Growth: Less than 35 Typical Growth: Between 35 and 65 High Growth: Greater than 65
If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

## Student Growth

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

| Student Group | ELA: <br> School Median | ELA: <br> District Median | ELA: <br> Statewide Median | $\begin{gathered} \text { ELA: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ | Math: School Median | Math: <br> District Median | Math: Statewide Median | $\begin{gathered} \text { Math: } \\ \text { Met Standard (40 } \\ -59.5) \end{gathered}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 62 | 56 | 50 | Exceeds Standard | 45 | 49 | 50 | Met Standard |
| White | 62 | 58 | 50 | Exceeds Standard | 45 | 53 | 52 | Met Standard |
| Hispanic | 53.5 | 53 | 49 | Met Standard | 47 | 47 | 47 | Met Standard |
| Black or African American | 65 | 49 | 45 | Exceeds Standard | 37 | 41 | 43 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 77 | 65.5 | 59 | Exceeds Standard | 62 | 56 | 60 | Exceeds Standard |
| American Indian or Alaska Native | * | * | 56 | ** | * | * | 51.5 | ** |
| Two or More Races | * | 53 | 49 | ** | * | 41 | 52 | ** |
| Female | 68 | 58 | 53 | N | 43 | 47 | 50 | N |
| Male | 56 | 54 | 47 | N | 47.5 | 51 | 51 | N |
| Economically Disadvantaged Students | 62 | 56 | 48 | Exceeds Standard | 45 | 49 | 46 | Met Standard |
| Students with Disabilities | 45.5 | 44 | 43 | Met Standard | 40 | 39.5 | 45 | Met Standard |
| English Learners | 81.5 | 65 | 52 | Exceeds Standard | 47 | 56 | 50 | ** |
| Homeless Students | * | 64 | 43 | N | * | 56 | 44 | N |
| Students in Foster Care | N | * | 42 | N | N | * | 44 | N |
| Military-Connected Students | * | 67.5 | 49 | N | * | 39.5 | 51 | N |
| Migrant Students | N | N | 47 | N | N | N | 51 | N |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
A student's SGP falls between 1 and 99 and can be grouped into three levels: $\qquad$ Typical Growth: Between 35 and 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.


## Report Key:

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


## English Language Arts and Mathematics Performance Trends




 and statewide proficiency rates.


[^27]
## Report Key:

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


## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## 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 | 434 | 99.6 | 63.1 | * | 57.9 | 63.1 | 52.6 | Met Target |
| White | 160 | 100.0 | 68.8 | * | 66.9 | 68.8 | 51.9 | Met Target |
| Hispanic | 139 | 99.3 | 54.0 | * | 43.9 | 54.0 | 46.9 | Met Target |
| Black or African American | 65 | 98.6 | 49.2 | 47.1 | 38.5 | 49.2 | 39.3 | Met Target |
| Asian, Native Hawaiian, or Pacific Islander | 60 | 100.0 | 83.3 | 76.9 | 82.9 | 83.3 | 72.9 | Met Goal |
| American Indian or Alaska Native | * | * | * | * | 56.0 | * | ** | ** |
| Two or More Races | * | * | * | * | 64.4 | * | ** | ** |
| Female | 206 | 100.0 | 71.8 | * | 64.8 | 71.8 |  |  |
| Male | 228 | 99.2 | 55.3 | * | 51.3 | 55.3 |  |  |
| Economically Disadvantaged Students | 273 | 99.3 | 60.8 | * | 40.0 | 60.8 | 49.2 | Met Target |
| Non-Economically Disadvantaged Students | 161 | 100.0 | 67.1 | * | 67.9 | 67.1 |  |  |
| Students with Disabilities | 57 | 96.7 | 14.0 | 13.5 | 22.7 | 14.0 | 25.5 | Not Met |
| Students without Disabilities | 377 | 100.0 | 70.6 | 66.8 | 65.1 | 70.6 |  |  |
| English Learners | 26 | 100.0 | 57.7 | * | 29.3 | 57.7 | 53 | Met Target |
| Non-English Learners | 408 | 99.5 | 63.5 | 61.0 | 60.6 | 63.5 |  |  |
| Homeless Students | * | * | * | 41.2 | 29.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 27.6 | N |  |  |
| Military-Connected Students | * | * | * | 55.2 | 57.8 | * |  |  |
| Migrant Students | N | N | N | N | 30.4 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Woodrow Wilson Community School

## (17-0220-130)

Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## English Language Arts Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.


## Woodrow Wilson Community School

(17-0220-130)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 3
 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 : <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 66 | 740 | 744 | 748 | * | 21\% | 26\% | * | * | 42\% | 50\% |
| White | 26 | 740 | 746 | 757 | * | * | * | 46\% | 0\% | 46\% | 60\% |
| Hispanic | 19 | 731 | * | 734 | * | * | * | * | * | 32\% | 36\% |
| Black or African American | * | * | 730 | 731 | * | * | * | * | * | * | 33\% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 760 | 760 | 773 | 0\% | * | * | * | * | 60\% | 75\% |
| American Indian or Alaska Native | N | N | N | 746 | N | N | N | N | N | N | 46\% |
| Two or More Races | * | * | 762 | 756 | * | * | * | * | * | * | 58\% |
| Female | 30 | 748 | 752 | 753 | * | * | * | * | * | 53\% | 55\% |
| Male | 36 | 733 | 736 | 743 | * | * | * | * | * | 33\% | 46\% |
| Economically Disadvantaged Students | 40 | 735 | 739 | 731 | * | * | * | * | * | 35\% | 33\% |
| Non-Economically Disadvantaged Students | 26 | 748 | 751 | 759 | * | * | * | * | * | 54\% | 61\% |
| Students with Disabilities | * | * | 696 | 719 | * | * | * | * | * | * | 24\% |
| Students without Disabilities | * | * | 751 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 721 | 713 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 745 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | * | * | * | 720 | * | * | * | * | * | * | 23\% |
| Students in Foster Care | N | N | N | 720 | N | N | N | N | N | N | 21\% |
| Military-Connected Students | * | * | * | 752 | * | * | * | * | * | * | 55\% |
| Migrant Students | N | N | N | 727 | N | N | N | N | N | N | 24\% |

