



Birchwood Elementary School

(27-4490-010)

Grades Offered: KG-05

2018-2019

Report Key:

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

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Morris
District	Rockaway Township School District
Principal Name	Mrs. Jennifer Macones
Address	1 ART STREET DOVER, NJ 07801
Phone Number	973-361-7080
Email Address	jmacones@rocktwp.net
Website	https://bw.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/SchoolBirchwood



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	43	37	36
1	66	42	40
2	45	64	41
3	59	45	64
4	51	57	47
5	51	50	58
Total	315	295	286

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	45.4%	47.8%	44.8%
Male	54.6%	52.2%	55.2%
Economically Disadvantaged Students	32.1%	28.5%	22.7%
Students with Disabilities	18.4%	14.9%	17.1%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.7%
Students in Foster Care	0.0%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	47.0%	43.7%	47.9%
Hispanic	35.9%	38.6%	36.0%
Black or African American	2.9%	3.1%	3.1%
Asian	10.8%	10.5%	9.4%
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	3.5%	4.1%	3.5%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	43	37	36

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	80.8%
Spanish	15.7%
Other Languages	3.5%



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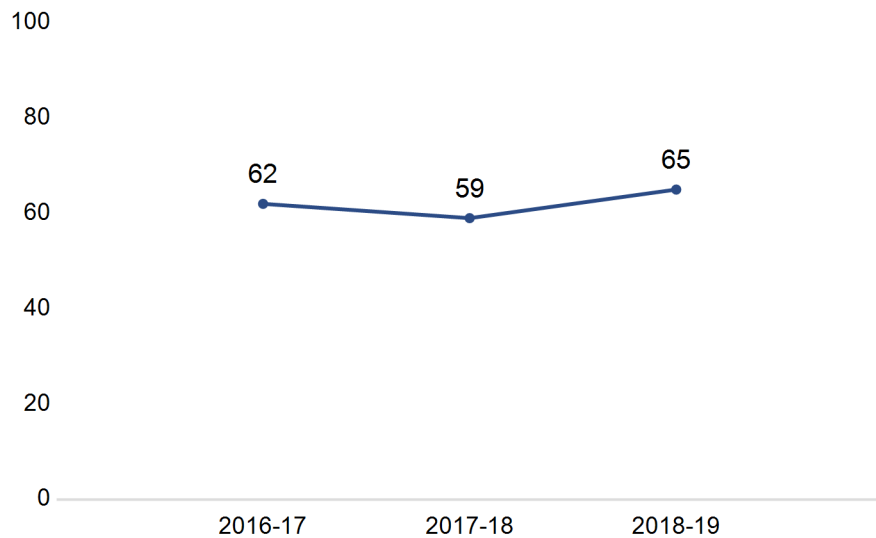
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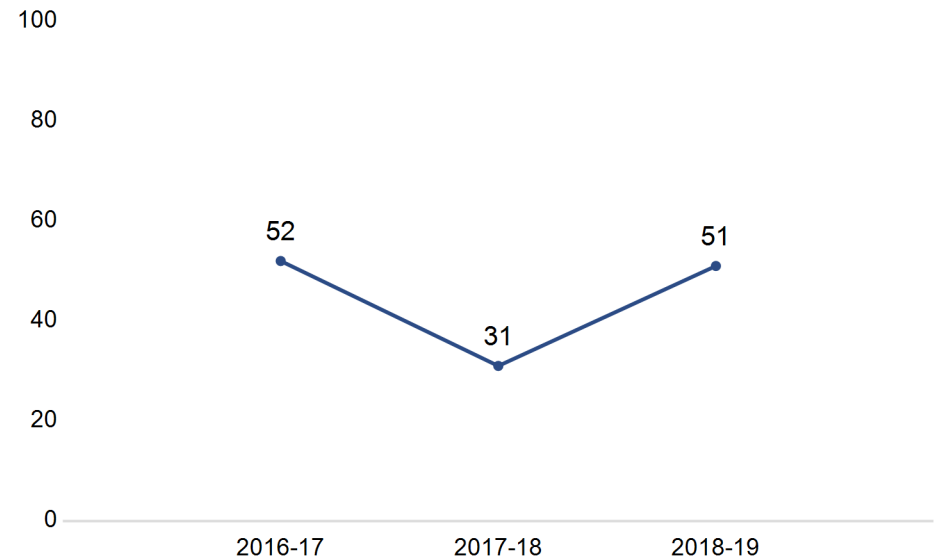
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	62	59	65	52	31	51
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Met Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	65	61	50	Exceeds Standard	51	52	50	Met Standard
White	54.5	61	50	Met Standard	60	53	52	Exceeds Standard
Hispanic	71.5	57	49	Exceeds Standard	43	45	47	Met Standard
Black or African American	*	56	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	63	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	59	49	**	*	48.5	52	**
Female	75	66	53	N	34	49	50	N
Male	51.5	57	47	N	62	54	51	N
Economically Disadvantaged Students	77	53	48	Exceeds Standard	55	46	46	Met Standard
Students with Disabilities	59	54	43	**	49	52	45	**
English Learners	*	65	52	**	*	65	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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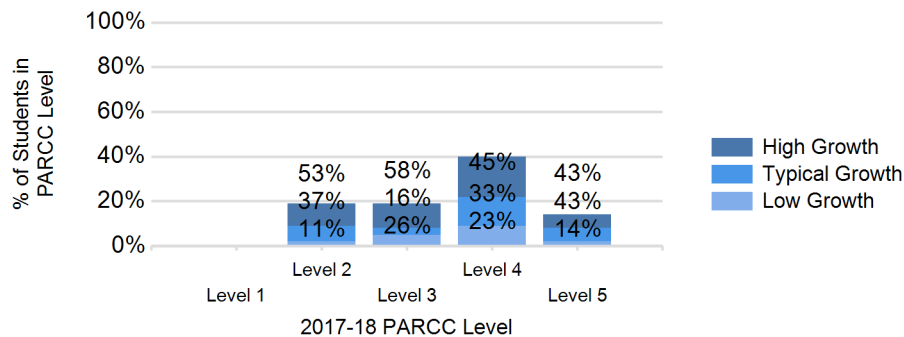
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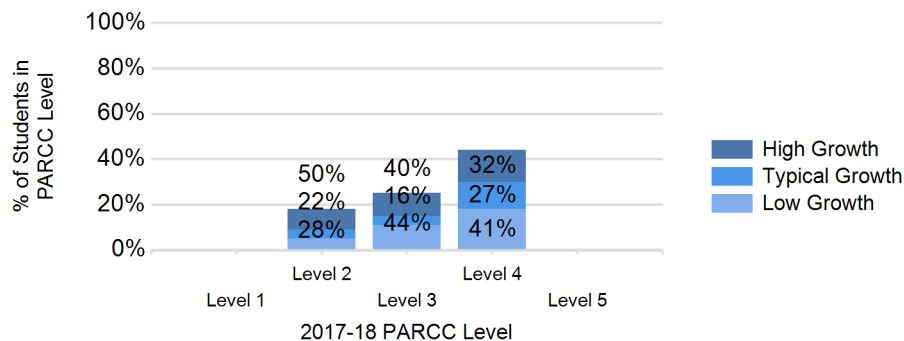
Student Growth by Performance Level

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

ELA



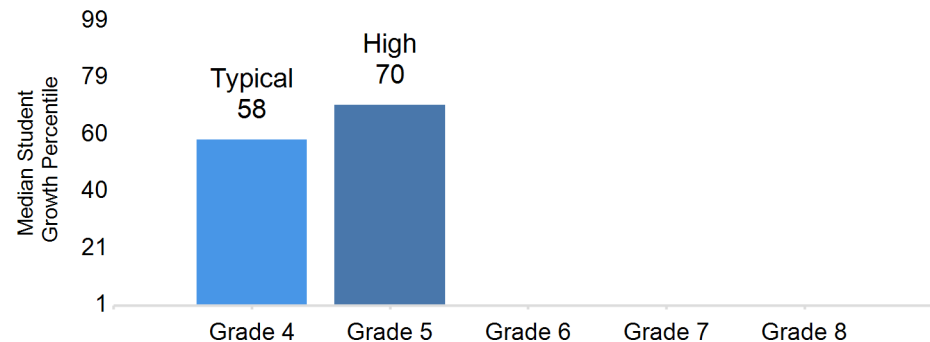
Math



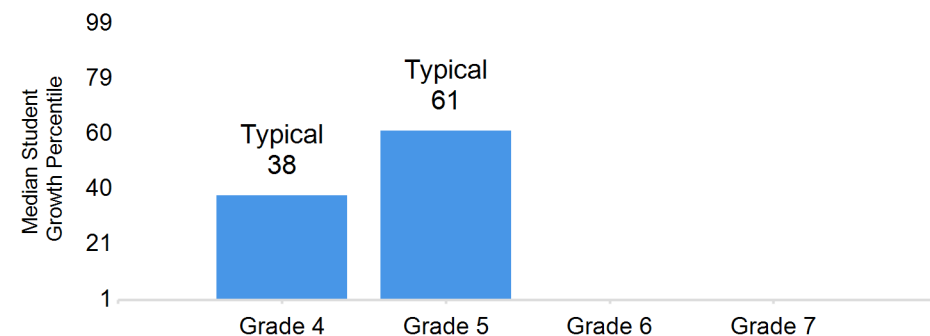
Student Growth by Grade

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

ELA



Math





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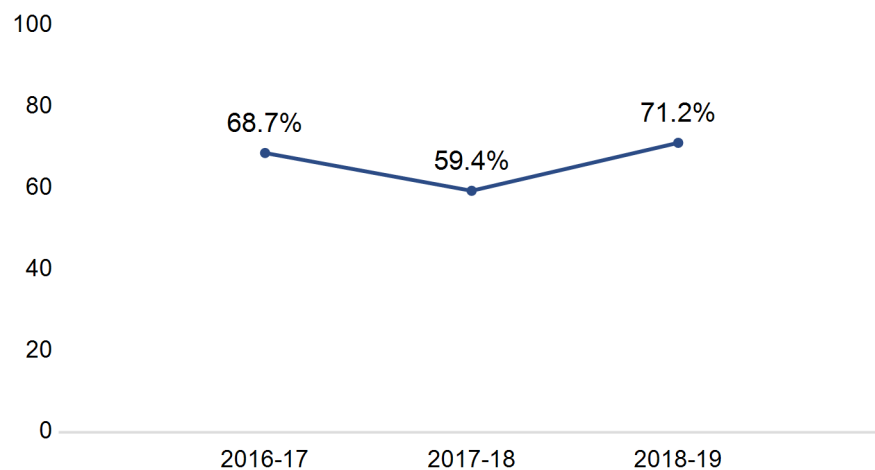
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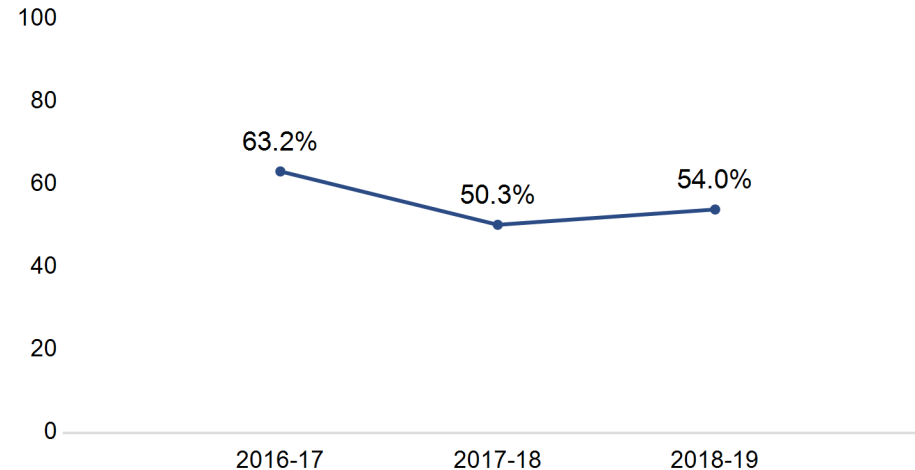
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.7%	98.7%	97.6%	98.7%	98.7%	97.6%
Proficiency Rate for Federal Accountability	68.7%	59.4%	71.2%	63.2%	50.3%	54.0%
Annual Target	54.3%	55.7%	57.0%	61.4%	62.4%	63.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	163	97.6	71.2	69.6	57.9	71.2	57	Met Target
White	72	98.6	79.2	71.3	66.9	79.2	59.3	Met Target
Hispanic	65	97.1	60.0	57.3	43.9	60.0	43.3	Met Target
Black or African American	*	*	*	62.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	94.1	75.0	82.4	82.9	74.1	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	70	98.6	64.3	73.9	64.8	64.3		
Male	93	97.0	76.3	65.8	51.3	76.3		
Economically Disadvantaged Students	45	100.0	60.0	50.3	40.0	60.0	33.8	Met Target
Non-Economically Disadvantaged Students	118	96.8	75.4	72.3	67.9	75.4		
Students with Disabilities	29	93.7	27.6	22.1	22.7	27.1	26.5	Met Target
Students without Disabilities	134	98.6	80.6	80.9	65.1	80.6		
English Learners	*	*	*	40.0	29.3	*	**	**
Non-English Learners	*	*	*	70.3	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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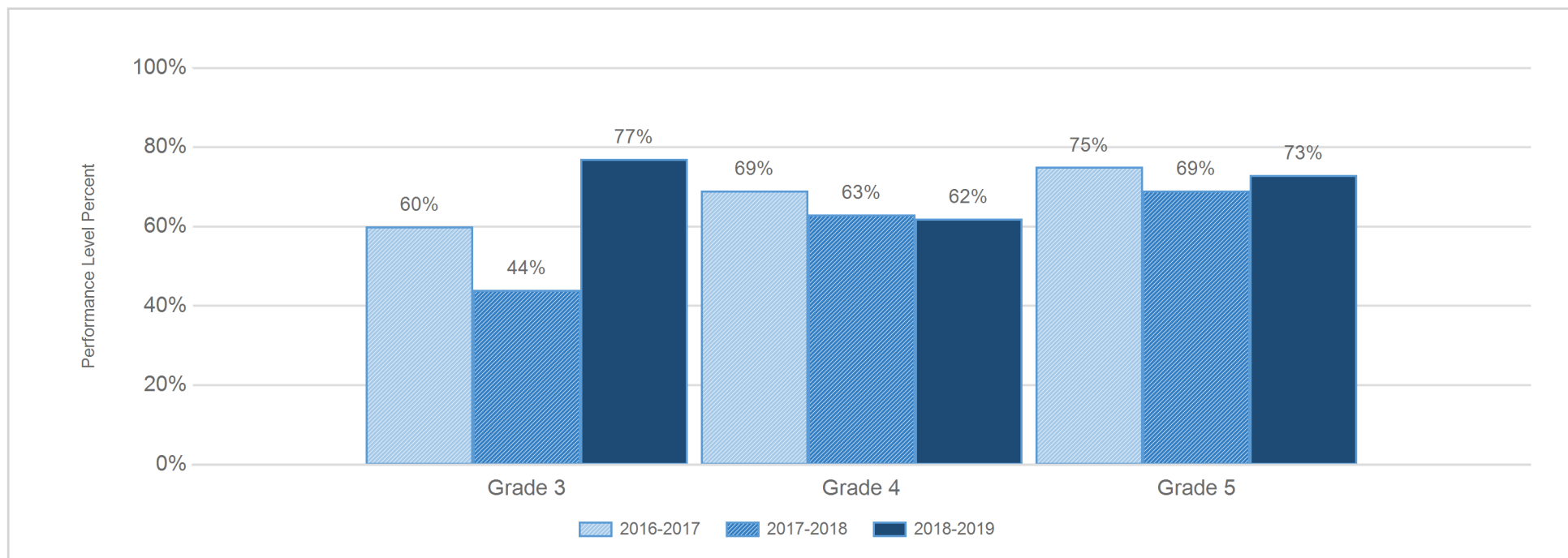
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	763	759	748	*	*	*	*	*	77%	50%
White	29	767	761	757	*	*	*	*	*	79%	60%
Hispanic	22	760	751	734	0%	*	*	*	*	73%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	22	762	761	753	*	*	*	*	*	64%	55%
Male	40	763	757	743	*	*	*	*	*	85%	46%
Economically Disadvantaged Students	15	755	753	731	*	*	*	*	*	73%	33%
Non-Economically Disadvantaged Students	47	765	759	759	*	*	*	*	*	79%	61%
Students with Disabilities	10	735	732	719	*	*	*	*	*	40%	24%
Students without Disabilities	52	768	764	754	*	*	*	*	*	85%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	62	763	*	751	*	*	*	*	*	77%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	757	764	755	*	*	28%	*	*	62%	57%
White	18	767	766	763	*	0%	*	*	*	83%	67%
Hispanic	20	745	750	743	*	*	*	*	*	45%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	25	754	767	760	*	*	*	*	*	52%	62%
Male	22	760	761	750	*	*	*	*	*	73%	53%
Economically Disadvantaged Students	16	745	742	740	*	*	*	*	*	38%	40%
Non-Economically Disadvantaged Students	31	763	766	765	*	*	*	*	*	74%	69%
Students with Disabilities	*	*	734	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	47	757	*	758	*	*	28%	*	*	62%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	768	770	756	*	*	*	*	*	73%	58%
White	26	769	772	764	*	*	*	*	*	77%	68%
Hispanic	23	765	761	743	*	*	*	*	*	65%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	23	780	778	761	*	*	*	*	*	78%	64%
Male	33	759	764	750	*	*	*	*	*	70%	52%
Economically Disadvantaged Students	15	766	754	740	*	*	*	*	*	73%	39%
Non-Economically Disadvantaged Students	41	768	772	766	*	*	*	*	*	73%	69%
Students with Disabilities	11	720	732	724	*	*	*	*	*	18%	23%
Students without Disabilities	45	779	778	762	*	*	*	*	*	87%	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	56	768	*	758	*	*	*	*	*	73%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	163	97.6	54.0	52.2	44.5	54.0	63.3	Not Met
White	72	98.6	65.3	55.2	54.1	65.3	65.1	Met Target
Hispanic	65	97.1	40.0	37.1	28.8	40.0	54.5	Not Met
Black or African American	*	*	*	35.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	16	94.1	56.3	68.8	76.5	55.6	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	70	98.6	45.7	50.1	44.9	45.7		
Male	93	97.0	60.2	54.0	44.2	60.2		
Economically Disadvantaged Students	45	100.0	40.0	29.2	26.3	40.0	41.2	Met Target†
Non-Economically Disadvantaged Students	118	96.8	59.3	55.5	54.9	59.3		
Students with Disabilities	29	93.7	13.8	16.7	17.4	13.6	36.1	Not Met
Students without Disabilities	134	98.6	62.7	60.6	50.0	62.7		
English Learners	*	*	*	22.0	25.0	*	**	**
Non-English Learners	*	*	*	53.0	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Birchwood Elementary School