## Woodrow Wilson Community School

(17-0220-130)
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
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 4
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 77 | 754 | 750 | 755 | * | 17\% | 26\% | * | * | 55\% | 57\% |
| White | 14 | 762 | 753 | 763 | 0\% | * | * | * | * | 64\% | 67\% |
| Hispanic | 31 | 750 | 744 | 743 | 0\% | * | 32\% | * | * | 52\% | 44\% |
| Black or African American | 14 | 735 | 744 | 739 | * | * | * | * | * | 29\% | 39\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 770 | 768 | 779 | * | 0\% | * | * | * | 73\% | 82\% |
| American Indian or Alaska Native | * | * | * | 749 | * | * | * | * | * | * | 53\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 64\% |
| Female | 39 | 760 | 754 | 760 | * | * | 26\% | * | * | 59\% | 62\% |
| Male | 38 | 749 | 747 | 750 | * | * | 26\% | * | * | 50\% | 53\% |
| Economically Disadvantaged Students | 42 | 751 | * | 740 | * | * | 24\% | * | * | 52\% | 40\% |
| Non-Economically Disadvantaged Students | 35 | 758 | * | 765 | * | * | 29\% | * | * | 57\% | 69\% |
| Students with Disabilities | * | * | 706 | 725 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 759 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 718 | 720 | * | * | * | * | * | * | 17\% |
| Non-English Learners | * | * | 752 | 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 | * | * | * | 757 | * | * | * | * | * | * | 58\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 25\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 5
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5 : Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 80 | 767 | 751 | 756 | * | * | 19\% | 59\% | 14\% | 73\% | 58\% |
| White | 33 | 769 | 751 | 764 | * | * | * | * | * | 79\% | 68\% |
| Hispanic | 23 | 750 | 747 | 743 | * | * | * | 48\% | 0\% | 48\% | 44\% |
| Black or African American | 12 | 777 | 746 | 739 | 0\% | 0\% | * | * | * | 92\% | 38\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 779 | 781 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 753 | N | N | N | N | N | N | 52\% |
| Two or More Races | * | * | * | 762 | * | * | * | * | * | * | 65\% |
| Female | 39 | 777 | 758 | 761 | * | * | * | * | * | 79\% | 64\% |
| Male | 41 | 756 | 745 | 750 | * | * | * | * | * | 66\% | 52\% |
| Economically Disadvantaged Students | 58 | 765 | 746 | 740 | * | * | * | * | * | 72\% | 39\% |
| Non-Economically Disadvantaged Students | 22 | 770 | 759 | 766 | * | * | * | * | * | 73\% | 69\% |
| Students with Disabilities | * | * | 709 | 724 | * | * | * | * | * | * | 23\% |
| Students without Disabilities | * | * | 759 | 762 | * | * | * | * | * | * | 65\% |
| English Learners | N | N | 701 | 713 | N | N | N | N | N | N | 11\% |
| Non-English Learners | 80 | 767 | 753 | 758 | * | * | 19\% | 59\% | 14\% | 73\% | 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 | * | 756 | N | N | N | N | N | N | 62\% |
| Migrant Students | N | N | N | 723 | N | N | N | N | N | N | 26\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table

English Language Arts Assessment - Performance by Grade: Grade 6
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 81 | 766 | 753 | 754 | * | * | 14\% | 58\% | 19\% | 77\% | 56\% |
| White | 30 | 758 | 761 | 762 | * | * | * | * | * | 70\% | 65\% |
| Hispanic | 29 | 767 | * | 743 | * | * | * | * | * | 79\% | 43\% |
| Black or African American | 11 | 755 | 742 | 738 | 0\% | * | * | * | * | 64\% | 36\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 774 | 780 | * | * | * | * | * | * | 83\% |
| American Indian or Alaska Native | N | N | * | 751 | N | N | N | N | N | N | 53\% |
| Two or More Races | * | * | * | 760 | * | * | * | * | * | * | 64\% |
| Female | 47 | 776 | 760 | 762 | * | * | * | * | * | 85\% | 64\% |
| Male | 34 | 752 | 747 | 748 | * | * | * | * | * | 65\% | 48\% |
| Economically Disadvantaged Students | 56 | 764 | 747 | 740 | * | * | * | * | * | 75\% | 39\% |
| Non-Economically Disadvantaged Students | 25 | 770 | 762 | 763 | * | * | * | * | * | 80\% | 67\% |
| Students with Disabilities | * | * | 711 | 722 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 761 | 761 | * | * | * | * | * | * | 64\% |
| English Learners | * | * | 705 | 710 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 755 | 756 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 729 | * | * | * | * | * | * | 27\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 26\% |
| Military-Connected Students | N | N | * | 753 | N | N | N | N | N | N | 54\% |
| Migrant Students | N | N | N | 721 | N | N | N | N | N | N | 25\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 7
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 759 | 763 | 761 | * | * | 14\% | 39\% | 27\% | 66\% | 63\% |
| White | 31 | 780 | 771 | 769 | * | 0\% | * | 48\% | 39\% | 87\% | 72\% |
| Hispanic | 25 | 739 | 756 | 747 | * | * | * | * | * | 48\% | 50\% |
| Black or African American | * | * | 745 | 741 | * | * | * | * | * | * | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 794 | 790 | * | * | * | * | * | * | 87\% |
| American Indian or Alaska Native | N | N | N | 761 | N | N | N | N | N | N | 65\% |
| Two or More Races | * | * | 754 | 768 | * | * | * | * | * | * | 68\% |
| Female | 30 | 772 | 774 | 769 | * | * | * | * | * | 77\% | 71\% |
| Male | 41 | 749 | 754 | 753 | * | * | * | * | * | 59\% | 55\% |
| Economically Disadvantaged Students | 44 | 755 | 755 | 743 | * | * | * | * | * | 66\% | 45\% |
| Non-Economically Disadvantaged Students | 27 | 764 | 774 | 771 | * | * | * | * | * | 67\% | 73\% |
| Students with Disabilities | 13 | 703 | 713 | 720 | * | * | * | * | * | 15\% | 22\% |
| Students without Disabilities | 58 | 771 | 773 | 769 | * | * | * | * | * | 78\% | 71\% |
| English Learners | * | * | 709 | 706 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 766 | 763 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 729 | N | N | N | N | N | N | 34\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 28\% |
| Military-Connected Students | N | N | * | 758 | N | N | N | N | N | N | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 31\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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

English Language Arts Assessment - Performance by Grade: Grade 8
 assessment, which includes students that were enrolled less than half a year.

| Student Group | Valid <br> 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 : <br> Exceeded <br> Expectations | $\begin{aligned} & \text { \% of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 69 | 758 | 763 | 762 | * | * | 19\% | * | * | 67\% | 63\% |
| White | 28 | 760 | * | 770 | * | * | * | * | * | 64\% | 72\% |
| Hispanic | 17 | 745 | 755 | 747 | * | * | * | 59\% | 0\% | 59\% | 49\% |
| Black or African American | 12 | 747 | 753 | 741 | * | * | * | * | * | 58\% | 43\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 785 | 794 | * | * | * | * | * | * | 88\% |
| American Indian or Alaska Native | N | N | N | 758 | N | N | N | N | N | N | 60\% |
| Two or More Races | * | * | 763 | 769 | * | * | * | * | * | * | 69\% |
| Female | 29 | 766 | 772 | 771 | * | * | * | * | * | 76\% | 71\% |
| Male | 40 | 753 | 753 | 753 | * | * | * | * | * | 60\% | 55\% |
| Economically Disadvantaged Students | 41 | 755 | 756 | 743 | * | * | * | * | * | 61\% | 45\% |
| Non-Economically Disadvantaged Students | 28 | 763 | 770 | 772 | * | * | * | * | * | 75\% | 72\% |
| Students with Disabilities | * | * | 714 | 721 | * | * | * | * | * | * | 22\% |
| Students without Disabilities | * | * | 771 | 770 | * | * | * | * | * | * | 71\% |
| English Learners | * | * | 708 | 708 | * | * | * | * | * | * | 12\% |
| Non-English Learners | * | * | 765 | 764 | * | * | * | * | * | * | 65\% |
| Homeless Students | N | N | * | 727 | N | N | N | N | N | N | 31\% |
| Students in Foster Care | N | N | * | 726 | N | N | N | N | N | N | 32\% |
| Military-Connected Students | * | * | * | 760 | * | * | * | * | * | * | 62\% |
| Migrant Students | N | N | N | 718 | N | N | N | N | N | N | 27\% |

## Report Key:

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


## Mathematics Assessment - Participation and Performance


 scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment


 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 | 436 | 99.6 | 39.7 | * | 44.5 | 39.7 | 44 | Not Met |
| White | 162 | 100.0 | 44.4 | * | 54.1 | 44.4 | 44.2 | Met Target |
| Hispanic | 139 | 99.3 | 26.6 | * | 28.8 | 26.6 | 31.9 | Met Targett |
| Black or African American | 65 | 98.6 | 21.5 | 22.7 | 23.0 | 21.5 | 30.2 | Not Met |
| Asian, Native Hawaiian, or Pacific Islander | 60 | 100.0 | 75.0 | 67.0 | 76.5 | 75.0 | 77.8 | Met Targett |
| American Indian or Alaska Native | * | * | * | * | 42.7 | * | ** | ** |
| Two or More Races | * | * | * | * | 53.3 | * | ** | ** |
| Female | 208 | 100.0 | 38.9 | * | 44.9 | 38.9 |  |  |
| Male | 228 | 99.2 | 40.4 | * | 44.2 | 40.4 |  |  |
| Economically Disadvantaged Students | 275 | 99.3 | 39.6 | * | 26.3 | 39.6 | 39.7 | Met Targett |
| Non-Economically Disadvantaged Students | 161 | 100.0 | 39.8 | * | 54.9 | 39.8 |  |  |
| Students with Disabilities | 57 | 96.7 | * | * | 17.4 | * | 31.3 | Not Met |
| Students without Disabilities | 379 | 100.0 | * | * | 50.0 | * |  |  |
| English Learners | 28 | 100.0 | 35.7 | * | 25.0 | 35.7 | 36.6 | Met Targett |
| Non-English Learners | 408 | 99.5 | 40.0 | 39.6 | 46.5 | 40.0 |  |  |
| Homeless Students | * | * | * | 29.4 | 17.1 | * |  |  |
| Students In Foster Care | N | N | N | * | 17.1 | N |  |  |
| Military-Connected Students | * | * | * | 46.7 | 46.4 | * |  |  |
| Migrant Students | N | N | N | N | 23.3 | N |  |  |

$\dagger$ Target was met within a confidence interval.

Woodrow Wilson Community School

## (17-0220-130)

Grades Offered: PK-08
2018-2019

## Report Key:

* Data is not displayed in order to protect student privacy
** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance Trends

 is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.

 may not be comparable.

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 3

 which includes students that were enrolled less than half a year.

| Student Group | Valid <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: <br> Approached <br> Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 66 | 754 | 750 | 752 | * | * | 21\% | * | * | 65\% | 55\% |
| White | 26 | 759 | 755 | 760 | 0\% | * | * | * | * | 69\% | 66\% |
| Hispanic | 19 | 742 | 744 | 739 | * | * | * | 58\% | 0\% | 58\% | 40\% |
| Black or African American | * | * | 733 | 735 | * | * | * | * | * | * | 35\% |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 775 | 768 | 778 | * | 0\% | 0\% | * | * | 90\% | 83\% |
| American Indian or Alaska Native | N | N | N | 749 | N | N | N | N | N | N | 51\% |
| Two or More Races | * | * | 765 | 758 | * | * | * | * | * | * | 62\% |
| Female | 30 | 759 | 754 | 751 | * | * | * | * | * | 73\% | 54\% |
| Male | 36 | 751 | 746 | 752 | * | * | * | * | * | 58\% | 56\% |
| Economically Disadvantaged Students | 40 | 751 | 747 | 737 | * | * | * | * | * | 63\% | 37\% |
| Non-Economically Disadvantaged Students | 26 | 759 | 754 | 761 | * | * | * | * | * | 69\% | 67\% |
| Students with Disabilities | * | * | 712 | 731 | * | * | * | * | * | * | 31\% |
| Students without Disabilities | * | * | 755 | 756 | * | * | * | * | * | * | 60\% |
| English Learners | * | * | 734 | 728 | * | * | * | * | * | * | 26\% |
| Non-English Learners | * | * | 751 | 754 | * | * | * | * | * | * | 58\% |
| Homeless Students | * | * | * | 724 | * | * | * | * | * | * | 23\% |
| Students in Foster Care | N | N | N | 725 | N | N | N | N | N | N | 27\% |
| Military-Connected Students | * | * | * | 754 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 728 | N | N | N | N | N | N | 28\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 4