(27-4490-010)

Grades Offered: KG-05

2018-2019

Report Key:

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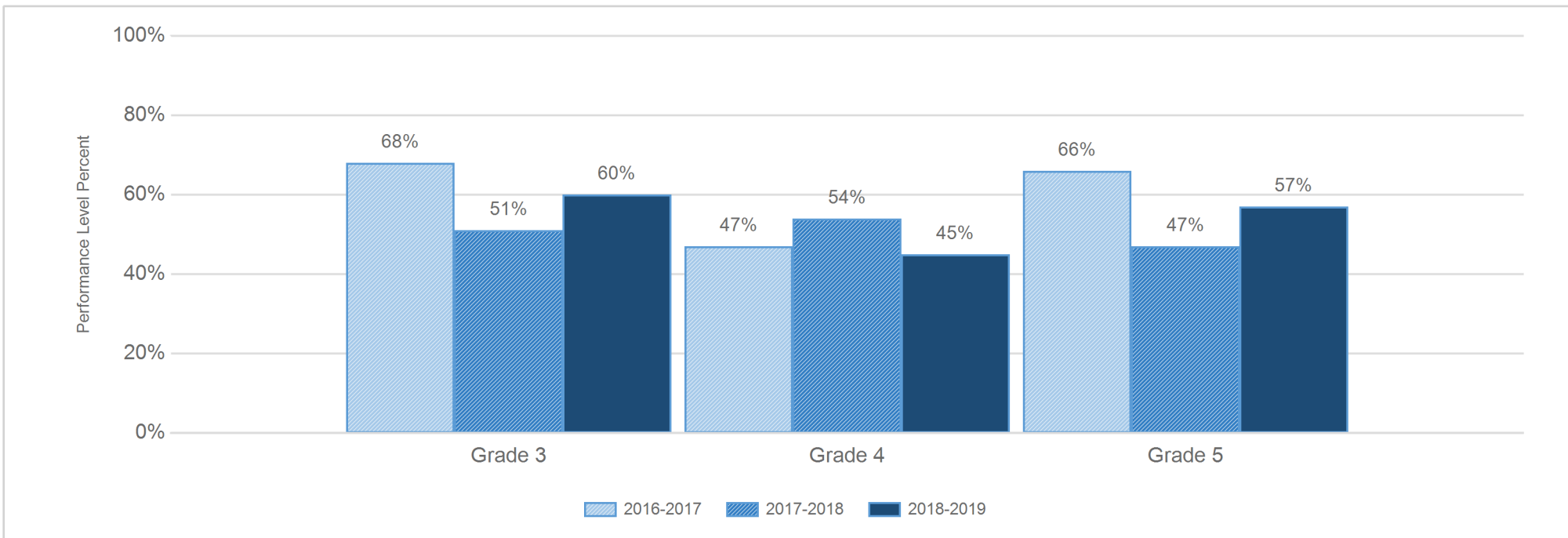
** Accountability calculations require 20 or more students

N No Data is available to display

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

Mathematics Assessment – Performance Trends

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



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



Birchwood Elementary School
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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	757	755	752	*	*	27%	*	*	60%	55%
White	29	759	756	760	*	*	*	*	*	62%	66%
Hispanic	22	755	749	739	0%	*	*	*	*	59%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	22	755	754	751	*	*	*	*	*	50%	54%
Male	40	758	755	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	15	750	752	737	*	*	*	*	*	53%	37%
Non-Economically Disadvantaged Students	47	759	755	761	*	*	*	*	*	62%	67%
Students with Disabilities	10	737	729	731	*	*	*	*	*	30%	31%
Students without Disabilities	52	761	760	756	*	*	*	*	*	65%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	62	757	*	754	*	*	27%	*	*	60%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	749	754	749	*	26%	26%	*	*	45%	51%
White	18	768	758	757	*	*	*	*	*	72%	62%
Hispanic	20	733	739	737	*	*	*	*	*	15%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	25	735	751	749	*	*	*	*	*	28%	50%
Male	22	765	756	749	*	*	*	*	*	64%	52%
Economically Disadvantaged Students	16	734	732	734	*	*	*	*	*	19%	32%
Non-Economically Disadvantaged Students	31	756	756	759	*	*	*	*	*	58%	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	47	749	*	751	*	26%	26%	*	*	45%	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	56	753	759	747	*	*	27%	*	*	57%	47%
White	26	759	762	755	*	*	*	*	*	65%	58%
Hispanic	23	747	746	735	0%	*	*	*	*	48%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	23	750	759	747	*	*	*	*	*	61%	47%
Male	33	755	758	747	*	*	*	*	*	55%	47%
Economically Disadvantaged Students	15	749	742	732	*	*	*	*	*	53%	27%
Non-Economically Disadvantaged Students	41	755	761	757	*	*	*	*	*	59%	59%
Students with Disabilities	11	723	728	725	*	*	*	*	*	*	19%
Students without Disabilities	45	760	765	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	56	753	*	749	*	*	27%	*	*	57%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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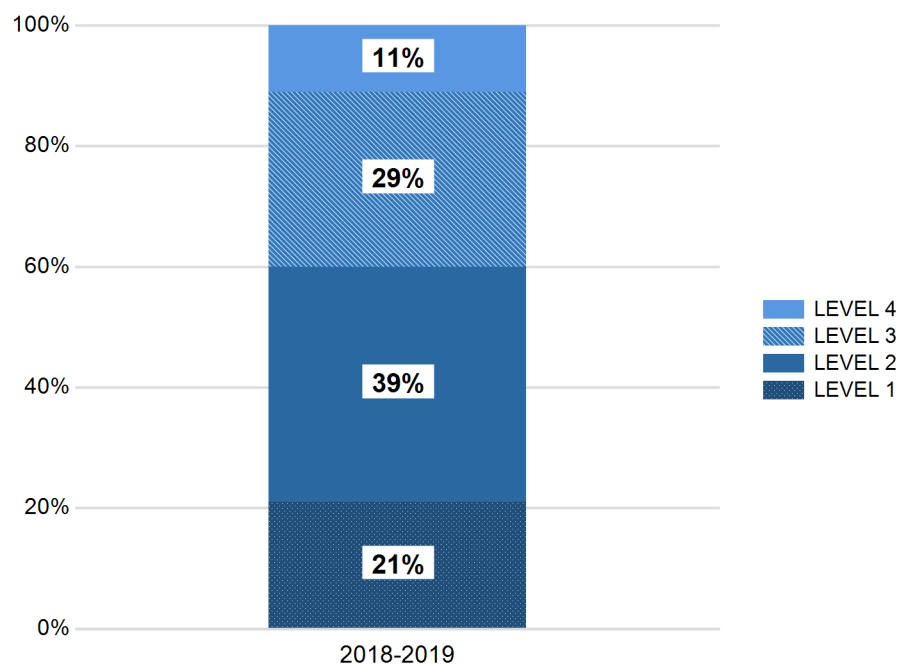
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	21	39	29	11
White	15	35	35	15
Hispanic	30	43	22	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	22	43	35	0
Male	21	36	24	18
Economically Disadvantaged Students	20	60	20	0
Non-Economically Disadvantaged Students	22	32	32	15
Students with Disabilities	82	9	9	0
Students without Disabilities	7	47	33	13
English Learners	N	N	N	N
Non-English Learners	21	39	29	11
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

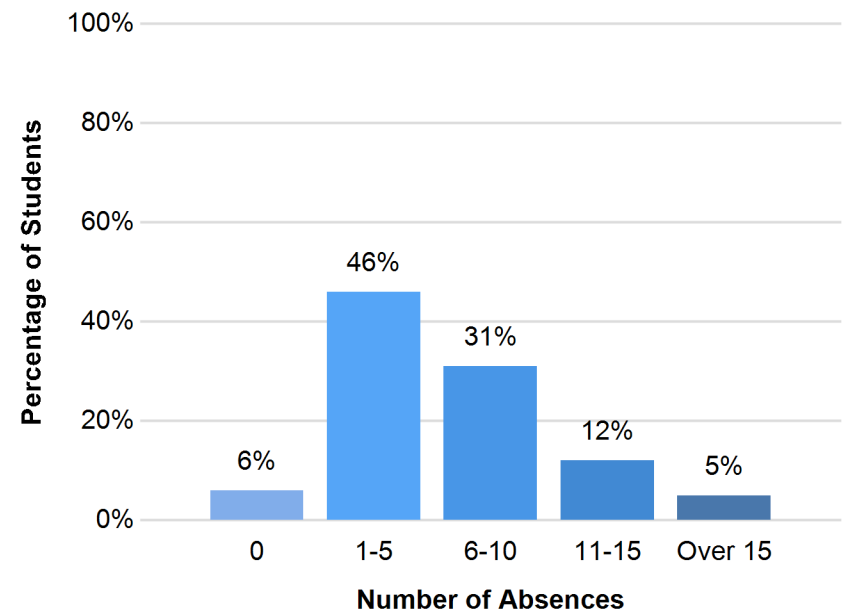
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	6	2.0	8.9	Met
White	3	2.2	8.9	Met
Hispanic	3	2.5	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	2	1.5		
Male	4	2.4		
Economically Disadvantaged Students	3	3.8	8.9	Met
Students with Disabilities	1	1.7	8.9	Met
English Learners	*	*	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Birchwood Elementary School
 (27-4490-010)
 Grades Offered: KG-05
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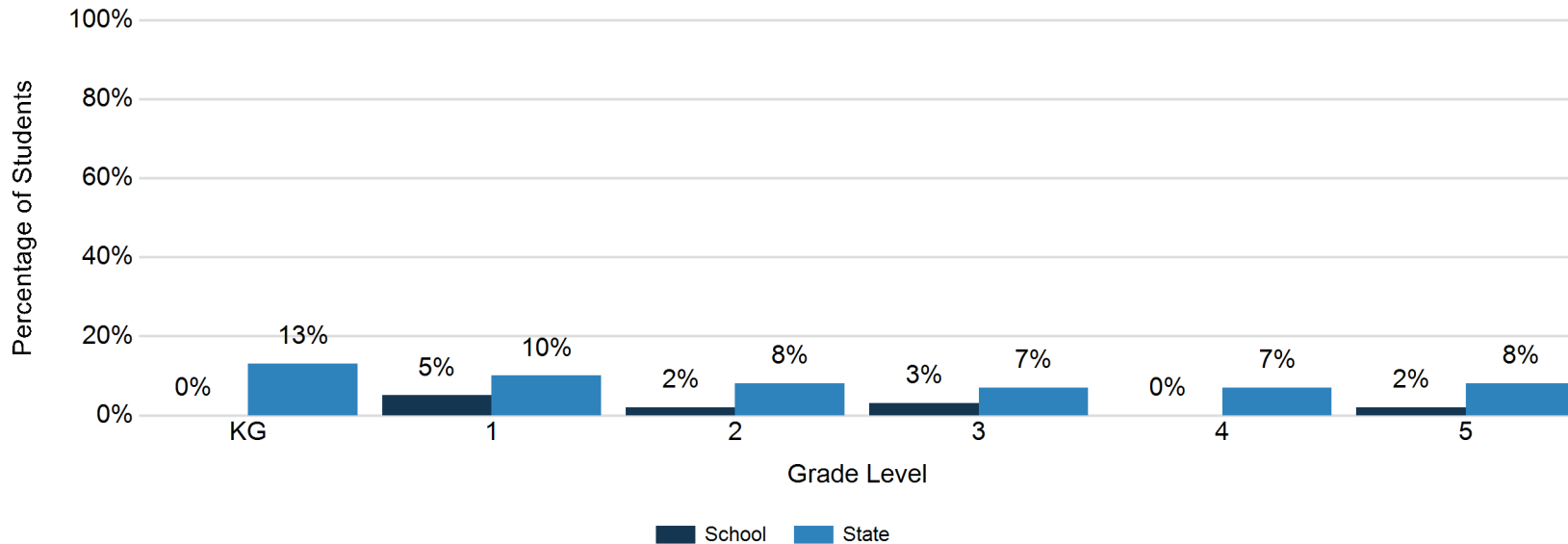
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.35

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	23	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	82.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	12:1	10:1
Students to Administrators	286:1	191:1
Teachers to Administrators	23:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.8%	91.3%	100.0%	48.4%	77.1%	54.9%
Male	55.2%	8.7%	0.0%	51.6%	22.9%	45.1%
White	47.9%	95.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	36.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.1%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.4%	4.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.5%	0.0%	0.0%	2.1%	0.2%	0.2%



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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

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

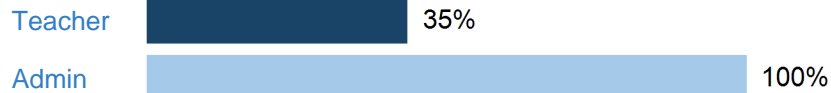
Teachers and Administrators - Level of Education

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	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.3%



Birchwood Elementary School

(27-4490-010)

Grades Offered: KG-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Birchwood Elementary School
(27-4490-010)
Grades Offered: KG-05
2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Birchwood Elementary School
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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	68.7%	59.4%	71.2%
Math Proficiency	63.2%	50.3%	54.0%
ELA Growth	62	59	65
Math Growth	52	31	51
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.1%	4.1%	2.0%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Full day Kindergarten. LLD services for grades K-5.
- PAWS positive behavior and character education support program.
- State of the art newly constructed computer lab, 1:1 In -School Chromebook initiative in grades 3-5.



Mission, Vision, Theme:

At Birchwood Elementary School, the teachers and other staff members are dedicated to developing the whole child, with an emphasis on the social, emotional, intellectual, and physical wellness necessary to experience individual success. The school community is committed to supporting students in channeling these strengths toward achieving their academic goals by providing a warm and nurturing climate where children are free to grow!



Awards, Recognition, Accomplishments:

Each year, the Birchwood faculty nominates and votes for a Teacher of the Year. This teacher's name appears on a plaque in the hallway of the school. There are also two plaques awarded for the "Friend for All" award. They are given to a 5th grade boy and girl who best represent the kind, giving, and friendly principles of our late colleague, Denise Turner. The staff nominates and then votes on this award as well. It is awarded at the end of the school year. Lastly, this year Birchwood is excited to begin the promising practice application as we expand our character education's depth as we better develop our program through character.org.



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 <p>Courses, Curriculum, Instruction:</p>	<p>Rockaway Township School District's academic programs are designed with the student at the center of all we do. Through regular progress monitoring of student learning in the core academic areas we are able to both differentiate instruction and, when needed, provide appropriate intervention to ensure students' progress academically in alignment with their developmental growth. Our English Language Arts (ELA) and mathematics programs align with the New Jersey Student Learning Standards (NJSLS) and integrate on-line resources to enhance our curricular resources. We recently adopted new Science and Social Studies curricula with exciting resources. Over the course of a week, students participate in technology, instrumental music, and visual arts classes which are valued deeply in our schools. Students have access to state-of-the-art computer labs and Chromebook carts in their classrooms.</p>
 <p>Clubs and Activities:</p>	<p>Girls on the Run is offered at Birchwood School each fall. Girls grades 3 through 5 participate in a ten-week program designed to teach life skills through dynamic interactive lessons and running games. The girls become physically and mentally prepared to complete a 5K, while building confidences and establishing an appreciation of health and fitness.</p>



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Before and After School Programs:

The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.



Staff and Professional Learning:

There are approximately 31 full time teachers at Birchwood School. The Birchwood teachers participate in ongoing professional development throughout the school year.



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 <p>Student Supports and Services:</p>	<p>Birchwood is eager to develop targeted interventions by implementing a new RtI (Response to Intervention) model. In addition, Birchwood is expanding their character education practices by developing targeted content in morning meetings to improve common language through themed character education initiatives.</p>
 <p>Student Health and Wellness:</p>	<p>Health and wellness is a priority at Birchwood. All students receive health weekly. Students partake in social and emotional learning and anti-bullying workshops. We integrate all aspects of the state Health and Nutrition curriculum. Students participate in physical education twice a week and recess every day. Additionally, we host several a safety assemblies that included state police and local police and firefighters.</p>
 <p>Parent and Community Involvement:</p>	<p>Our Birchwood community creates a well-rounded experience for all of our 285 students. Birchwood's PTA provides programs that center around specific themes such as character education, clean communities, and self-respect for our students. The PTA sponsors many enjoyable events such as, The Fall Festival, Family Fitness Night, annual book fairs, and grade level themed socials. In addition, we are thrilled to also have the support or the Rockaway Township Education Foundation!</p>



Birchwood Elementary School

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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>Birchwood Elementary School is a public school servicing grades Kindergarten through Grade 5. The school is located in the "Rockaway Township School District" in Dover, NJ. There are approximately a total of 280 students attending. There are two playground areas and a basketball area on school property. There are approximately 23 classrooms, a Media Center, Computer Lab, and Gymnasium in Birchwood School. The Gymnasium also serves as a lunchroom and assembly area.</p>



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Other Information

Birchwood Elementary School is a child-centered learning community which fosters an academically stimulating environment, dedicated to teaching the whole child and preparing our students to experience happiness and success. We are confident that our students are well prepared intellectually and socially to face the rigors and challenges of everyday life. The staff is deeply committed to empowering, supporting, and encouraging every student toward achieving his/her best, providing an academically rigorous curriculum within a warm, supportive climate. Teachers utilize formative assessments to guide instruction to best meet the needs of all of our students. Assessment in the content areas is both formative and summative and are aligned to the New Jersey Learning Standards. Rockaway Township Schools utilizes the Frameworks for Learning from the Danielson Group, to promote consistency in the performance and evaluation of teachers. Additionally, we work together as an academic community to discuss and implement new strategies to meet the expectations set forth in the New Jersey Learning Standards and PARCC. Birchwood is currently implementing a balanced literacy model in grades K-5. We are continuing future literacy development through best practices, research, and current coordination with our Educational Council. In addition, Birchwood is expanding their character education practices by developing targeted content in morning meetings to improve common language through themed character education initiatives. Our Birchwood community creates a well-rounded experience for all of our 285 students. It is both our role and duty in education to prepare students to become successful and productive citizens when they continue on in the next phase of their educational careers. We work tirelessly at Birchwood School to continue to meet that goal, both academically and socially. We are extremely proud of our talented students and devoted staff!

**Catherine A Dwyer Elementary School**

(27-4490-019)

Grades Offered: KG-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Catherine A Dwyer Elementary School

(27-4490-019)

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2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Rockaway Township School District
Principal Name	Mr. Michael McGovern
Address	665 MT HOPE AVENUE WHARTON, NJ 07885
Phone Number	973-361-7450
Email Address	mmcgovern@rocktwp.net
Website	https://cad.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/DwyerMustangs



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	52	46	43
1	51	52	45
2	52	47	49
3	51	53	47
4	51	54	53
5	54	50	57
Total	311	302	294

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	51.1%	49.0%	47.3%
Male	48.9%	51.0%	52.7%
Economically Disadvantaged Students	16.7%	13.2%	10.2%
Students with Disabilities	11.9%	10.9%	12.6%
English Learners	5.8%	6.6%	7.1%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	67.8%	63.2%	65.0%
Hispanic	22.5%	23.8%	22.4%
Black or African American	1.6%	1.7%	1.4%
Asian	4.2%	6.0%	5.4%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.7%
American Indian or Alaska Native	0.6%	0.3%	0.0%
Two or More Races	3.2%	5.0%	5.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	52	46	43

Enrollment by Home Language

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

Home Language	% of Students
English	86.4%
Spanish	8.8%
Arabic	1.0%
Other Languages	3.7%



Catherine A Dwyer Elementary School
(27-4490-019)
Grades Offered: KG-05
2018-2019

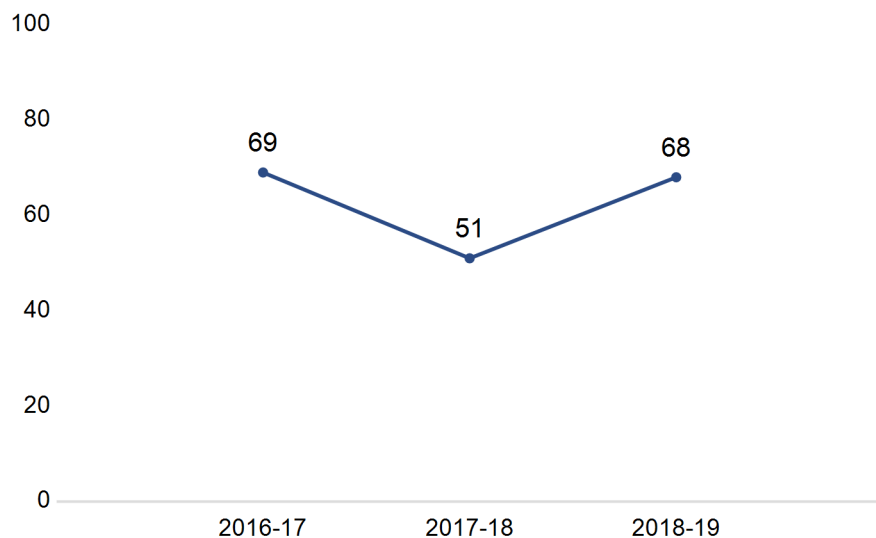
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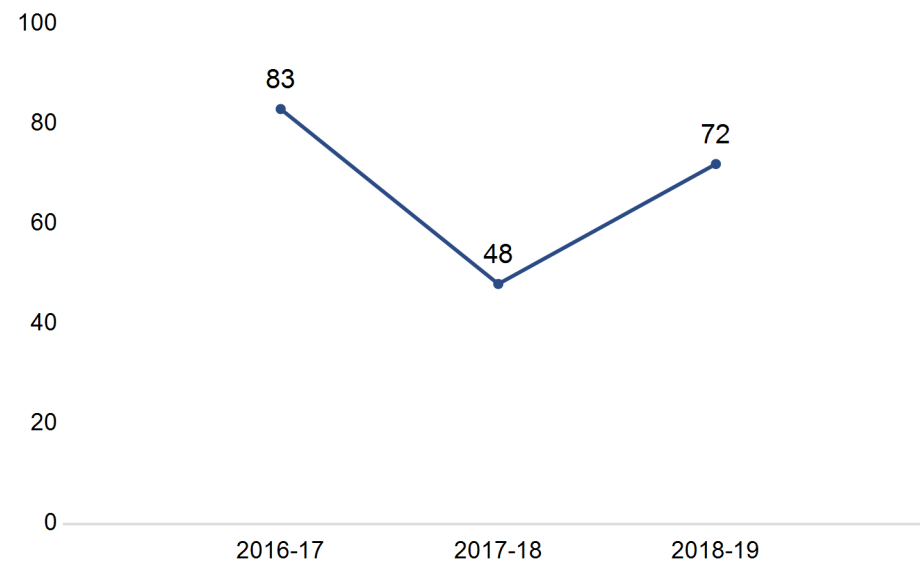
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	69	51	68	83	48	72
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	68	61	50	Exceeds Standard	72	52	50	Exceeds Standard
White	68	61	50	Exceeds Standard	73	53	52	Exceeds Standard
Hispanic	66	57	49	**	63.5	45	47	**
Black or African American	*	56	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	63	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	59	49	**	*	48.5	52	**
Female	66	66	53	N	75	49	50	N
Male	68.5	57	47	N	65	54	51	N
Economically Disadvantaged Students	*	53	48	**	*	46	46	**
Students with Disabilities	58.5	54	43	**	68.5	52	45	**
English Learners	*	65	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Catherine A Dwyer Elementary School
 (27-4490-019)
 Grades Offered: KG-05
 2018-2019

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

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

Low Growth: Less than 35

Typical Growth: Between 35 and 65

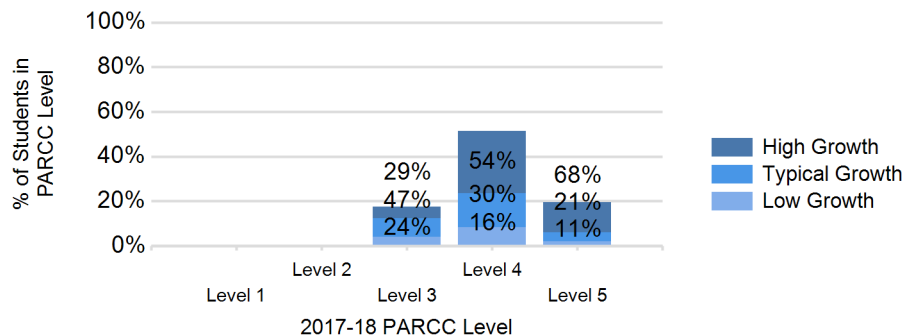
High Growth: Greater than 65

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

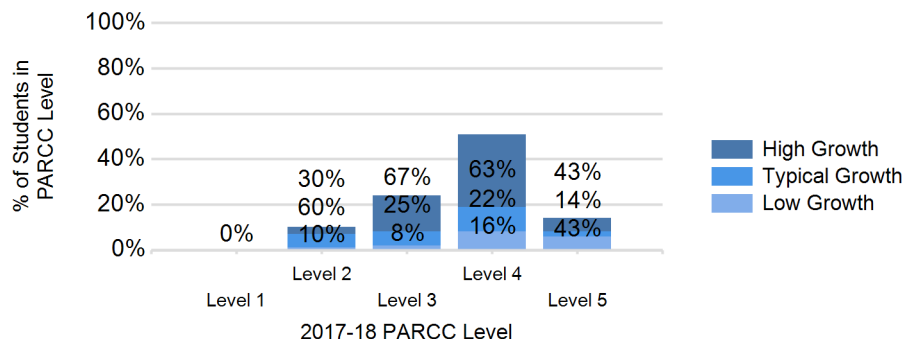
Student Growth by Performance Level

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

ELA



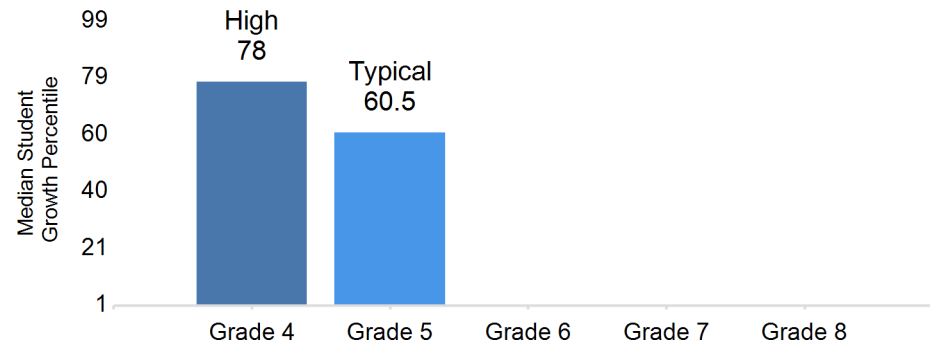
Math



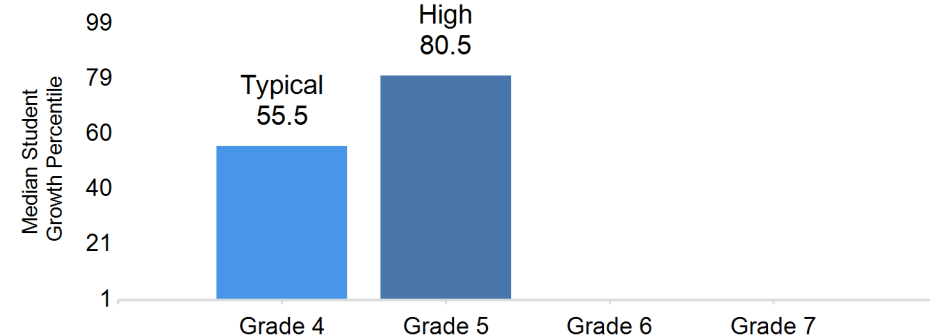
Student Growth by Grade

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

ELA



Math





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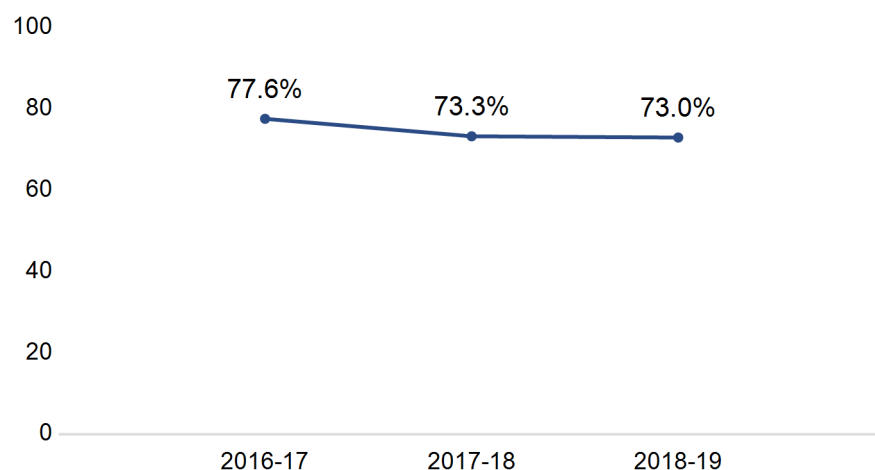
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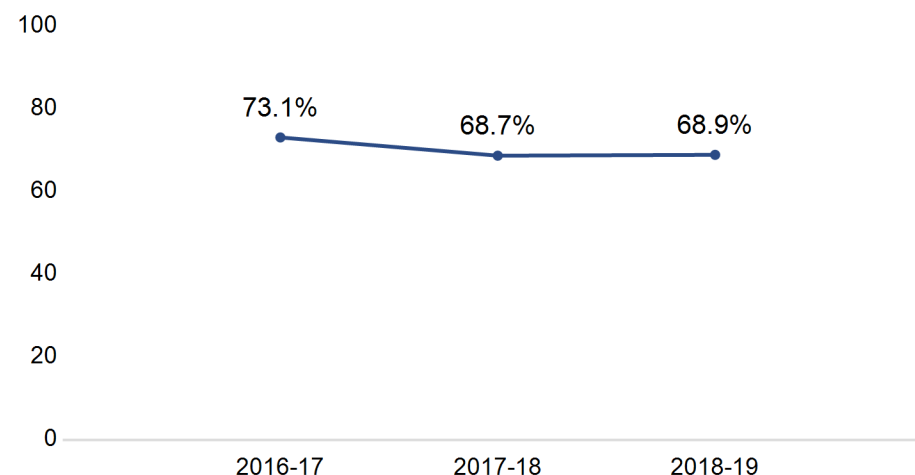
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	94.9%	97.4%	96.8%	95.0%	97.5%
Proficiency Rate for Federal Accountability	77.6%	73.3%	73.0%	73.1%	68.7%	68.9%
Annual Target	67.8%	68.5%	69.1%	61.1%	62.1%	63.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	148	97.4	73.0	69.6	57.9	73.0	69.1	Met Target
White	102	98.1	76.5	71.3	66.9	76.5	72.5	Met Target
Hispanic	32	94.4	53.1	57.3	43.9	52.6	49.1	Met Target
Black or African American	*	*	*	62.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	75	96.2	76.0	73.9	64.8	76.0		
Male	73	98.7	69.9	65.8	51.3	69.9		
Economically Disadvantaged Students	16	100.0	43.8	50.3	40.0	43.8	**	**
Non-Economically Disadvantaged Students	132	97.1	76.5	72.3	67.9	76.5		
Students with Disabilities	25	96.2	32.0	22.1	22.7	32.0	33.7	Met Target†
Students without Disabilities	123	97.7	81.3	80.9	65.1	81.3		
English Learners	11	100.0	45.5	40.0	29.3	45.5	**	**
Non-English Learners	137	97.2	75.2	70.3	60.6	75.2		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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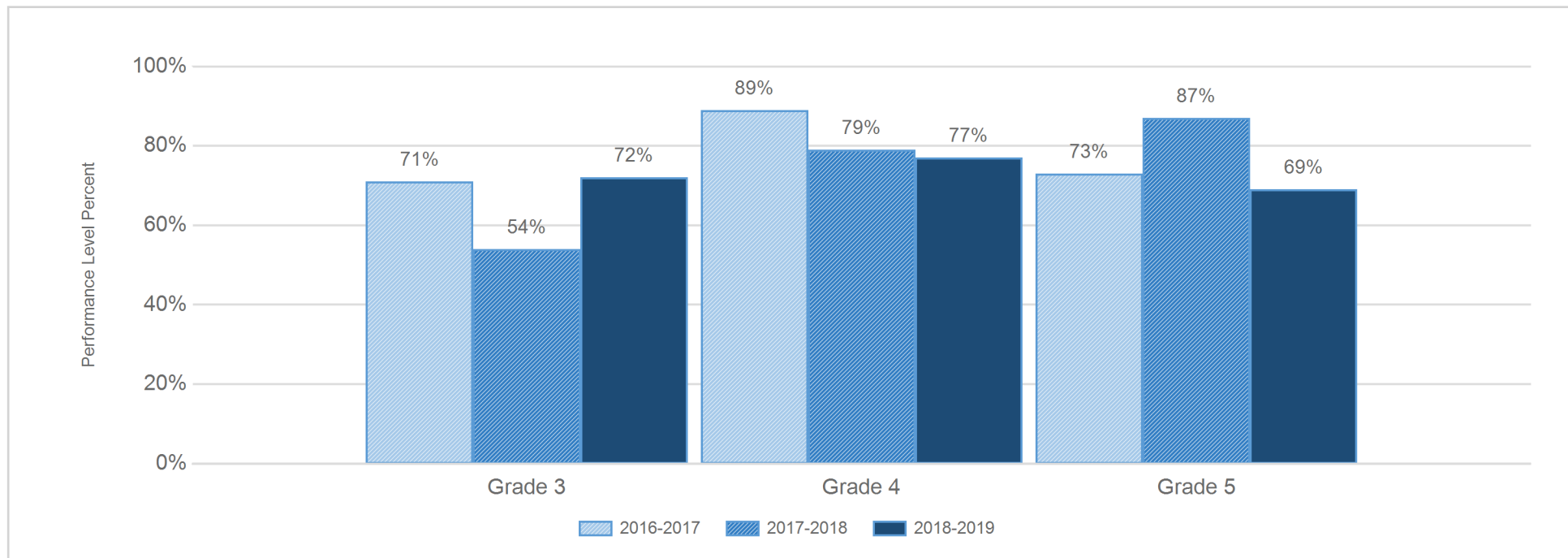
** Accountability calculations require 20 or more students