 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: <br> Exceeded <br> Expectations | $\begin{aligned} & \% \text { of Testers } \\ & \text { Met/ } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 79 | 744 | 745 | 749 | * | 18\% | 41\% | * | * | 37\% | 51\% |
| White | 16 | 754 | 752 | 757 | 0\% | * | * | * | * | 50\% | 62\% |
| Hispanic | 31 | 736 | 737 | 737 | * | * | 45\% | * | * | 23\% | 36\% |
| Black or African American | 14 | 724 | 732 | 731 | * | * | * | * | * | 14\% | 29\% |
| Asian, Native Hawaiian, or Pacific Islander | 15 | 766 | 766 | 776 | 0\% | 0\% | * | * | * | 73\% | 82\% |
| American Indian or Alaska Native | * | * | * | 747 | * | * | * | * | * | * | 46\% |
| Two or More Races | * | * | * | 754 | * | * | * | * | * | * | 58\% |
| Female | 41 | 742 | 745 | 749 | * | * | 44\% | * | * | 32\% | 50\% |
| Male | 38 | 746 | 746 | 749 | * | * | 37\% | * | * | 42\% | 52\% |
| Economically Disadvantaged Students | 44 | 744 | * | 734 | * | * | 41\% | * | * | 39\% | 32\% |
| Non-Economically Disadvantaged Students | 35 | 744 | * | 759 | * | * | 40\% | * | * | 34\% | 63\% |
| Students with Disabilities | * | * | 710 | 726 | * | * | * | * | * | * | 25\% |
| Students without Disabilities | * | * | 752 | 754 | * | * | * | * | * | * | 56\% |
| English Learners | * | * | 738 | 722 | * | * | * | * | * | * | 18\% |
| Non-English Learners | * | * | 746 | 751 | * | * | * | * | * | * | 54\% |
| Homeless Students | N | N | * | 722 | N | N | N | N | N | N | 19\% |
| Students in Foster Care | N | N | N | 724 | N | N | N | N | N | N | 23\% |
| Military-Connected Students | * | * | * | 753 | * | * | * | * | * | * | 56\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 16\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 5

 which includes students that were enrolled less than half a year.

| Student Group | Valid Scores | Mean Scale Score | District Mean Scale Score | $\begin{gathered} \text { State Mean } \\ \text { Scale } \\ \text { Score } \end{gathered}$ | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: Exceeded Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 80 | 746 | 744 | 747 | * | 14\% | 33\% | * | * | 50\% | 47\% |
| White | 33 | 750 | 747 | 755 | 0\% | * | * | * | * | 58\% | 58\% |
| Hispanic | 23 | 735 | 738 | 735 | * | * | 48\% | * | * | 26\% | 30\% |
| Black or African American | 12 | 739 | 732 | 729 | * | 0\% | * | * | * | 50\% | 23\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 768 | 775 | * | * | * | * | * | * | 80\% |
| American Indian or Alaska Native | N | N | * | 747 | N | N | N | N | N | N | 42\% |
| Two or More Races | * | * | * | 753 | * | * | * | * | * | * | 55\% |
| Female | 39 | 744 | 745 | 747 | * | * | 31\% | * | * | 49\% | 47\% |
| Male | 41 | 747 | 743 | 747 | * | * | 34\% | * | * | 51\% | 47\% |
| Economically Disadvantaged Students | 58 | 745 | 740 | 732 | * | * | * | * | * | 48\% | 27\% |
| Non-Economically Disadvantaged Students | 22 | 748 | 750 | 757 | * | * | * | * | * | 55\% | 59\% |
| Students with Disabilities | * | * | 716 | 725 | * | * | * | * | * | * | 19\% |
| Students without Disabilities | * | * | 749 | 752 | * | * | * | * | * | * | 52\% |
| English Learners | N | N | 723 | 718 | N | N | N | N | N | N | 12\% |
| Non-English Learners | 80 | 746 | 745 | 749 | * | 14\% | 33\% | * | * | 50\% | 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 | * | 748 | N | N | N | N | N | N | 50\% |
| Migrant Students | N | N | N | 716 | N | N | N | N | N | N | 17\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 6

 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 <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1 : <br> Did Not Yet Meet <br> Expectations | \% Level 2: Partially Met Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 81 | 733 | 736 | 741 | * | 28\% | 35\% | * | * | 27\% | 41\% |
| White | 30 | 734 | 745 | 749 | * | * | 53\% | * | * | 17\% | 51\% |
| Hispanic | 29 | 729 | 727 | 729 | * | 41\% | * | * | * | 31\% | 24\% |
| Black or African American | 11 | 715 | 721 | 722 | * | * | * | * | * | * | 19\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 757 | 769 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | * | 738 | N | N | N | N | N | N | 37\% |
| Two or More Races | * | * | * | 747 | * | * | * | * | * | * | 48\% |
| Female | 47 | 735 | 736 | 742 | * | * | 36\% | * | * | 30\% | 42\% |
| Male | 34 | 731 | 737 | 740 | * | * | 32\% | * | * | 24\% | 40\% |
| Economically Disadvantaged Students | 56 | 733 | 731 | 726 | * | * | 32\% | * | * | 27\% | 21\% |
| Non-Economically Disadvantaged Students | 25 | 733 | 744 | 750 | * | * | 40\% | * | * | 28\% | 53\% |
| Students with Disabilities | * | * | 704 | 716 | * | * | * | * | * | * | 12\% |
| Students without Disabilities | * | * | 742 | 746 | * | * | * | * | * | * | 46\% |
| English Learners | * | * | 718 | 709 | * | * | * | * | * | * | * |
| Non-English Learners | * | * | 737 | 743 | * | * | * | * | * | * | * |
| Homeless Students | * | * | * | 717 | * | * | * | * | * | * | 12\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Military-Connected Students | N | N | * | 742 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 20\% |

## Woodrow Wilson Community School

(17-0220-130)
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
$\dagger$ This indicates a table specific note, see note below table


## Mathematics Assessment - Performance by Grade: Grade 7

 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 | $\begin{aligned} & \text { \% Level 5: } \\ & \text { Exceeded } \\ & \text { Expectations } \end{aligned}$ | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 71 | 733 | 740 | 744 | * | * | 31\% | 31\% | 0\% | 31\% | 42\% |
| White | 31 | 746 | 747 | 751 | * | * | 32\% | 48\% | 0\% | 48\% | 53\% |
| Hispanic | 25 | 726 | 735 | 733 | * | * | * | * | * | 20\% | 26\% |
| Black or African American | * | * | 724 | 727 | * | * | * | * | * | * | 21\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 764 | 768 | * | * | * | * | * | * | 75\% |
| American Indian or Alaska Native | N | N | N | 742 | N | N | N | N | N | N | 43\% |
| Two or More Races | * | * | 729 | 749 | * | * | * | * | * | * | 51\% |
| Female | 30 | 738 | 742 | 744 | * | * | * | 33\% | 0\% | 33\% | 42\% |
| Male | 41 | 730 | 739 | 743 | * | * | * | 29\% | 0\% | 29\% | 42\% |
| Economically Disadvantaged Students | 44 | 732 | 735 | 731 | * | * | * | * | * | 32\% | 24\% |
| Non-Economically Disadvantaged Students | 27 | 736 | 747 | 751 | * | * | * | * | * | 30\% | 53\% |
| Students with Disabilities | 13 | 701 | 710 | 718 | * | * | * | * | * | * | 13\% |
| Students without Disabilities | 58 | 740 | 746 | 749 | * | * | * | * | * | * | 48\% |
| English Learners | * | * | 722 | 716 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 741 | 745 | * | * | * | * | * | * | 44\% |
| Homeless Students | N | N | * | 721 | N | N | N | N | N | N | 13\% |
| Students in Foster Care | N | N | * | 720 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 746 | N | N | N | N | N | N | 44\% |
| Migrant Students | N | N | N | 717 | N | N | N | N | N | N | 12\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Grade: Grade 8

 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 <br> Scores | Mean Scale Score | District Mean Scale Score | State Mean Scale Score | \% Level 1: Did Not Yet Meet Expectations | \% Level 2: <br> Partially Met <br> Expectations | \% Level 3: Approached Expectations | \% Level 4: Met Expectations | \% Level 5: <br> Exceeded <br> Expectations | $\begin{gathered} \% \text { of Testers } \\ \text { Met/ } \\ \text { Exceeded } \\ \text { Expectations } \end{gathered}$ | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | 66 | 731 | 732 | 728 | 15\% | 21\% | 35\% | 29\% | 0\% | 29\% | 29\% |
| White | 27 | 736 | * | 737 | * | * | * | * | * | 33\% | 38\% |
| Hispanic | 17 | 715 | 728 | 722 | * | * | * | * | * | * | 22\% |
| Black or African American | 12 | 720 | 723 | 714 | * | * | * | * | * | 17\% | 15\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 746 | 747 | * | * | * | * | * | * | 51\% |
| American Indian or Alaska Native | N | N | N | 725 | N | N | N | N | N | N | 29\% |
| Two or More Races | * | * | 731 | 730 | * | * | * | * | * | * | 31\% |
| Female | 28 | 729 | 735 | 731 | * | * | 46\% | * | * | 21\% | 31\% |
| Male | 38 | 733 | 730 | 726 | * | * | 26\% | * | * | 34\% | 27\% |
| Economically Disadvantaged Students | 38 | 726 | * | 719 | * | * | * | * | * | 32\% | 20\% |
| Non-Economically Disadvantaged Students | 28 | 738 | * | 735 | * | * | * | * | * | 25\% | 36\% |
| Students with Disabilities | * | * | 698 | 707 | * | * | * | * | * | * | 10\% |
| Students without Disabilities | * | * | 739 | 734 | * | * | * | * | * | * | 35\% |
| English Learners | * | * | 726 | 706 | * | * | * | * | * | * | 10\% |
| Non-English Learners | * | * | 733 | 730 | * | * | * | * | * | * | 30\% |
| Homeless Students | N | N | * | 709 | N | N | N | N | N | N | 12\% |
| Students in Foster Care | N | N | * | 709 | N | N | N | N | N | N | 15\% |
| Military-Connected Students | * | * | * | 735 | * | * | * | * | * | * | 32\% |
| Migrant Students | N | N | N | 701 | N | N | N | N | N | N | 16\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08 2018-2019

## Report Key:

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


## Mathematics Assessment - Performance by Test: Algebra I

 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: <br> Exceeded <br> Expectations | \% of Testers Met/ Exceeded Expectations | State \% of Testers Met / Exceeded Expectation |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | * | * | 737 | 744 | * | * | * | * | * | * | 42\% |
| White | * | * | 746 | 752 | * | * | * | * | * | * | 53\% |
| Hispanic | N | N | 728 | 728 | N | N | N | N | N | N | 24\% |
| Black or African American | N | N | 725 | 725 | N | N | N | N | N | N | 20\% |
| Asian, Native Hawaiian, or Pacific Islander | * | * | 761 | 775 | * | * | * | * | * | * | 76\% |
| American Indian or Alaska Native | N | N | N | 744 | N | N | N | N | N | N | 42\% |
| Two or More Races | N | N | 731 | 752 | N | N | N | N | N | N | 51\% |
| Female | * | * | 740 | 745 | * | * | * | * | * | * | 44\% |
| Male | * | * | 733 | 743 | * | * | * | * | * | * | 41\% |
| Economically Disadvantaged Students | * | * | 733 | 727 | * | * | * | * | * | * | 23\% |
| Non-Economically Disadvantaged Students | N | N | 742 | 752 | N | N | N | N | N | N | 52\% |
| Students with Disabilities | N | N | * | 717 | N | N | N | N | N | N | 12\% |
| Students without Disabilities | * | * | 741 | 748 | * | * | * | * | * | * | 47\% |
| English Learners | N | N | 718 | 710 | N | N | N | N | N | N | * |
| Non-English Learners | * | * | 738 | 745 | * | * | * | * | * | * | * |
| Homeless Students | N | N | * | 718 | N | N | N | N | N | N | 14\% |
| Students in Foster Care | N | N | * | 717 | N | N | N | N | N | N | 11\% |
| Military-Connected Students | N | N | * | 744 | N | N | N | N | N | N | 43\% |
| Migrant Students | N | N | N | 707 | N | N | N | N | N | N | 12\% |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

## Report Key:

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** Accountability calculations require 20 or more students
$\mathbf{N}$ No Data is available to display
$\dagger$ This indicates a table specific note, see note below table