N No Data is available to display

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	762	759	748	*	*	*	*	*	72%	50%
White	33	764	761	757	*	*	*	*	*	79%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	765	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	27	757	761	753	*	*	*	*	*	67%	55%
Male	20	768	757	743	*	*	*	*	*	80%	46%
Economically Disadvantaged Students	*	*	753	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	732	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	48	774	764	755	*	*	*	44%	33%	77%	57%
White	31	778	766	763	0%	*	*	42%	35%	77%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	18	781	767	760	*	*	*	*	*	78%	62%
Male	30	769	761	750	*	*	*	*	*	77%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	734	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Catherine A Dwyer Elementary School

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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	771	770	756	*	*	18%	38%	31%	69%	58%
White	38	778	772	764	0%	*	*	39%	34%	74%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	31	784	778	761	*	*	*	*	*	81%	64%
Male	24	755	764	750	*	*	*	*	*	54%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	69%
Students with Disabilities	10	748	732	724	*	*	*	*	*	30%	23%
Students without Disabilities	45	777	778	762	*	*	*	*	*	78%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	151	97.5	68.9	52.2	44.5	68.9	63.1	Met Target
White	102	98.1	71.6	55.2	54.1	71.6	66.7	Met Target
Hispanic	34	94.7	55.9	37.1	28.8	55.6	39.8	Met Target
Black or African American	*	*	*	35.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	75	96.2	72.0	50.1	44.9	72.0		
Male	76	98.7	65.8	54.0	44.2	65.8		
Economically Disadvantaged Students	18	100.0	38.9	29.2	26.3	38.9	**	**
Non-Economically Disadvantaged Students	133	97.1	72.9	55.5	54.9	72.9		
Students with Disabilities	25	96.2	28.0	16.7	17.4	28.0	31	Met Target†
Students without Disabilities	126	97.7	77.0	60.6	50.0	77.0		
English Learners	14	100.0	35.7	22.0	25.0	35.7	**	**
Non-English Learners	137	97.2	72.3	53.0	46.5	72.3		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Catherine A Dwyer Elementary School

(27-4490-019)

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2018-2019

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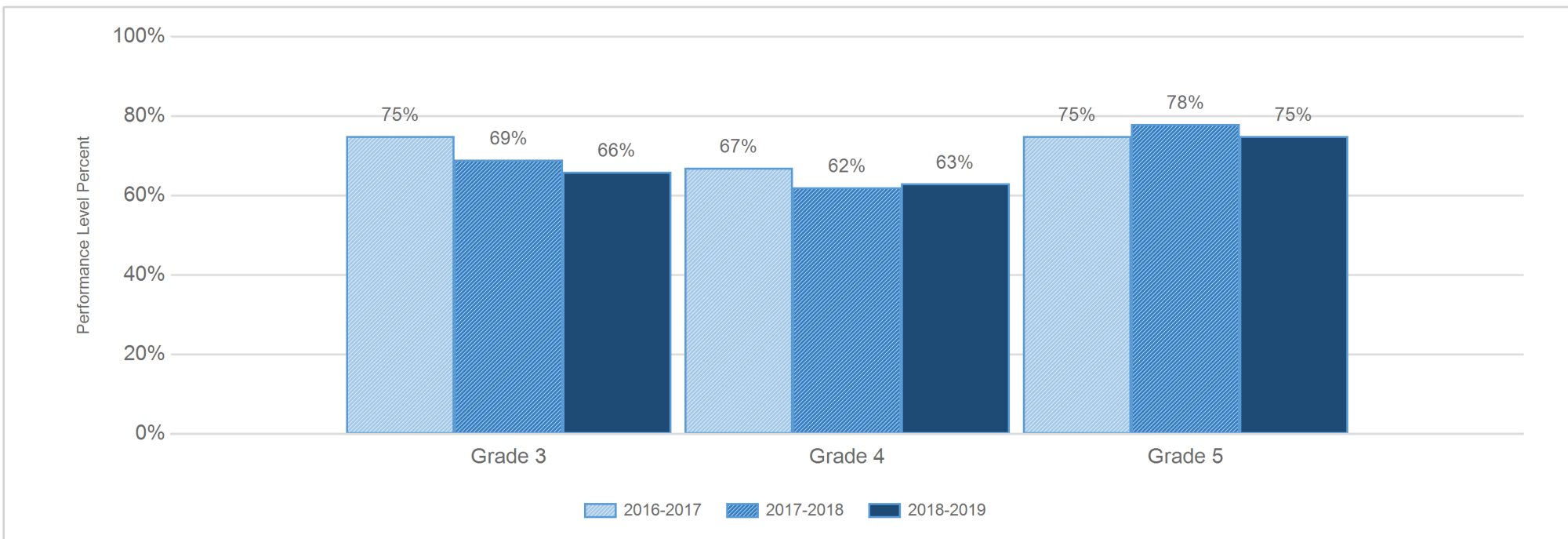
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	757	755	752	*	*	*	*	*	66%	55%
White	33	757	756	760	*	*	*	*	*	64%	66%
Hispanic	*	*	749	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	760	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	27	752	754	751	*	*	*	*	*	59%	54%
Male	20	764	755	752	*	*	*	*	*	75%	56%
Economically Disadvantaged Students	*	*	752	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	755	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	760	756	*	*	*	*	*	*	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Catherine A Dwyer Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	49	758	754	749	*	*	24%	*	*	63%	51%
White	31	765	758	757	0%	*	*	*	*	68%	62%
Hispanic	10	732	739	737	*	*	*	*	*	40%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	18	762	751	749	*	*	*	*	*	67%	50%
Male	31	757	756	749	*	*	*	*	*	61%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%


Catherine A Dwyer Elementary School

(27-4490-019)

Grades Offered: KG-05

2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	57	767	759	747	*	*	*	51%	25%	75%	47%
White	38	773	762	755	0%	*	*	55%	26%	82%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	31	776	759	747	*	*	*	*	*	84%	47%
Male	26	756	758	747	*	*	*	*	*	65%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	10	743	728	725	*	*	*	*	*	40%	19%
Students without Disabilities	47	772	765	752	*	*	*	*	*	83%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	72.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	16	87.5%	12.5%
3-4	*	*	*
5 or more	*	*	*



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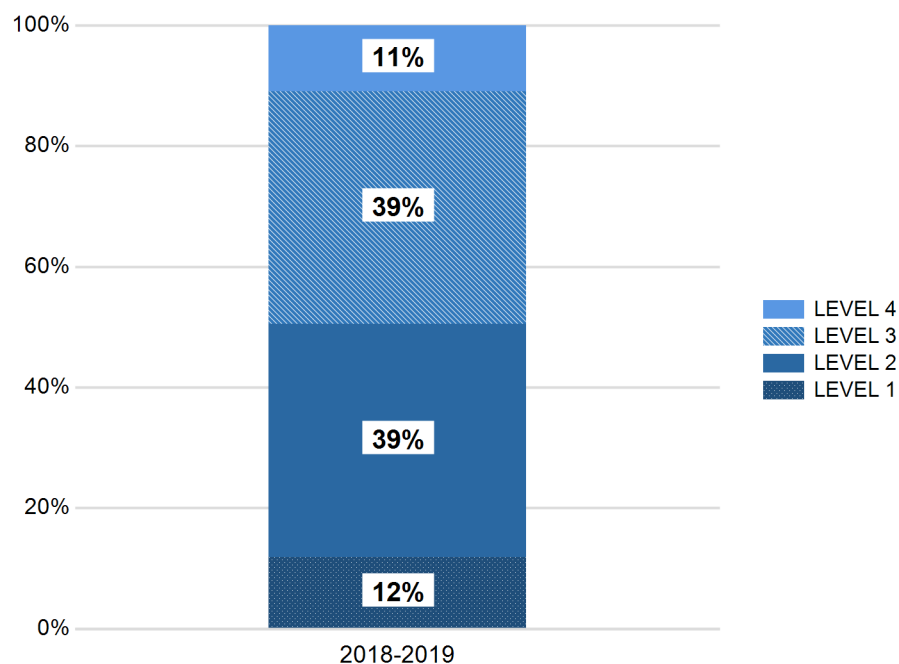
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	12	39	39	11
White	3	39	45	13
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	10	29	42	19
Male	15	50	35	0
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	40	30	20	10
Students without Disabilities	6	40	43	11
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

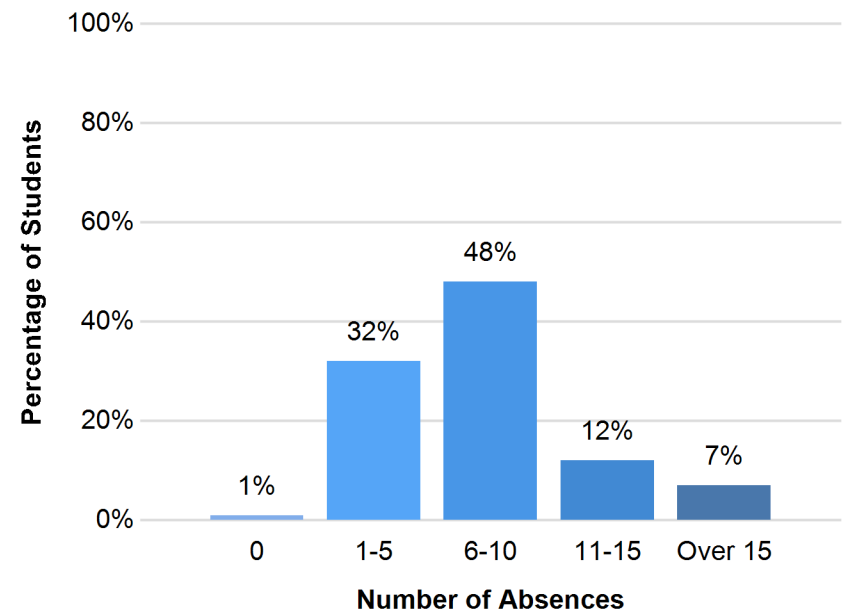
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	4.5	8.9	Met
White	6	3.0	8.9	Met
Hispanic	4	6.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	5	3.7		
Male	8	5.1		
Economically Disadvantaged Students	2	8.0	8.9	Met
Students with Disabilities	3	6.3	8.9	Met
English Learners	1	8.3	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Catherine A Dwyer Elementary School

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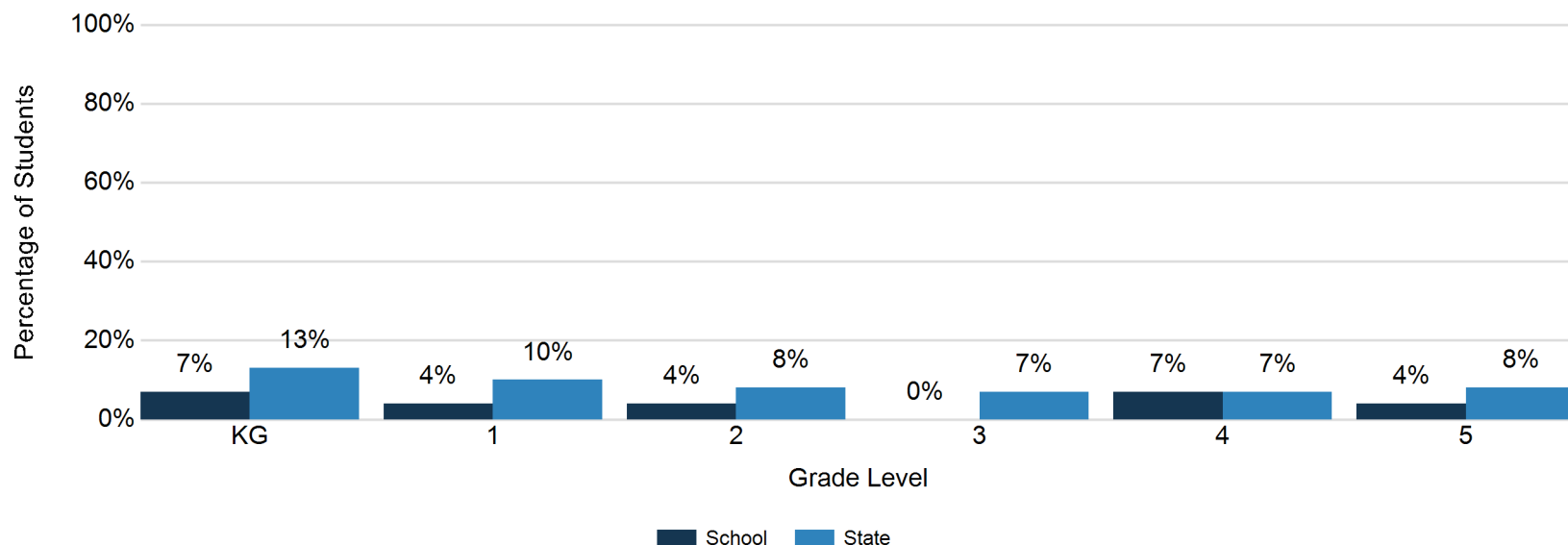
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.34

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	31	118,214
Average years experience in public schools	11.0	12.1
Average years experience in district	11.0	10.8
Percentage of Teachers with 4 or more years experience in the district	80.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	9:1	10:1
Students to Administrators	294:1	191:1
Teachers to Administrators	31:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.3%	93.5%	0.0%	48.4%	77.1%	54.9%
Male	52.7%	6.5%	100.0%	51.6%	22.9%	45.1%
White	65.0%	93.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	22.4%	6.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.4%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	5.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	77.6%	73.3%	73.0%
Math Proficiency	73.1%	68.7%	68.9%
ELA Growth	69	51	68
Math Growth	83	48	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	72.7%
Chronic Absenteeism	4.9%	4.0%	4.5%

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



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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.



Catherine A Dwyer Elementary School
(27-4490-019)
Grades Offered: KG-05
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 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	Exceeds Standard	**	Met	No
White	Met Target	Met Target	Exceeds Standard	Exceeds Standard	n/a	Met	No
Hispanic	Met Target	Met Target	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Met	No
Students with Disabilities	Met Target†	Met Target†	**	**	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



Catherine A Dwyer Elementary School

(27-4490-019)

Grades Offered: KG-05

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:

- Dwyer continues our innovative approaches to technology using mindfulness, spelling assistance, and challenge questions for subject area learning with Alexa.
- This year, our Family has partnered with “Stars of Hope” to send messages of positivity to support communities that have suffered from a tragedy.
- Through training, our staff has taken on a new literacy program, that allows staff members to take academic risks and collaborate more on best practices within these new initiatives.



Mission, Vision, Theme:

The Dwyer Family Goal is to engage and inspire our students to become independent thinkers equipped with 21st Century skills and a respect for all. It is our belief that every child can and will learn, this is the daily focus of our building and within our grade level common planning time, meetings, and building committees. Our focus is on creating a safe and challenging environment in which students of all academic and cultural diversities are secure.



Awards, Recognition, Accomplishments:

Recipient of two national awards for Promising Practices presented Character.org. The two staff and student driven programs continue this year under the guidance of our Character Committee. The Dwyer Staff currently has twenty-one members as dedicated Clinical Faculty Members at Montclair State University. Dwyer has also been named a grief sensitive school and lastly has been recognized by NewYorkCares.org for our work within our community and around the country for displaying our core values of Empathy, Respect and Trust.



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Courses, Curriculum, Instruction:

At Catherine A. Dwyer we offer instruction in Math, Language Arts, Science, and Social Studies. In addition, students participate weekly in Special areas such as Physical Education, Library, Computer Literacy, Art, and Music. Finally, students have the opportunity to participate in instrumental music, band, gifted and talented, Art studio, and STEAM activities plus more.



Clubs and Activities:

Our students can also participate in activities that are both academic and service orientated such as; student government, Art Studio, which challenges their artistic flair with, collaborate with another district school in community choir, band, participate in local Spelling Bees and service learning projects.



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 <p>Before and After School Programs:</p>	<p>The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.</p>
 <p>Staff and Professional Learning:</p>	<p>The Dwyer Family Staff continually seeks opportunities for professional development and growth from various sources such as peer to peer reviews each marking period, in-house workshops, professional learning communities, and through partnerships with universities in the area. Our focus in professional learning is targeted at the whole child and each teacher. Our staff is a highly dedicated team that seek out professional opportunities, grants and ways to improve in order to better themselves and the school community.</p>



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 <p>Student Supports and Services:</p>	<p>The Dwyer Family is home to the district's English as a Second Language Program (ESL). In this program, students are exposed to coursework designed to help students who need assistance in learning English as their second language. These programs hire teachers that are often bilingual who are there to help students to develop their: speaking, writing, reading, and mathematical skills. Our Family also provides programs for all students in: academic intervention, response to intervention, occupational and physical therapy, speech, child study team, and school counselor, all ready to support and guide our children.</p>
 <p>Student Health and Wellness:</p>	<p>Our staff takes the social and physical health of our students very seriously through two periods weekly of physical education, health classes, recess, and many other school and PTA sponsored physical activities such as walk-a-thons, family hockey and volleyball night.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA is a tremendous asset to our school family! The PTA breaks up into many committees to create an additional supportive layer for our students to succeed! Some of their programs include raising funds for school assemblies, walk-a-thons, literacy night, Veteran's Day Recognition, Halloween Bash, the Welcome Home Picnic, one of my favorites, at the beginning of the year, and much more. The saying states it takes a village, with the support of our PTA, we like to say it takes a family! Our webpage, twitter feed and parent portal gives families access to their child's academic progress, and the exciting things happening in and around our school.</p>



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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>Catherine A. Dwyer Elementary was constructed in 1972 as an open school, meaning no stationary walls separating classrooms, which makes it a truly unique, collaborative and collegial experience. Over the past several years, there has been many new upgrades to our facility making it a truly special environment in which to learn. Our school has added new and upgraded library, computer lab, and STEAM room. The physical building has seen upgrades to the HVAC, boiler, roof, and all new ceilings in the lower level.</p>



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Other Information

The CAD school family is comprised of approximately 305 Kindergarten through Fifth Grade students who are challenged daily with interdisciplinary, cooperative, and differentiated instruction, along with multisensory and experiential learning experiences. Our teachers are charged with using technology as an asset and tool for student growth, better preparing them for the rigors of middle school and beyond. Our motto is, No Walls...No Limits! It is within this statement our students, staff, and administration have inspired and promoted self-awareness in becoming the best we can possibly be on a day to day basis within our school. But, again no family can truly survive without the undying support of parents willing to go the extra mile for students and school community! Like Dorothy says in the Wizard of Oz, "There is no place like home" in our Dwyer Family!



Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Copeland Middle School
 (27-4490-015)
 Grades Offered: 06-08
 2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Rockaway Township School District
Principal Name	Mr. Alfonso Gonnella
Address	100 LAKE SHORE DRIVE ROCKAWAY, NJ 07866
Phone Number	973-627-2465
Email Address	agonnella@rocktwp.net
Website	https://cms.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/copelandmiddle



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
6	253	266	246
7	273	253	269
8	291	273	256
Total	817	792	771

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.6%	48.0%	48.9%
Male	50.4%	52.0%	51.1%
Economically Disadvantaged Students	11.9%	13.0%	13.9%
Students with Disabilities	20.8%	20.8%	19.2%
English Learners	1.6%	2.0%	1.6%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.1%	0.3%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	67.3%	67.0%	65.9%
Hispanic	18.8%	18.7%	18.9%
Black or African American	3.7%	4.5%	3.4%
Asian	8.9%	8.5%	9.2%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	1.0%	1.0%	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	86.9%
Spanish	8.2%
Other Languages	4.9%

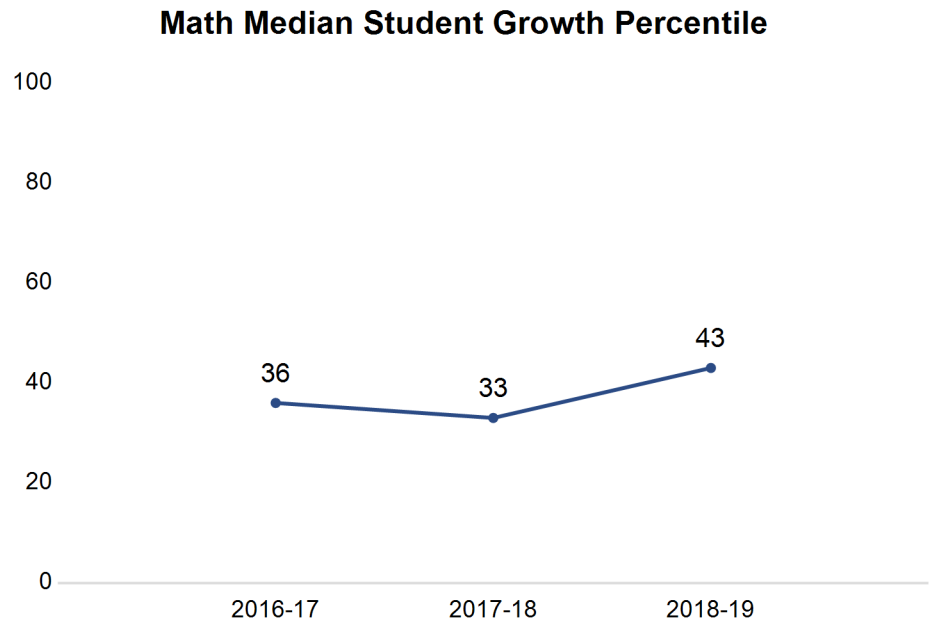
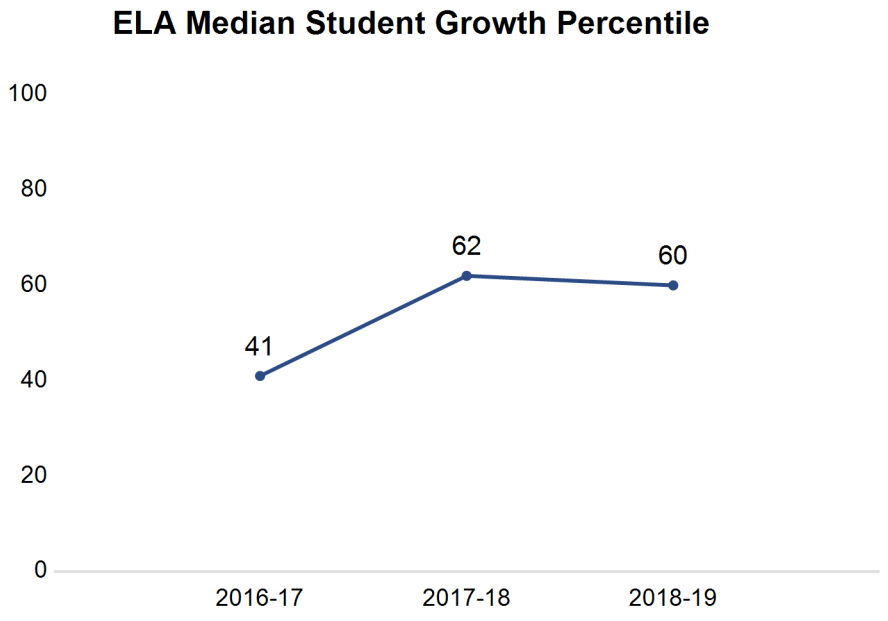


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Student Growth Trends and Progress

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	41	62	60	36	33	43
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Exceeds Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	60	61	50	Exceeds Standard	43	52	50	Met Standard
White	61	61	50	Exceeds Standard	43	53	52	Met Standard
Hispanic	53	57	49	Met Standard	34	45	47	Not Met
Black or African American	64	56	45	**	55	40	43	**
Asian, Native Hawaiian, or Pacific Islander	64	67	59	Exceeds Standard	55	63	60	Met Standard
American Indian or Alaska Native	*	*	56	**	N	N	51.5	**
Two or More Races	45.5	59	49	**	41	48.5	52	**
Female	66	66	53	N	42	49	50	N
Male	55	57	47	N	44	54	51	N
Economically Disadvantaged Students	53	53	48	Met Standard	41	46	46	Met Standard
Students with Disabilities	53	54	43	Met Standard	46	52	45	Met Standard
English Learners	53.5	65	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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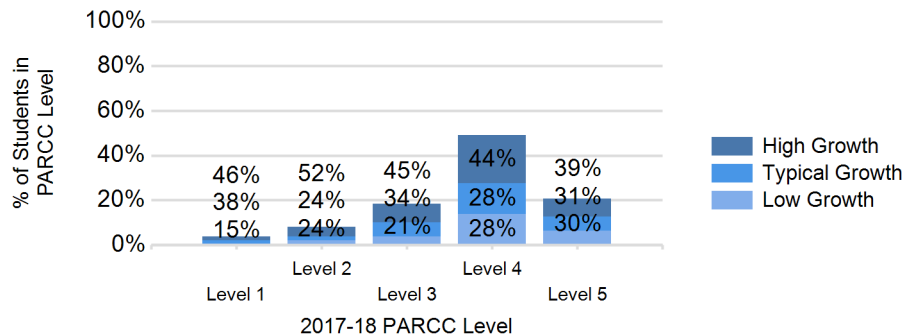
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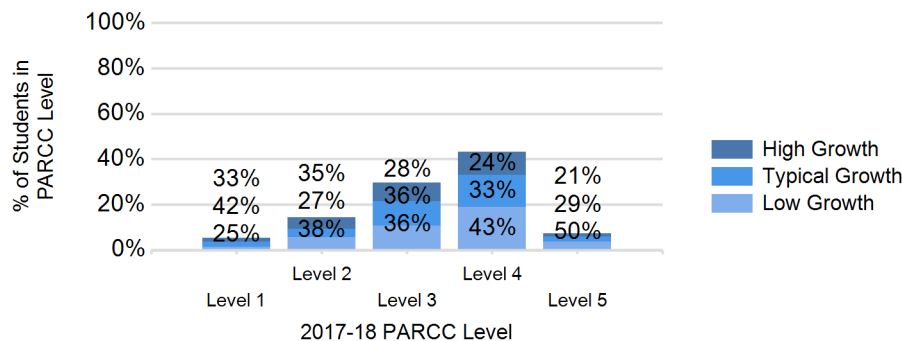
Student Growth by Performance Level

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

ELA



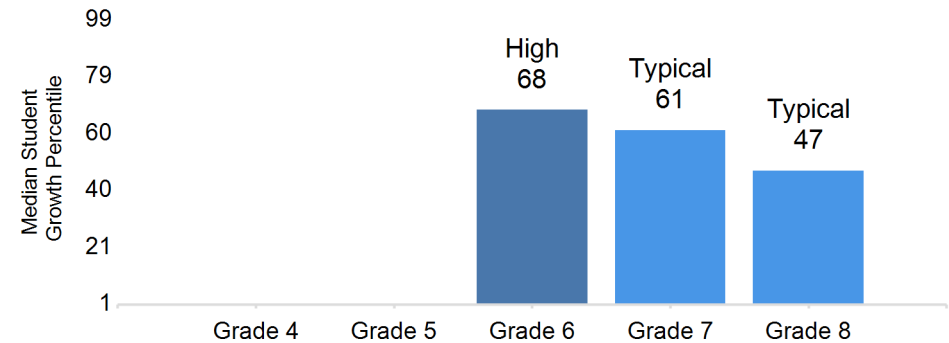
Math



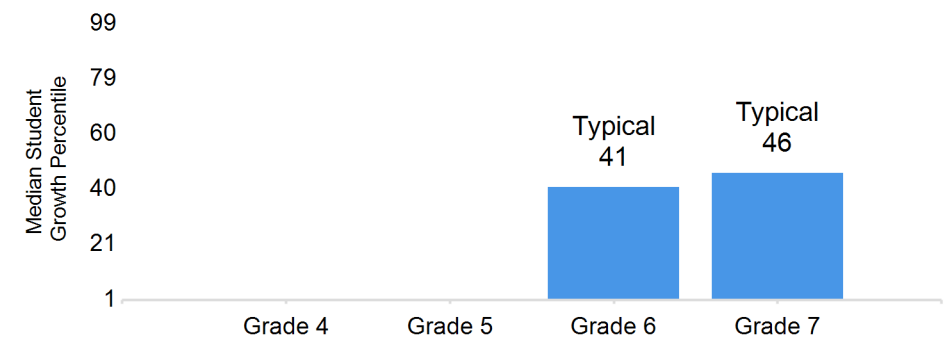
Student Growth by Grade

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

ELA



Math





Copeland Middle School
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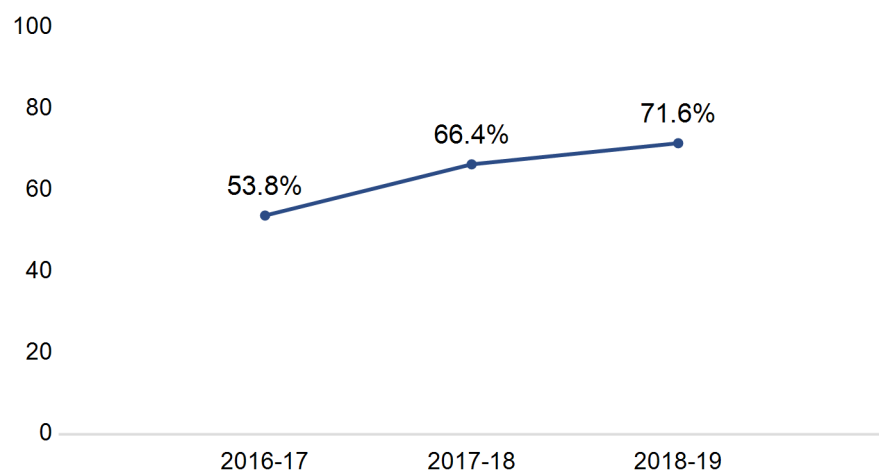
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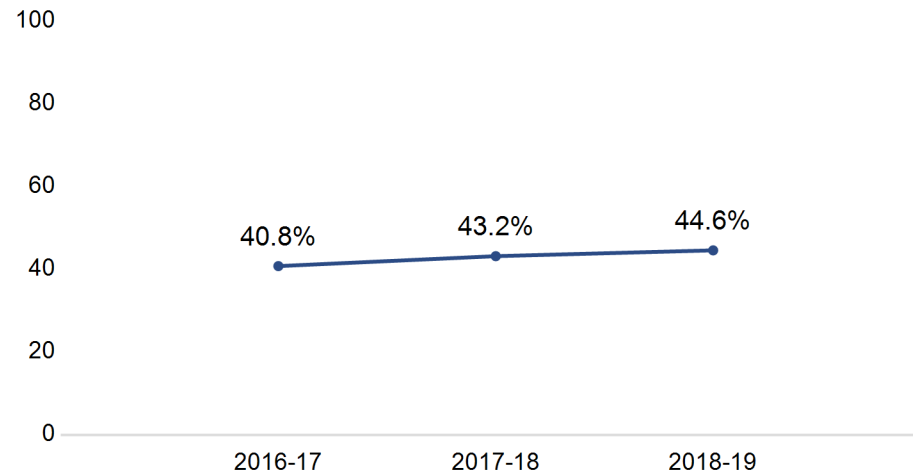
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	91.0%	92.7%	93.8%	91.3%	92.7%	93.7%
Proficiency Rate for Federal Accountability	53.8%	66.4%	71.6%	40.8%	43.2%	44.6%
Annual Target	57.4%	58.6%	59.8%	42.6%	44.5%	46.5%
Met Annual Target?	Not Met	Met Target	Met Target	Met Target†	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	723	93.8	72.3	69.6	57.9	71.6	59.8	Met Target
White	475	92.8	73.5	71.3	66.9	71.8	59.9	Met Target
Hispanic	139	97.2	59.7	57.3	43.9	59.7	49.9	Met Target
Black or African American	24	92.3	66.7	62.5	38.5	64.8	48.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	69	98.6	85.5	82.4	82.9	85.5	80	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	N	N
Female	342	91.8	79.2	73.9	64.8	76.5		
Male	381	95.7	66.1	65.8	51.3	66.1		
Economically Disadvantaged Students	97	90.7	48.5	50.3	40.0	*	46.8	Met Target
Non-Economically Disadvantaged Students	626	94.3	76.0	72.3	67.9	*		
Students with Disabilities	140	89.9	17.9	22.1	22.7	16.9	29.6	Not Met
Students without Disabilities	583	94.8	85.4	80.9	65.1	85.4		
English Learners	15	93.7	33.3	40.0	29.3	32.9	**	**
Non-English Learners	708	93.8	73.2	70.3	60.6	72.4		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



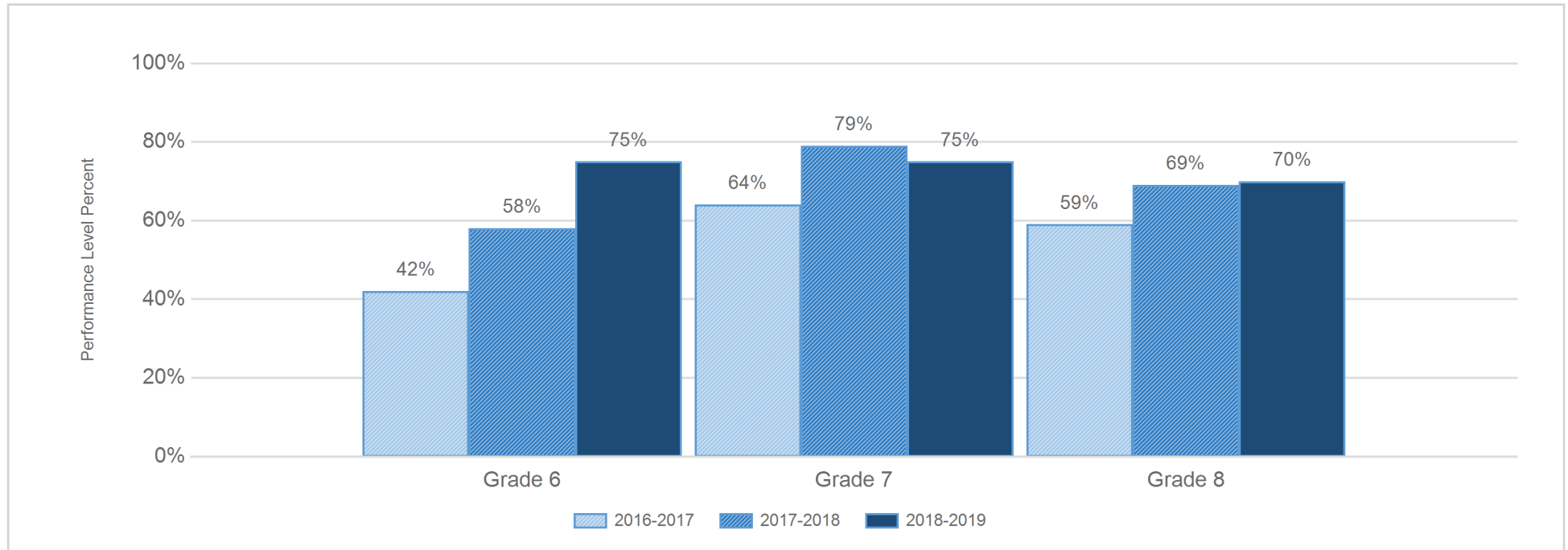
Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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

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.





Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	230	769	769	754	*	*	18%	50%	25%	75%	56%
White	137	767	767	762	*	*	21%	48%	24%	72%	65%
Hispanic	50	759	759	743	*	*	22%	*	*	66%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	29	786	786	780	*	0%	*	52%	38%	90%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	119	776	776	762	*	*	15%	43%	35%	78%	64%
Male	111	763	763	748	*	*	22%	58%	14%	71%	48%
Economically Disadvantaged Students	35	754	754	740	*	*	*	*	*	60%	39%
Non-Economically Disadvantaged Students	195	772	772	763	*	*	*	*	*	77%	67%
Students with Disabilities	41	735	735	722	*	*	46%	*	*	22%	19%
Students without Disabilities	189	777	777	761	*	*	12%	*	*	86%	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	253	771	771	761	*	*	15%	38%	37%	75%	63%
White	181	774	774	769	*	*	15%	36%	41%	77%	72%
Hispanic	43	751	751	747	*	*	*	*	*	63%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	17	786	786	790	0%	0%	*	*	*	88%	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	117	779	779	769	*	*	11%	33%	47%	80%	71%
Male	136	764	764	753	*	*	19%	43%	29%	71%	55%
Economically Disadvantaged Students	30	744	744	743	*	*	*	*	*	50%	45%
Non-Economically Disadvantaged Students	223	774	774	771	*	*	*	*	*	79%	73%
Students with Disabilities	51	732	732	720	*	*	47%	*	*	16%	22%
Students without Disabilities	202	780	780	769	*	*	7%	*	*	91%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	767	767	762	6%	7%	17%	44%	26%	70%	63%
White	153	770	770	770	*	*	18%	46%	26%	73%	72%
Hispanic	44	749	749	747	*	*	*	*	*	52%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	24	780	780	794	*	*	*	*	*	79%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	103	776	776	771	*	*	12%	52%	30%	83%	71%
Male	129	760	760	753	*	*	21%	37%	22%	60%	55%
Economically Disadvantaged Students	30	730	730	743	*	*	*	*	*	37%	45%
Non-Economically Disadvantaged Students	202	772	772	772	*	*	*	*	*	75%	72%
Students with Disabilities	36	720	720	721	*	*	28%	*	*	17%	22%
Students without Disabilities	196	775	775	770	*	*	15%	*	*	80%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Copeland Middle School
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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	726	93.7	45.0	52.2	44.5	44.6	46.5	Met Target†
White	475	92.6	47.8	55.2	54.1	46.7	47.6	Met Target†
Hispanic	141	97.3	26.2	37.1	28.8	26.2	36.3	Not Met
Black or African American	24	92.3	37.5	35.0	23.0	36.4	28.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	70	98.6	61.4	68.8	76.5	61.4	64.5	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	N	N
Female	344	91.6	43.6	50.1	44.9	42.1		
Male	382	95.7	46.3	54.0	44.2	46.3		
Economically Disadvantaged Students	99	90.8	20.2	29.2	26.3	*	32.5	Not Met
Non-Economically Disadvantaged Students	627	94.2	49.0	55.5	54.9	*		
Students with Disabilities	140	89.2	10.0	16.7	17.4	*	20.5	Not Met
Students without Disabilities	586	94.9	53.4	60.6	50.0	*		
English Learners	18	94.7	*	22.0	25.0	*	**	**
Non-English Learners	708	93.7	*	53.0	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



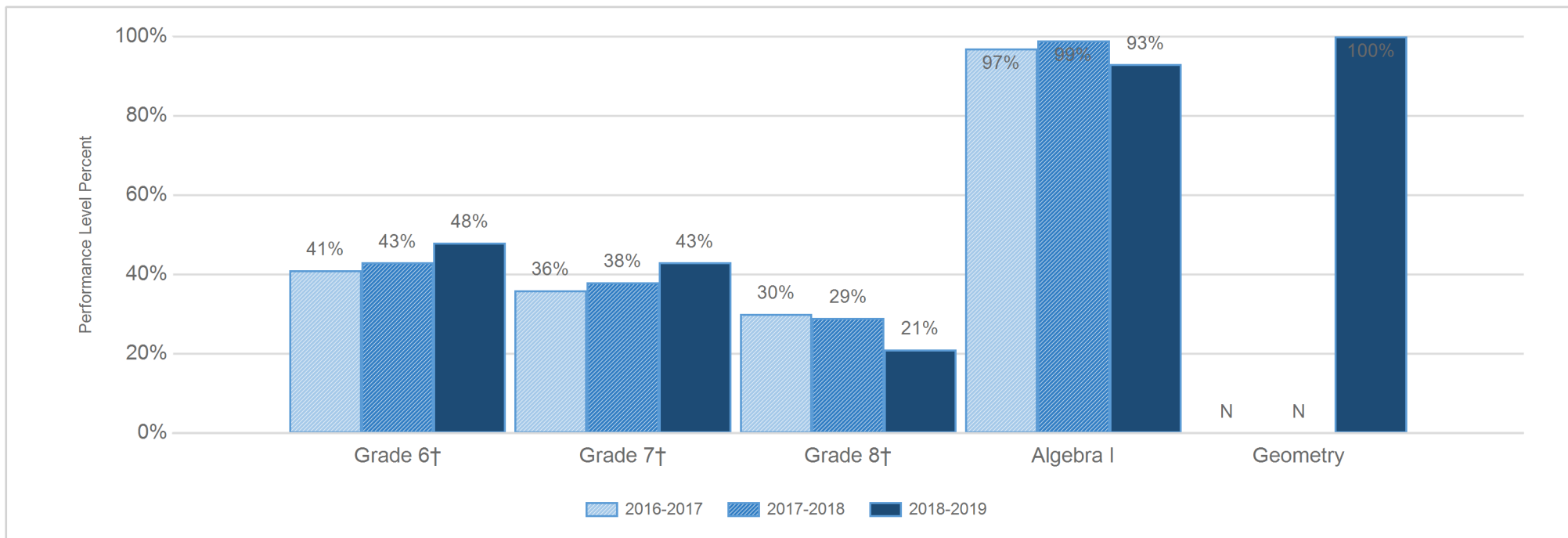
Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Copeland Middle School
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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	746	746	741	4%	19%	29%	44%	4%	48%	41%
White	137	746	746	749	*	14%	34%	*	*	49%	51%
Hispanic	51	732	732	729	*	39%	24%	*	*	29%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	29	763	763	769	*	*	*	*	*	69%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	120	744	744	742	*	20%	28%	*	*	47%	42%
Male	111	748	748	740	*	17%	31%	*	*	50%	40%
Economically Disadvantaged Students	36	730	730	726	*	*	33%	*	*	28%	21%
Non-Economically Disadvantaged Students	195	749	749	750	*	*	28%	*	*	52%	53%
Students with Disabilities	41	719	719	716	*	46%	24%	*	*	12%	12%
Students without Disabilities	190	752	752	746	*	13%	30%	*	*	56%	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Copeland Middle School
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	232	744	744	744	6%	15%	37%	*	*	43%	42%
White	162	747	747	751	*	12%	38%	*	*	46%	53%
Hispanic	44	729	729	733	*	30%	39%	*	*	20%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	16	754	754	768	*	*	*	*	*	56%	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	106	744	744	744	*	16%	37%	*	*	42%	42%
Male	126	744	744	743	*	13%	37%	*	*	43%	42%
Economically Disadvantaged Students	31	726	726	731	*	*	42%	*	*	16%	24%
Non-Economically Disadvantaged Students	201	747	747	751	*	*	36%	*	*	47%	53%
Students with Disabilities	49	718	718	718	*	45%	24%	*	*	10%	13%
Students without Disabilities	183	751	751	749	*	7%	40%	*	*	51%	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Copeland Middle School
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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	166	726	726	728	18%	31%	30%	21%	0%	21%	29%
White	103	728	728	737	16%	31%	32%	21%	0%	21%	38%
Hispanic	41	719	719	722	32%	29%	*	*	*	22%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	11	736	736	747	0%	*	*	*	*	18%	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	77	731	731	731	*	31%	38%	*	*	21%	31%
Male	89	723	723	726	*	30%	24%	*	*	21%	27%
Economically Disadvantaged Students	29	713	713	719	38%	*	*	*	*	14%	20%
Non-Economically Disadvantaged Students	137	729	729	735	14%	*	*	*	*	23%	36%
Students with Disabilities	36	705	705	707	*	*	*	*	*	*	10%
Students without Disabilities	130	732	732	734	*	*	*	*	*	*	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



Copeland Middle School
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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	776	776	744	0%	0%	*	*	*	93%	42%
White	55	776	776	752	0%	0%	*	*	*	95%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	27	775	775	745	0%	0%	*	*	*	93%	44%
Male	40	777	777	743	0%	0%	*	*	*	93%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	67	776	776	745	0%	0%	*	*	*	93%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	773	773	737	0%	0%	0%	*	*	100%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	N	724	N	N	N	N	N	N	17%
Black or African American	N	N	N	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	10	773	773	738	0%	0%	0%	*	*	100%	36%
Male	11	773	773	736	0%	0%	0%	*	*	100%	34%
Economically Disadvantaged Students	N	N	N	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	21	773	773	743	0%	0%	0%	*	*	100%	43%
Students with Disabilities	N	N	N	712	N	N	N	N	N	N	*
Students without Disabilities	21	773	773	741	0%	0%	0%	*	*	100%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	21	773	773	738	0%	0%	0%	*	*	100%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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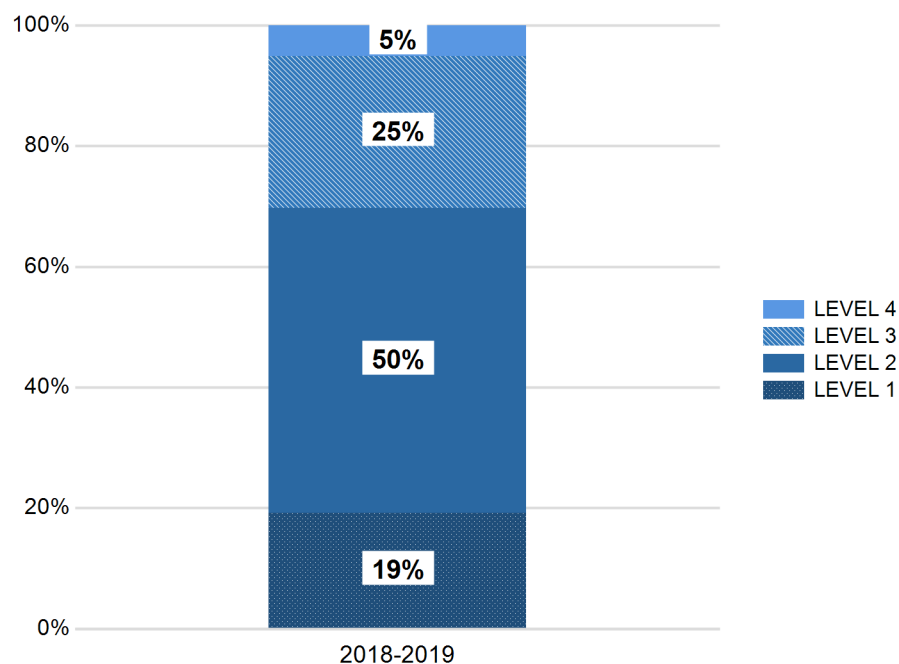
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	19	50	25	5
White	15	52	28	5
Hispanic	39	45	16	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	8	38	38	17
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	17	55	24	3
Male	20	47	26	7
Economically Disadvantaged Students	43	53	3	0
Non-Economically Disadvantaged Students	15	50	29	6
Students with Disabilities	64	31	6	0
Students without Disabilities	11	54	29	6
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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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	251
7	23	0	251
8	51	24	185
Total	74	24	687

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	218	0	0	0	219	0	0
7	122	0	0	0	121	0	0
8	232	0	0	0	0	0	0
Total	572	0	0	0	340	0	0



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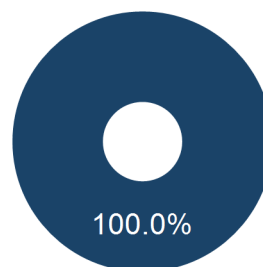
† This indicates a table specific note, see note below table

Visual and Performing Arts – Course Participation

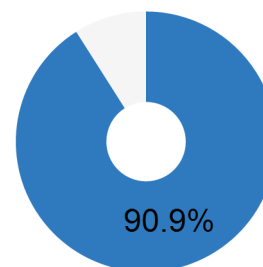
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

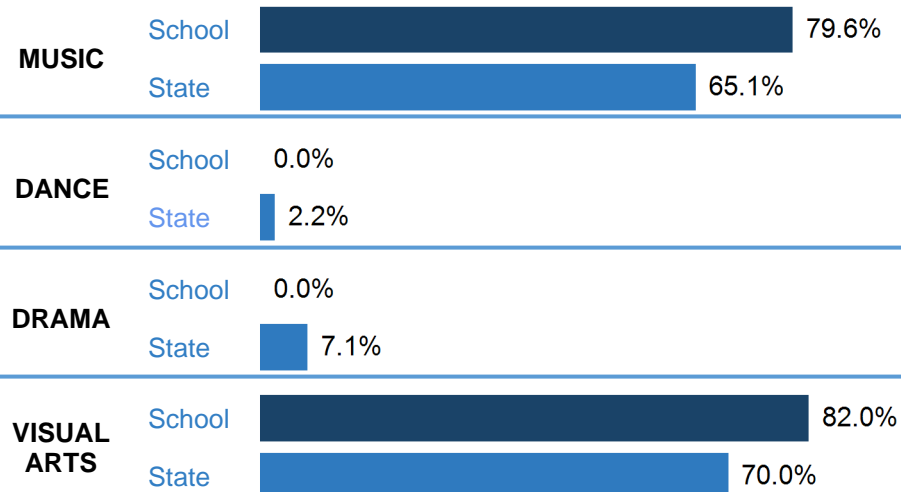


School



State

Students enrolled in one or more classes by discipline:





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

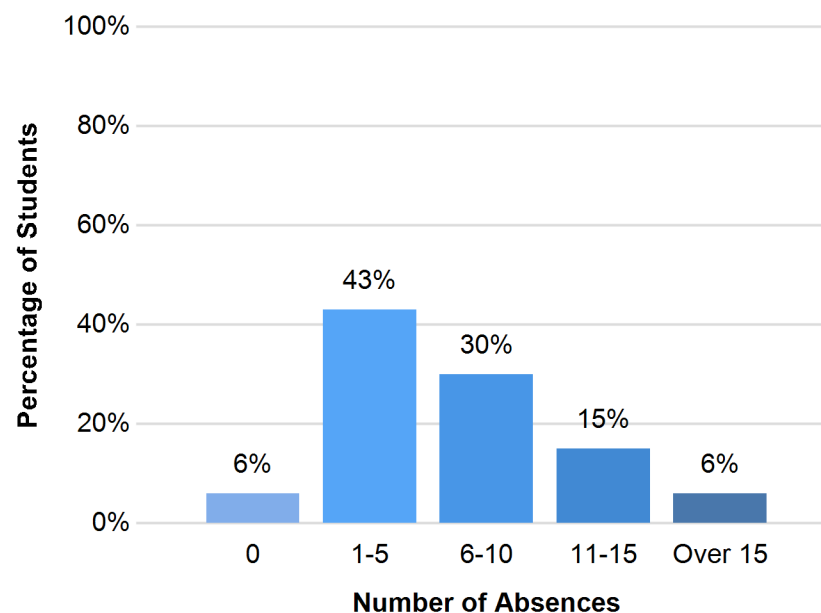
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	3.4	9.1	Met
White	18	3.5	9.1	Met
Hispanic	3	2.0	9.1	Met
Black or African American	3	11.5	9.1	Not Met
Asian, Native Hawaiian, or Pacific	1	1.4	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	3.2		
Male	14	3.5		
Economically Disadvantaged Students	6	5.6	9.1	Met
Students with Disabilities	10	6.5	9.1	Met
English Learners	1	8.3	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





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 2018-2019

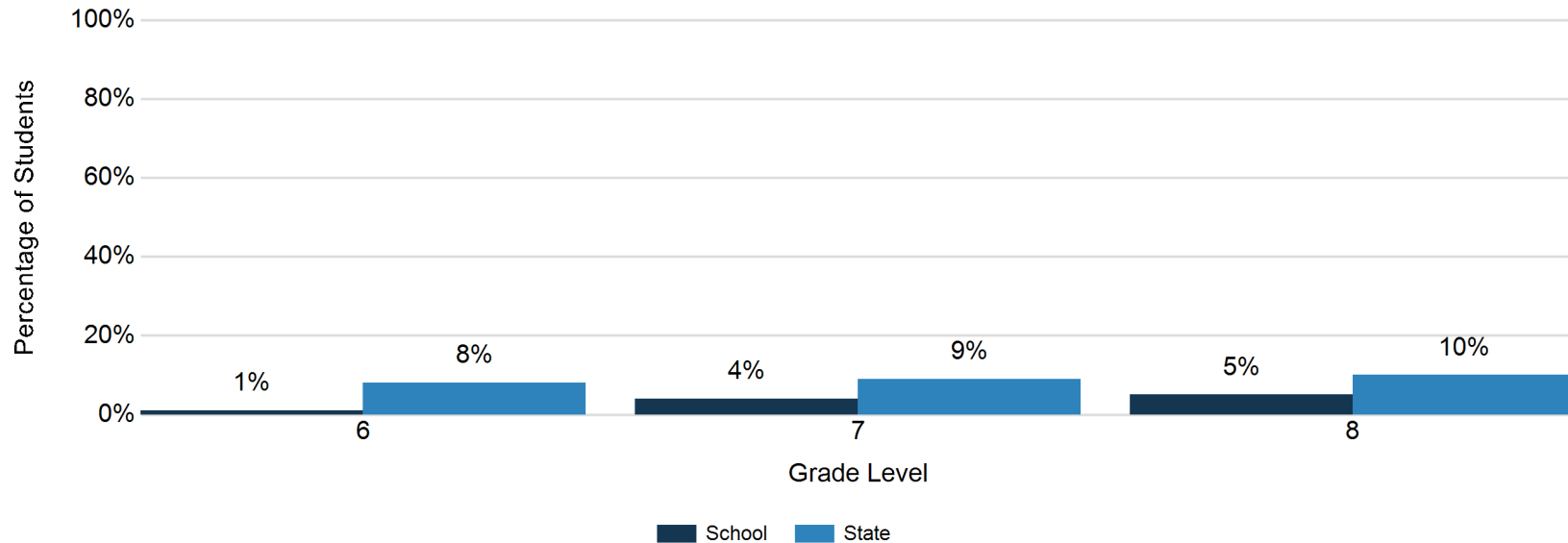
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	6
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.78

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)	3
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	3	0	3
Religion	1	1	2
Ancestry	2	0	2
Gender	4	1	5
Sexual Orientation	3	2	5
Disability	5	3	8
Other	9	2	11
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
Any Suspension	11	1.4%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

17



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School Day

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

Category	School
Typical Start Time	7:50 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 36 Mins
Shared Time - Instructional Time	5 Hrs. 36 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	75	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	12.2	10.8
Percentage of Teachers with 4 or more years experience in the district	77.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	10:1	10:1
Students to Administrators	257:1	191:1
Teachers to Administrators	25:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.9%	81.3%	66.7%	48.4%	77.1%	54.9%
Male	51.1%	18.7%	33.3%	51.6%	22.9%	45.1%
White	65.9%	96.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	18.9%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.4%	1.3%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	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	0.1%	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%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	53.8%	66.4%	71.6%
Math Proficiency	40.8%	43.2%	44.6%
ELA Growth	41	62	60
Math Growth	36	33	43
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	6.7%	6.5%	3.4%

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



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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.