## DLM Alternate Assessment - Participation

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

| Grade | ELA: <br> \# Students Tested | Math: <br> \# Students Tested |
| :---: | :---: | :---: |
| 3 | N | N |
| 4 | ${ }^{*}$ | ${ }^{*}$ |
| 5 | ${ }^{*}$ | ${ }^{*}$ |
| 6 | N | ${ }^{*}$ |
| 7 | N | N |
| 8 | 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 <br> Learners Making <br> Expected Growth to <br> Proficiency | 2018-19 <br> Target | Met Target? |
| :---: | :---: | :---: | :---: |
| Schoolwide/English Learners | * | $*$ | $*$ |

$\dagger$ 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 | N | N | N |

## Woodrow Wilson Community School

(17-0220-130)
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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 | 29 | 52 | 14 | 5 |
| White | 24 | 59 | 15 | 3 |
| Hispanic | 35 | 46 | 12 | 8 |
| Black or African American | 38 | 54 | 8 | 0 |
| Asian, Native Hawaiian, or Pacific Islander | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 30 | 50 | 14 | 7 |
| Male | 29 | 55 | 14 | 2 |
| Economically Disadvantaged Students | 30 | 53 | 14 | 3 |
| Non-Economically Disadvantaged Students | 27 | 50 | 14 | 9 |
| Students with Disabilities | 64 | 36 | 0 | 0 |
| Students without Disabilities | 24 | 55 | 16 | 5 |
| English Learners | N | N | N | N |
| Non-English Learners | 29 | 52 | 14 | 5 |
| 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 |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
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 | 38 | 52 | 10 | 0 |
| White | 46 | 50 | 4 | 0 |
| Hispanic | 47 | 53 | 0 | 0 |
| Black or African American | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Asian, Native Hawaiian, or Pacific Islander | 10 | 60 | 30 | 0 |
| American Indian or Alaska Native | N | N | N | N |
| Two or More Races | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Female | 46 | 54 | 0 | 0 |
| Male | 31 | 51 | 17 | 0 |
| Economically Disadvantaged Students | 41 | 51 | 8 | 0 |
| Non-Economically Disadvantaged Students | 33 | 54 | 13 | 0 |
| Students with Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Students without Disabilities | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Non-English Learners | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Homeless Students | N | N | N | N |
| Students in Foster Care | N | N | N | N |
| Military-Connected Students | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ | ${ }^{*}$ |
| Migrant Students | N | N | N | N |

## Woodrow Wilson Community School <br> (17-0220-130)

Grades Offered: PK-08
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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 | 84 |
| 7 | 0 | 0 | 66 |
| 8 | 3 | 0 | 56 |
| Total | 3 | 0 | 206 |

## World Languages - Course Participation

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

| Grade | Spanish | French | Italian | Latin | German | Chinese | Other Languages |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 6 | 0 | 0 | 0 | 0 | 0 | 0 | 84 |
| 7 | 0 | 0 | 0 | 0 | 0 | 0 | 66 |
| 8 | 0 | 0 | 0 | 0 | 0 | 0 | 59 |
| Total | 0 | 0 | 0 | 0 | 0 | 0 | 209 |

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
2018-2019

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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


Students enrolled in one or more classes by discipline:


## Woodrow Wilson Community School

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2018-2019

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

## Chronic Absenteeism

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

| Student Group | Number of <br> Students <br> Chronically <br> Absent | Percent of <br> Students <br> Chronically <br> Absent | State <br> Average | Met State <br> Average? |
| :--- | :---: | :---: | :---: | :---: |
| Schoolwide | 64 | 9.4 | 9.0 | Not Met |
| White | 17 | 7.1 | 9.0 | Met |
| Hispanic | 26 | 11.5 | 9.0 | Not Met |
| Black or African American | 11 | 12.2 | 9.0 | Not Met |
| Asian, Native Hawaiian, or Pacific | 6 | 5.7 | 9.0 | Met |
| American Indian or Alaska Native | ${ }^{*}$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Two or More Races | $*$ | ${ }^{*}$ | ${ }^{* *}$ | $* *$ |
| Female | 30 | 9.1 |  |  |
| Male | 34 | 9.8 |  |  |
| Economically Disadvantaged Students | 50 | 11.0 | 9.0 | Not Met |
| Students with Disabilities | 24 | 26.7 | 9.0 | Not Met |
| English Learners | 0 | 0 | 9.0 | Met |
| Homeless Students | $*$ | ${ }^{*}$ |  |  |
| Students in Foster Care | N | N |  |  |
| Military-Connected Students | 2 | 16.7 |  |  |
| 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.


Student Growth

## Woodrow Wilson Community School

(17-0220-130)
Grades Offered: PK-08
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.


## Woodrow Wilson Community School

(17-0220-130)
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2018-2019

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

## Violence, Vandalism, HIB, and Substance Offenses

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

| Incident Type | Number of Incidents |
| :--- | :---: |
| Violence | 2 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 6 |
| Total Unique Incidents | 9 |
| Incidents Per 100 Students Enrolled | 1.23 |

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

| HIB Nature (Protected Category) | HIB Alleged | HIB Confirmed | Total HIB <br> Investigations |
| :--- | :---: | :---: | :---: |
| Race | 0 | 0 | 0 |
| Religion | 0 | 0 | 0 |
| Ancestry | 0 | 0 | 0 |
| Gender | 0 | 1 | 1 |
| Sexual Orientation | 0 | 0 | 0 |
| Disability | 0 | 0 | 0 |
| Other | 0 | 5 | 5 |
| No Identified Nature | 0 |  | 0 |

## Police Notifications

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

| Incident Type | Incidents Reported to Police |
| :--- | :---: |
| Violence | 1 |
| Weapons | 0 |
| Vandalism | 0 |
| Substances | 1 |
| Harassment, Intimidation, Bullying (HIB) | 3 |
| 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 <br> Students | Percent of <br> Students |
| :--- | :---: | :---: |
| In-School Suspensions | 0 | $0.0 \%$ |
| Out-of-School Suspensions | $*$ | $*$ |
| Any Suspension | $*$ | $*$ |
| Removal to other education <br> program | $*$ | $*$ |
| Expulsion | 0 | $0.0 \%$ |
| Arrest | $*$ | $*$ |


| School Days Missed <br> due to Out-of-School <br> Suspensions |
| :---: |
| 38 |

Demographic
Student
Academic Achievement

## Report Key:

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## NJ SCHOOL <br> PERFORMANCE <br> REPORT