Copeland Middle School
(27-4490-015)
Grades Offered: 06-08
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 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	No
White	Met Target	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Not Met	Met Standard	Not Met	n/a	Met	No
Black or African American	Met Target	Met Target	**	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Target†	Exceeds Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



Copeland Middle School

(27-4490-015)

Grades Offered: 06-08

2018-2019

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School Narrative

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



Highlights:

- Copeland Middle School launched a Character Program centered around the District CORE Values of honesty, empathy, acceptance, respect, and trust.
- Copeland Middle School hosts technology free family bonding nights once per marking period. Families engage in educational activities and positive message artistry.
- Copeland Middle School partnered with Rutgers Behavioral Center to provide our students and staff with a clinical level of support, including staff, student, and community development.



Mission, Vision, Theme:

The CMS mission is to nurture a supportive culture that embraces individual diversity and infuses cutting-edge technology that will ensure academic, social and emotional success in a global society.



Awards, Recognition, Accomplishments:

The Copeland Middle School Music Department has received recognition as High Notes Festival Superior Rating for Wind Ensemble, Jazz Band and Ukulele Ensemble. They have also received High Notes Festival Excellent Rating for String Ensemble and Steel Drums.



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 <p>Courses, Curriculum, Instruction:</p>	<p>At Copeland Middle School we have introduced a new math sequence highlighted by Geometry in grade 8 and science sequence highlighted by Biology in grade 8. The World Language Program has expanded to include German. Students will be afforded the opportunity to take the Spanish 1 or German 1 placement test at the end of their eighth grade year. Students that pass this exam will begin their high school language career in Spanish or German II. Related arts classes now include STEAM and TV Studio. We have also added a comprehensive Gifted and Talented Program in grades 6-8. Additionally, Math Strategies and Language Arts Skills classes have been added to provide additional support to students. Students will remain active throughout the school day, as they will be receiving physical education on a daily basis with Awesome Adventures infused into all PE curricula.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross Country (Boys & Girls)</p> <p>Copeland Middle School currently offers Boys and Girls Cross Country teams, and is ready to launch Boys and Girls Basketball in 2019.</p>
 <p>Clubs and Activities:</p>	<p>Students are encouraged to participate in a variety of after school programs offered by our staff, which includes the introduction of the Boys and Girls Cross Country Team. Copeland has been a proud affiliate of the National Junior Honor Society for many years. Membership is based upon scholarship, leadership, service, citizenship, and character. Citizenship Awards encourage good citizenship and character skills. School spirit is evident in our many theme and school spirit days promoted by a very active Student Council.</p>



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Staff and Professional Learning:

Copeland Middle School hosts professional learning opportunities focused on technology integration, content-specific collaboration, assessment and instruction, staff and student mental health and wellness.



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 <p>Student Supports and Services:</p>	<p>Copeland Middle School houses an Autism, Severe Autism, Multiply Disabled, and a Language Learning Disabled program. We have a full response to intervention team, offer academic intervention, speech, occupational therapy, and physical therapy services. We also offer pull out and in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant. Three full time counselors are also dedicated to the school. In addition to the above mentioned, Copeland Middle School partnered with Rutgers Behavioral Center to provide students and staff with a clinical level of support, including staff, student, and community development.</p>
 <p>Student Health and Wellness:</p>	<p>Copeland Middle School partnered with the Johnson and Johnson Corporation to host an annual Health and Wellness Fair. Additionally, Copeland Middle School offers a comprehensive Health Curriculum as well 235 minutes of PE per week. Additionally, Copeland Middle School houses the Rockaway Township Substance Abuse Alliance's program entitled "Project Positive Choice." Students participate in a three part program on substance abuse awareness.</p>
 <p>Parent and Community Involvement:</p>	<p>Copeland Middle School has a strong partnership with the Parent Teacher Association, the Rockaway Township Substance Alliance, Rutgers University, and the Johnson and Johnson Corporation. The focus of each organization is to promote student academic, and social and emotional well-being. The Rutgers Behavioral Health Program elicits parent and student feedback to design programs that are meaningful and catered to the needs of our school community. The Rutgers program provided an in depth presentation to parents and students on "Managing Stress Anxiety." This theme is an embedded part of our school day. In addition, the Johnson and Johnson Corporation has partnered with the school to reinforce this theme by bringing the Second Annual Health and Wellness Fair to Copeland Middle School. At CMS, the school and community work together to serve the best interest for all students.</p>



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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>Copeland Middle School is an educational community comprised of approximately 776 students and over 120 support and personnel staff. It houses sixth, seventh and eighth grade students, who are assigned to one of seven academic teams. We house "Project Adventure" courses throughout our campus. Students have access to a TV Studio, three 21st Century Computer Labs.</p>



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School Narrative

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Other Information

In addition to our challenging academic programs, we have a strong commitment to the fine arts. Students are provided with the opportunity to participate in a full array of instrumental music (band and strings), vocal music, and visual arts classes during the school day. The curriculum is derived from national and state standards for the Fine and Performing Arts. In addition to the classes, the Fine and Performing Arts Program offers after school programs including Jazz Band, small instrumental and vocal performance groups, and the Copeland Theatre Company. We are proud of the high honors our students receive at various state and regional festival events. Copeland Middle School offers a comprehensive educational program, a wide-range of extracurricular activities, and school-based Character Education Program. We are proud to challenge students academically, while also focusing on their social and emotional well-being.

**Dennis B O'Brien Elementary School**

(27-4490-025)

Grades Offered: PK-05

2018-2019

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How to use this report:

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

Navigating through the reports:

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

**Dennis B O'Brien Elementary School**

(27-4490-025)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Rockaway Township School District
Principal Name	Mr. Christopher Marangon
Address	16 MINERAL SPRING DRIVE DOVER, NJ 07801
Phone Number	973-361-7330
Email Address	CMARANGON@rocktwp.net
Website	https://dbo.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/DBOElementary



Dennis B O'Brien Elementary School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	65	72	67
KG	43	41	35
1	46	44	50
2	54	48	40
3	41	47	45
4	49	34	43
5	44	50	39
Total	342	337	320

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	43.7%	44.5%	44.7%
Male	56.3%	55.5%	55.3%
Economically Disadvantaged Students	14.3%	11.6%	10.0%
Students with Disabilities	27.1%	28.8%	27.5%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.3%	0.3%	0.0%
Students in Foster Care	0.0%	0.9%	0.3%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.3%	0.3%	0.3%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	50.7%	53.7%	53.8%
Hispanic	20.4%	18.4%	20.3%
Black or African American	4.7%	4.5%	4.4%
Asian	16.6%	16.9%	15.0%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.3%
American Indian or Alaska Native	0.6%	0.6%	0.0%
Two or More Races	6.7%	5.9%	6.3%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	57	65	56
PK - Full Day	8	7	11
KG - Half Day	0	0	0
KG - Full Day	43	41	35

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	87.2%
Spanish	4.7%
Other Languages	8.1%



Dennis B O'Brien Elementary School
 (27-4490-025)
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 2018-2019

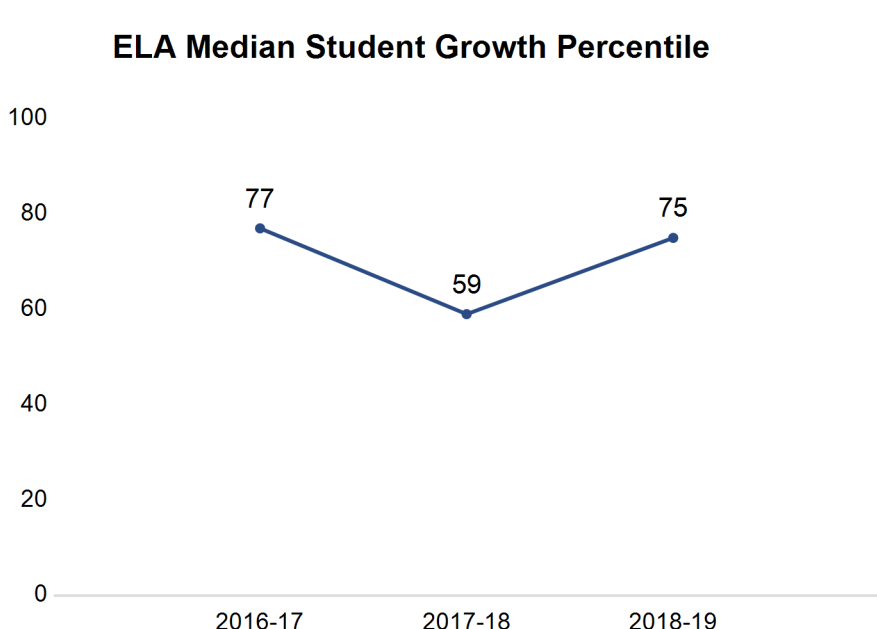
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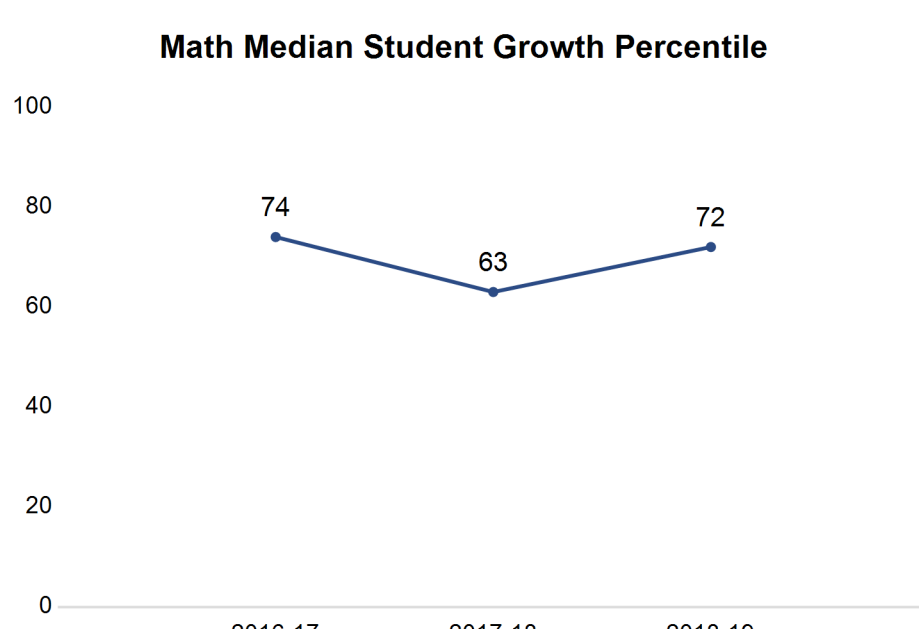
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	77	59	75	74	63	72
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	75	61	50	Exceeds Standard	72	52	50	Exceeds Standard
White	75	61	50	Exceeds Standard	73.5	53	52	Exceeds Standard
Hispanic	75	57	49	**	65	45	47	**
Black or African American	*	56	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	85	67	59	**	77	63	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	59	49	**	*	48.5	52	**
Female	75	66	53	N	71	49	50	N
Male	76.5	57	47	N	72.5	54	51	N
Economically Disadvantaged Students	*	53	48	**	*	46	46	**
Students with Disabilities	57.5	54	43	**	59.5	52	45	**
English Learners	*	65	52	**	*	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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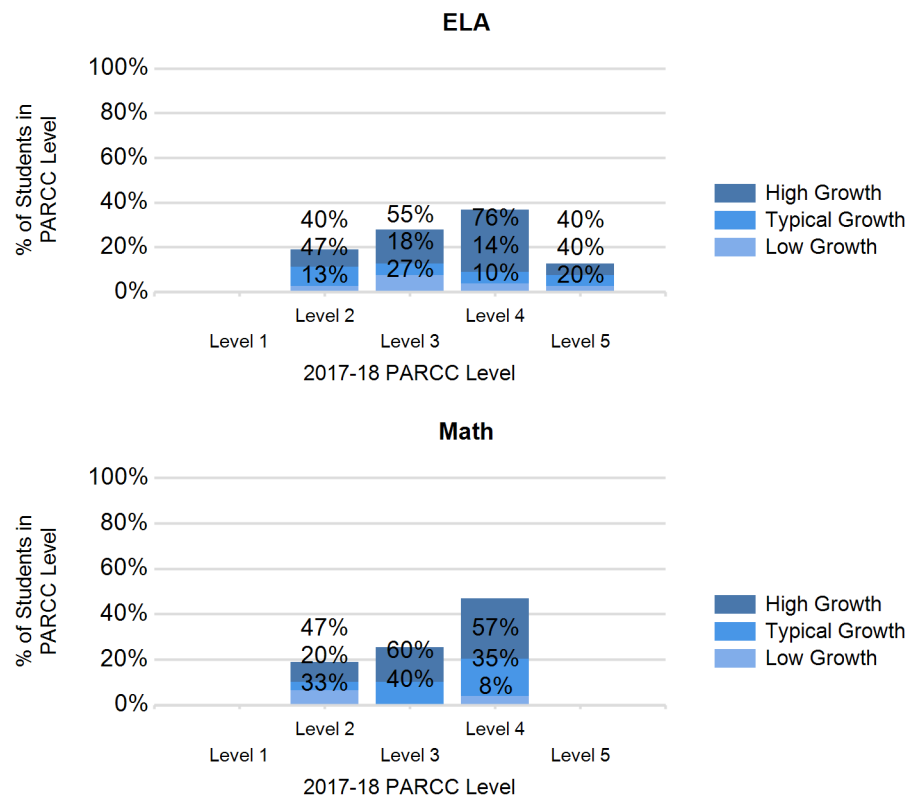
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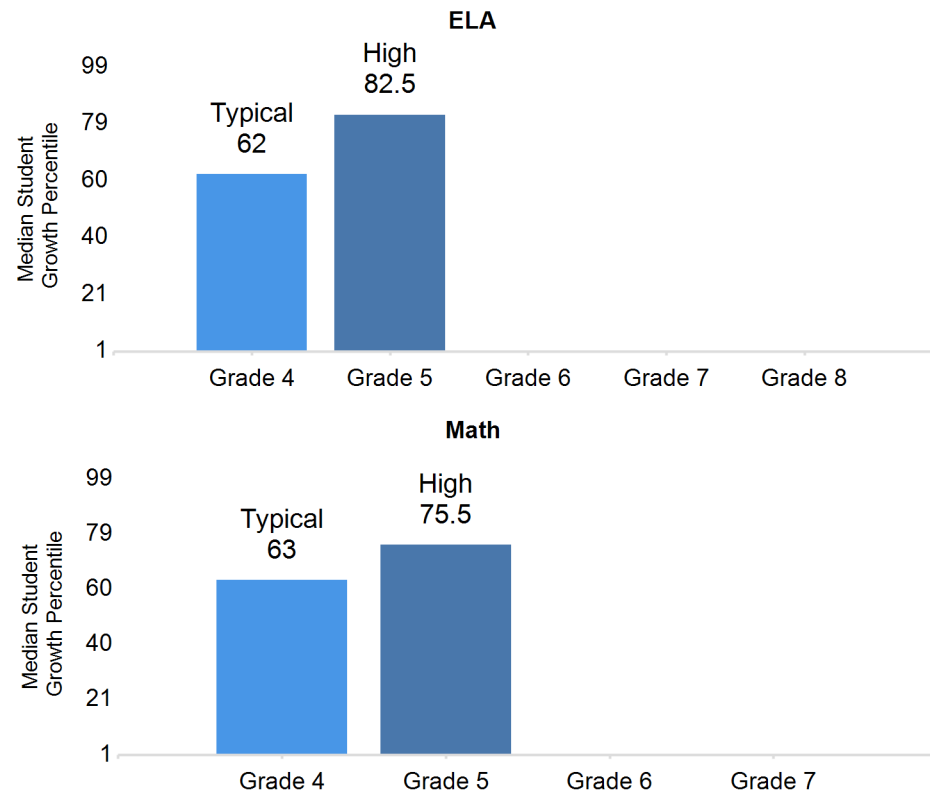
Student Growth by Performance Level