(17-0220-130)
Grades Offered: PK-08
2018-2019

## School Day

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

| Category | School |
| :--- | :---: |
| Typical Start Time | $8: 40$ AM |
| Typical End Time | $2: 55$ PM |
| Length of School Day | 6 Hrs 15 Mins |
| Full Time - Instructional Time | 5 Hrs 35 Mins |
| Shared Time - Instructional Time | 5 Hrs. 35 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 |
| :---: | :---: |
| $2018-19$ | $1: 1$ |

## Woodrow Wilson Community School

(17-0220-130)
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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers <br> in State |
| :--- | :---: | :---: |
| Total Number of teachers | 54 | 118,214 |
| Average years experience in <br> public schools | 13.1 | 12.1 |
| Average years experience in <br> district | 11.1 | 10.8 |
| Percentage of Teachers with 4 or <br> more years experience in the <br> district | $79.6 \%$ | $75.3 \%$ |

## Administrators - Experience (District Level)

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

| Category | Admin. in <br> District | Admin. in <br> State |
| :--- | :---: | :---: |
| Total Number of administrators | 43 | 9,530 |
| Average years experience in public <br> schools | 24.1 | 16.0 |
| Average years experience in district | 20.0 | 12.0 |
| Percentage of Administrators with 4 <br> or more years experience in the <br> district | $97.7 \%$ | $76.9 \%$ |

## Student and Staff Ratios

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

| Ratio | School Ratio | District Ratio |
| :--- | :---: | :---: |
| Students to Teachers | $14: 1$ | $14: 1$ |
| Students to Administrators | $367: 1$ | $223: 1$ |
| Teachers to Administrators | $27: 1$ | $16: 1$ |
| Students to <br> Librarians/Media Specialists |  | $3192: 1$ |
| Students to Nurses |  | $638: 1$ |
| Students to Counselors |  | $399: 1$ |
| Students to Child Study <br> Team Members |  | $532: 1$ |

## Woodrow Wilson Community School

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2018-2019

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## Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other districtlevel 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 <br> School | Teachers in <br> School | Administrators in <br> School | Students in <br> State | Teachers in <br> State | Administrators in <br> State |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Female | $45.9 \%$ | $85.2 \%$ | $100.0 \%$ | $48.4 \%$ | $77.1 \%$ | $54.9 \%$ |
| Male | $54.1 \%$ | $14.8 \%$ | $0.0 \%$ | $51.6 \%$ | $22.9 \%$ | $45.1 \%$ |
| White | $37.2 \%$ | $90.7 \%$ | $100.0 \%$ | $42.4 \%$ | $83.6 \%$ | $77.4 \%$ |
| Hispanic | $33.0 \%$ | $5.6 \%$ | $0.0 \%$ | $29.9 \%$ | $7.3 \%$ | $7.2 \%$ |
| Black or African American | $11.7 \%$ | $3.7 \%$ | $0.0 \%$ | $15.0 \%$ | $6.6 \%$ | $13.9 \%$ |
| Asian | $15.0 \%$ | $0.0 \%$ | $0.0 \%$ | $10.2 \%$ | $2.0 \%$ | $1.1 \%$ |
| American Indian or Alaska Native | $0.3 \%$ | $0.0 \%$ | $0.0 \%$ | $0.1 \%$ | $0.1 \%$ | $0.1 \%$ |
| Native Hawaiian or Pacific Islander | $0.5 \%$ | $0.0 \%$ | $0.0 \%$ | $0.2 \%$ | $0.1 \%$ | $0.1 \%$ |
| Two or More Races | $2.3 \%$ | $0.0 \%$ | $0.0 \%$ | $2.1 \%$ | $0.2 \%$ | $0.2 \%$ |

Student Growth

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Woodrow Wilson Community School
(17-0220-130)
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2018-2019

NJ SCHOOL
PERFORMANCE REPORT

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

## Teachers and Administrators - Level of Education

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

Bachelor's Degree


Master's Degree


## Doctoral Degree

| Teacher $0 \%$ |  |
| :--- | :--- |
| Admin | $0 \%$ |

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

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

| Job Type | District | State |
| :---: | :---: | :---: |
| 2017-18 Teachers: Same district 2018-19 | $93.1 \%$ | $90.5 \%$ |
| 2017-18 Administrators: Same district 2018-19 | $95.2 \%$ | $87.9 \%$ |

## Faculty Attendance

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

| School Year | \% Days Present |
| :---: | :---: |
| $2018-19$ | $96.3 \%$ |

## Woodrow Wilson Community School

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## Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.
An option to download all school-level summaries by district in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

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Woodrow Wilson Community School
(17-0220-130)

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Grades Offered: PK-08
$\dagger$ This indicates a table specific note, see note below table

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

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

## ESSA Accountability Status

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

| Status for 2020-21 School Year | Not in Status |
| :--- | :--- |
| Category of Identification | $\mathrm{n} / \mathrm{a}$ |
| Year Eligible to Exit Status | $\mathrm{n} / \mathrm{a}$ |
| 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 |  |

$\dagger$ 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.

Woodrow Wilson Community School
(17-0220-130)
Grades Offered: PK-08
2018-2019

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

## ESSA Accountability Progress

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

| ESSA Acountability Indicator | $2016-17$ | $2017-18$ | $2018-19$ |
| :--- | :---: | :---: | :---: |
| ELA Proficiency | $56.3 \%$ | $64.4 \%$ | $63.1 \%$ |
| Math Proficiency | $40.5 \%$ | $43.1 \%$ | $39.7 \%$ |
| ELA Growth | 63 | 59 | 62 |
| Math Growth | 43 | 34 | 45 |
| 4-Year Graduation Rate† | N | N | N |
| 5-Year Graduation Rate† | N | N | N |
| Progress toward English Language Proficiency |  | $54.5 \%$ | ${ }^{*}$ |
| Chronic Absenteeism | $8.0 \%$ | $9.8 \%$ | $9.4 \%$ |

[^28]
## Report Key:

Woodrow Wilson Community School
NJ SCHOOL
PERFORMANCE
(17-0220-130)
Grades Offered: PK-08
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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## 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 <br> Proficiency: Met Annual Target | Math Proficiency: Met Annual Target | ELA Student Growth: Met Standard | Math Student Growth: Met Standard | Progress Towards English Language Proficiency: Met Annual Target | Chronic Absenteeism: Met State Average | Requires Targeted Support: Consistently Underperforming Student Group -2017-18 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Schoolwide | Met Target | Not Met | Exceeds Standard | Met Standard | ** | Not Met | No |
| White | Met Target | Met Target | Exceeds Standard | Met Standard | n/a | Met | No |
| Hispanic | Met Target | Met Targett | Met Standard | Met Standard | n/a | Not Met | No |
| Black or African American | Met Target | Not Met | Exceeds Standard | Not Met | n/a | Not Met | No |
| Asian, Native Hawaiian, or Pacific Islander | Met Goal | Met Targett | Exceeds Standard | Exceeds Standard | n/a | Met | No |
| American Indian or Alaska Native | ** | ** | ** | ** | n/a | ** | No |
| Two or More Races | ** | ** | ** | ** | n/a | ** | No |
| Economically Disadvantaged Students | Met Target | Met Targett | Exceeds Standard | Met Standard | n/a | Not Met | No |
| Students with Disabilities | Not Met | Not Met | Met Standard | Met Standard | n/a | Not Met | No |
| English Learners | Met Target | Met Targett | Exceeds Standard | ** | ** | Met | No |

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

## Woodrow Wilson Community School

## (17-0220-130)

Grades Offered: PK-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: | - Woodrow Wilson Community School hosted its Annual Pasta Night Fundraiser to support its ASD Program initiatives and to further strengthen the home-school connection. <br> - A sensory room was developed to help meet the needs of our students. Teachers collaborated to draft plans and outfitted the room with engaging and stimulating sensory materials. <br> - WWCS's Student Council established a relationship with the neighborhood Senior Citizens Center. The students and the seniors worked on several projects together. The experience was rewarding for all. |
| :---: | :---: |
| Mission, Vision, Theme: | Woodrow Wilson Community School is committed to providing a rigorous and well rounded education in a safe, positive and inclusive environment. Through small group and individualized instruction and careful consideration of the whole child, we strive to meet the needs of every student socially, emotionally and academically. It is our mission to ensure that students receive the tools they need to be successful in school and in life. |
| Awards, Recognition, Accomplishments: | Woodrow Wilson Community School students received recognition in the Academic Challenge, Firebowl, Spelling Bee, Robotics Competition and in athletics. |

Demographic

Woodrow Wilson Community School
(17-0220-130)
Grades Offered: PK-08
2018-2019

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|  | Teachers align instruction with NJSLS and NGSS and utilize district curriculum for the grade(s)/subject(s) they teach. <br> Assessment data is collected regularly and used to differentiate instruction. Formative assessments are used daily, and <br> diagnostic, mid-year and end of year summative assessments are administered to track individual student growt. In addition to <br> English language arts, mathematics, science and social studies, students take courses in art, music, physical education, <br> technology, world language and library/media. Enrichment programs are offered to students in all grade levels, and life skills |
| :--- | :--- |
| programs are available to students with special needs. |  |

## Woodrow Wilson Community School

## (17-0220-130)

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| Before and After <br> School Programs: | Before and after school child care programs are available to all families who need these services. Before and after school <br> remedial courses are available in English Language Arts and Mathematics. The 100 Book Challenge Program is offered after <br> school to students in grades K-3. Numerous community education courses are offered both before and after school. |
| :--- | :--- |
|  | Woodrow Wilson Community School teachers fulfill or exceed their professional development requirements by attending in and <br> out of district trainings and workshops and participating in online courses through the Safe Schools program. They meet at least <br> monthly in their Professional Learning Communities, where they engage in horizontal and vertical articulation and share best <br> practices. |
| Staff and <br> Professional <br> Learning: |  |

## Woodrow Wilson Community School

(17-0220-130)
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| Student Supports and Services: | Title I services are available to eligible students. Special education services are provided in an inclusive setting to students in most grade levels, depending on needs. WWCS also houses the district's program for students with autism. The ASD program features small class size for students in grades PreK-8. Related services available to students include speech and occupational and physical therapy. A school psychologist, two BCBAs a school counselor/anti-bullying specialist and the I\&RS Team are on site full time to assist students and staff. Woodrow Wilson Community School supports students by utilizing a restorative approach to increase social growth, strengthen relationships and enhance the overall school climate. |
| :---: | :---: |
| Student Health and Wellness: | The school nurse provides wellness checks throughout the year. In addition to the school nurse, building administrators and several staff members are trained and certified in First Aid. Woodrow Wilson promotes a healthy lifestyle. Breakfast and lunch are offered daily. Preventative measures are in place to protect students with allergies. Students are provided 20 minutes of recess each day and two 40 minute physical education periods per week. Teachers engage students in mindfulness and incorporate physical activity into their classrooms regularly, and all students participate in a school-wide Field Day each spring. WWCS offers a morning fitness program for interested students. WWCS strives to support mental as well as physical health by offering counseling services and student support groups. |
| Parent and Community Involvement: | Woodrow Wilson Community School has an active Parent Teacher Organization with an elected executive board of officers who work together with school personnel to maximize the students' overall experience. The PTO meets monthly. All parents are afforded the opportunity to remain abreast of pertinent information via the online school and teacher web sites, Parent Portal, Digital Backpack, Global calls/text/emails and through regular communication from school personnel. Parent workshops and gatherings are hosted throughout the year. |

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(17-0220-130)
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| Technology and |
| :--- | :--- | :--- |
| STEM: |$|$| Woodrow Wilson Community School provides students with technology rich experiences to promote success in the 21 st century. |
| :--- |
| Students in K-8 have access to devices such as Chromebooks and iPads Technology/STEM classes meet weekly. Many |
| classrooms are equiped with Smartboards. Students participate in the Science Fair, Project Innovate, STEM Showcase, |
| Robotics Club, Girls Who Code Club, the Tello Drone Program and Lego Club. |

Student

## Woodrow Wilson Community School

(17-0220-130)
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2018-2019

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## School Narrative

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Our motto is, The Sun is Always Shining in Woodrow Wilson Community School. We continue to promote \#CHOOSEKIND. Students are acknowledged for their acts of kindness.


[^0]:    † Target was met within a confidence interval.

[^1]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^2]:    $\dagger$ Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

[^3]:    $\dagger$ Target was met within a confidence interval.

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[^13]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^14]:    $\dagger$ Target was met within a confidence interval.

[^15]:    $\dagger$ 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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[^18]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^19]:    $\dagger$ Target was met within a confidence interval.

[^20]:    $\dagger$ 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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[^25]:    $\dagger$ Target was met within a confidence interval.

[^26]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

[^27]:    $\dagger$ Target was met within a confidence interval.

[^28]:    $\dagger$ This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.