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



Student Growth by Grade

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





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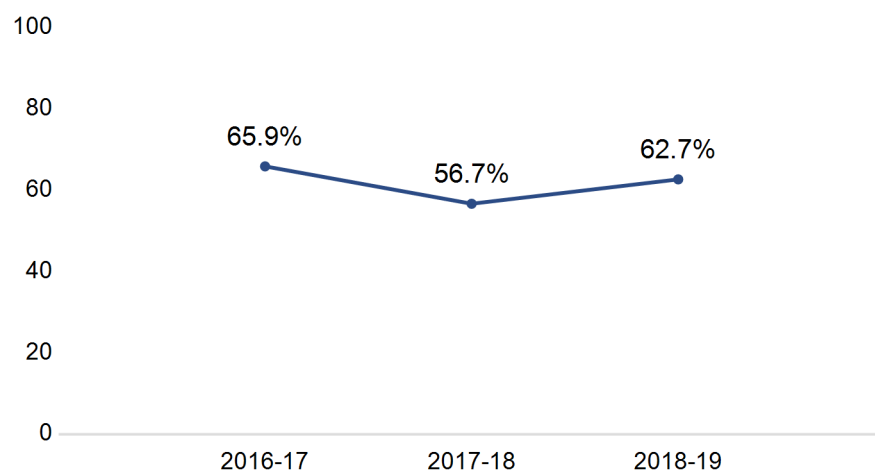
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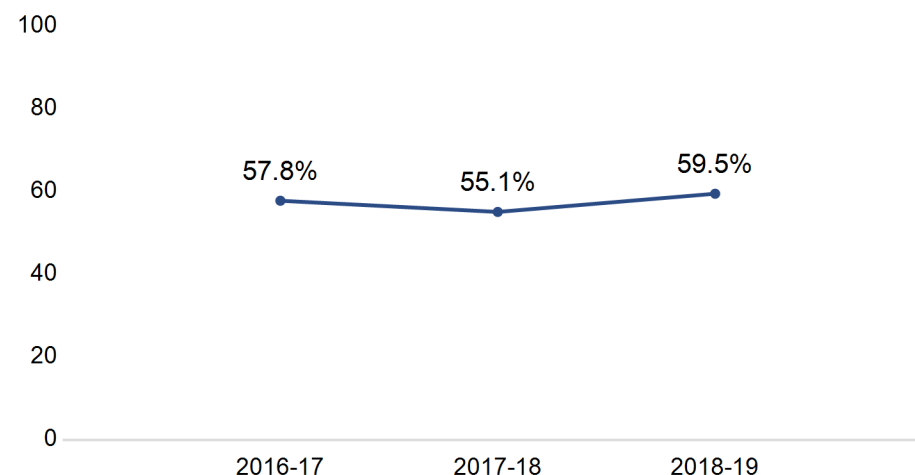
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.9%	92.6%	98.5%	92.9%	92.6%	98.5%
Proficiency Rate for Federal Accountability	65.9%	56.7%	62.7%	57.8%	55.1%	59.5%
Annual Target	57.9%	59.0%	60.2%	44.7%	46.5%	48.4%
Met Annual Target?	Met Target	Met Target†	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	126	98.5	62.7	69.6	57.9	62.7	60.2	Met Target
White	58	98.4	63.8	71.3	66.9	63.8	60.3	Met Target
Hispanic	28	100.0	53.6	57.3	43.9	53.6	52.5	Met Target
Black or African American	*	*	*	62.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	81.5	82.4	82.9	81.5	79.3	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	66	97.2	66.7	73.9	64.8	66.7		
Male	60	100.0	58.3	65.8	51.3	58.3		
Economically Disadvantaged Students	14	93.7	42.9	50.3	40.0	42.0	**	**
Non-Economically Disadvantaged Students	112	99.2	65.2	72.3	67.9	65.2		
Students with Disabilities	28	100.0	17.9	22.1	22.7	17.9	32.9	Not Met
Students without Disabilities	98	98.1	75.5	80.9	65.1	75.5		
English Learners	*	*	*	40.0	29.3	*	**	**
Non-English Learners	*	*	*	70.3	60.6	*		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



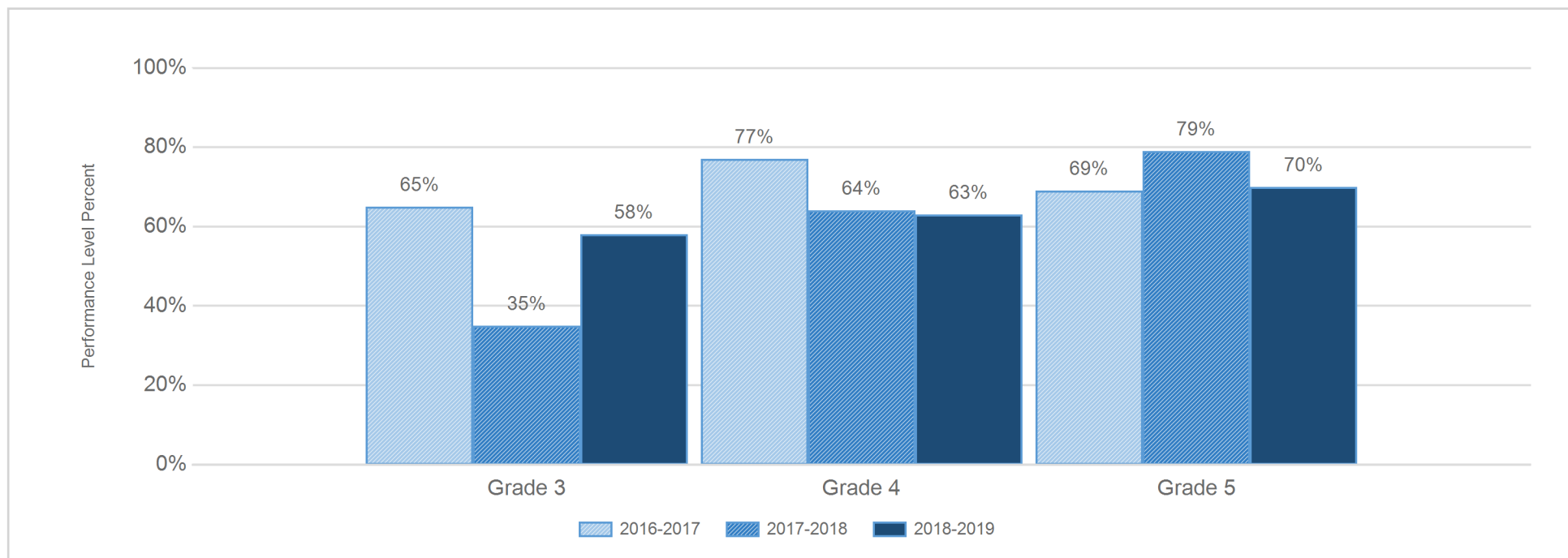
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	753	759	748	*	22%	*	*	*	58%	50%
White	20	755	761	757	*	*	*	*	*	60%	60%
Hispanic	10	740	751	734	0%	*	*	*	*	50%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	10	773	765	773	0%	*	*	*	*	80%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	754	761	753	*	*	*	*	*	55%	55%
Male	14	750	757	743	*	*	*	*	*	64%	46%
Economically Disadvantaged Students	*	*	753	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	759	*	*	*	*	*	*	61%
Students with Disabilities	*	*	732	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	45	753	*	751	*	22%	*	*	*	58%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Dennis B O'Brien Elementary School
(27-4490-025)
Grades Offered: PK-05
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	766	764	755	0%	*	24%	*	*	63%	57%
White	26	767	766	763	0%	*	*	*	*	65%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	22	772	767	760	0%	*	*	*	*	73%	62%
Male	24	761	761	750	0%	*	*	*	*	54%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	11	740	734	725	0%	*	*	*	*	27%	25%
Students without Disabilities	35	774	770	761	0%	*	*	*	*	74%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	46	766	*	758	0%	*	24%	*	*	63%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Dennis B O'Brien Elementary School
(27-4490-025)
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2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	776	770	756	*	*	*	40%	30%	70%	58%
White	15	787	772	764	0%	*	*	*	*	73%	68%
Hispanic	10	763	761	743	*	*	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	11	778	778	781	0%	0%	*	*	*	82%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	17	776	778	761	*	*	*	*	*	76%	64%
Male	23	777	764	750	*	*	*	*	*	65%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	40	776	*	758	*	*	*	40%	30%	70%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	126	98.5	59.5	52.2	44.5	59.5	48.4	Met Target
White	58	98.4	62.1	55.2	54.1	62.1	49.7	Met Target
Hispanic	28	100.0	42.9	37.1	28.8	42.9	32.2	Met Target
Black or African American	*	*	*	35.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	88.9	68.8	76.5	88.9	79.2	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	66	97.2	59.1	50.1	44.9	59.1		
Male	60	100.0	60.0	54.0	44.2	60.0		
Economically Disadvantaged Students	14	93.7	35.7	29.2	26.3	35.0	**	**
Non-Economically Disadvantaged Students	112	99.2	62.5	55.5	54.9	62.5		
Students with Disabilities	28	100.0	28.6	16.7	17.4	28.6	20.9	Met Target
Students without Disabilities	98	98.1	68.4	60.6	50.0	68.4		
English Learners	*	*	*	22.0	25.0	*	**	**
Non-English Learners	*	*	*	53.0	46.5	*		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



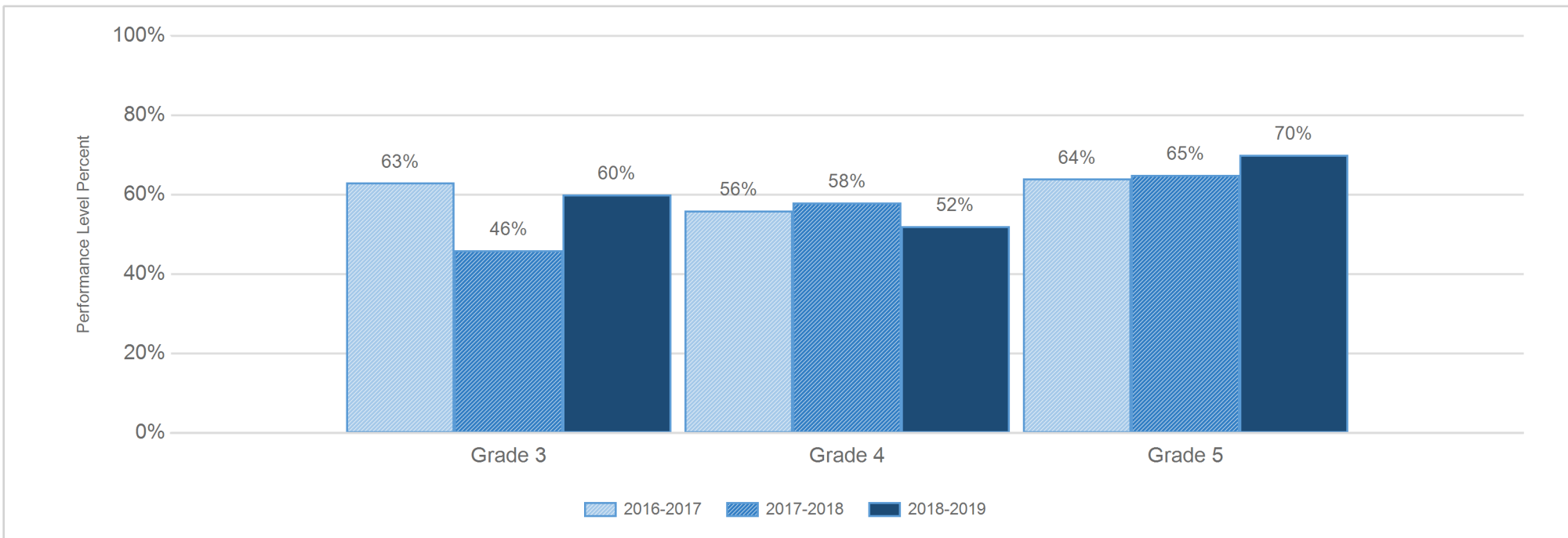
Dennis B O'Brien Elementary School
(27-4490-025)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	752	755	752	*	*	24%	*	*	60%	55%
White	20	753	756	760	*	*	*	*	*	65%	66%
Hispanic	10	742	749	739	*	*	*	*	*	50%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	10	771	760	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	*	*	*	758	*	*	*	*	*	*	62%
Female	31	753	754	751	*	*	*	*	*	55%	54%
Male	14	750	755	752	*	*	*	*	*	71%	56%
Economically Disadvantaged Students	*	*	752	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	755	761	*	*	*	*	*	*	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	760	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	45	752	*	754	*	*	24%	*	*	60%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	753	754	749	*	*	35%	*	*	52%	51%
White	26	754	758	757	0%	*	38%	*	*	54%	62%
Hispanic	*	*	739	737	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	22	754	751	749	*	*	*	*	*	59%	50%
Male	24	751	756	749	*	*	*	*	*	46%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	63%
Students with Disabilities	11	732	730	726	*	*	*	*	*	18%	25%
Students without Disabilities	35	759	759	754	*	*	*	*	*	63%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	46	753	*	751	*	*	35%	*	*	52%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	767	759	747	*	*	*	*	*	70%	47%
White	15	778	762	755	0%	*	*	*	*	80%	58%
Hispanic	10	743	746	735	*	*	*	*	*	40%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	11	776	773	775	0%	0%	*	*	*	91%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	17	760	759	747	*	*	*	*	*	65%	47%
Male	23	771	758	747	*	*	*	*	*	74%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	40	767	*	749	*	*	*	*	*	70%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

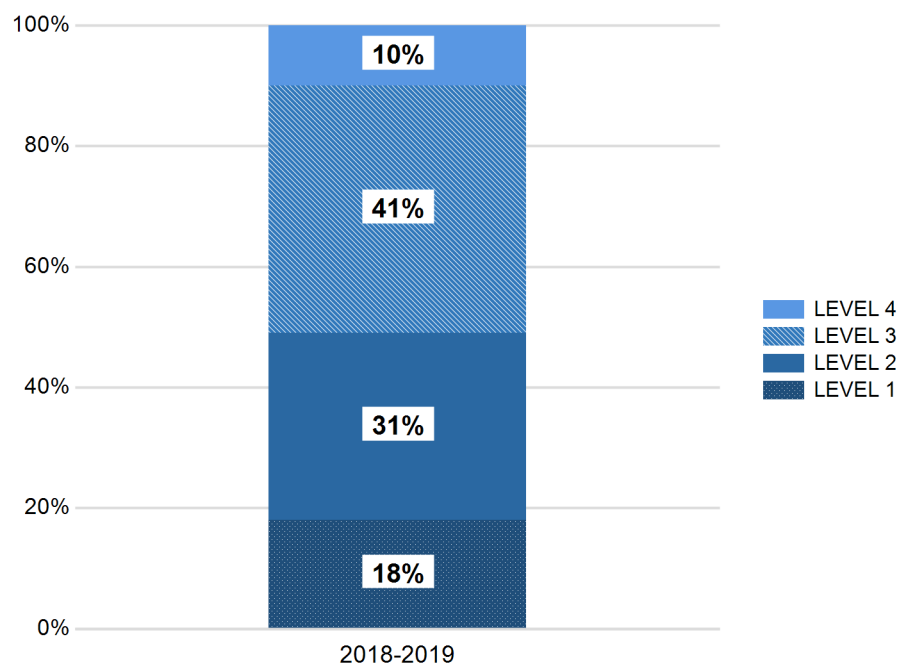
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	18	31	41	10
White	0	33	53	13
Hispanic	40	40	20	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	18	27	36	18
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	24	29	47	0
Male	14	32	36	18
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	31	41	10
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Dennis B O'Brien Elementary School

(27-4490-025)

Grades Offered: PK-05

2018-2019

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N No Data is available to display

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

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

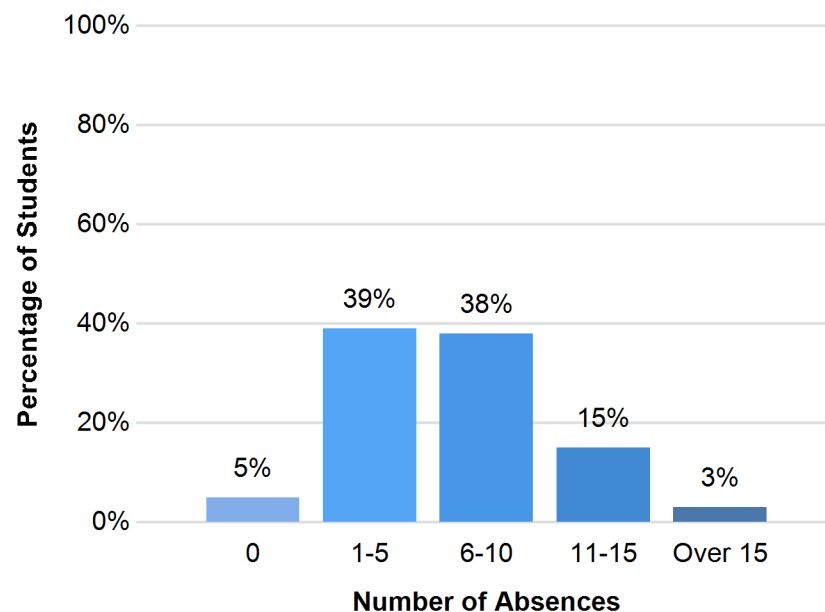
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	5	2.0	8.9	Met
White	2	1.6	8.9	Met
Hispanic	2	3.8	8.9	Met
Black or African American	0	0	**	**
Asian, Native Hawaiian, or Pacific	0	0	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.9	**	**
Female	3	2.4		
Male	2	1.5		
Economically Disadvantaged Students	2	8.0	8.9	Met
Students with Disabilities	1	2.6	8.9	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	*	*		

Days Absent

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





Dennis B O'Brien Elementary School

(27-4490-025)

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2018-2019

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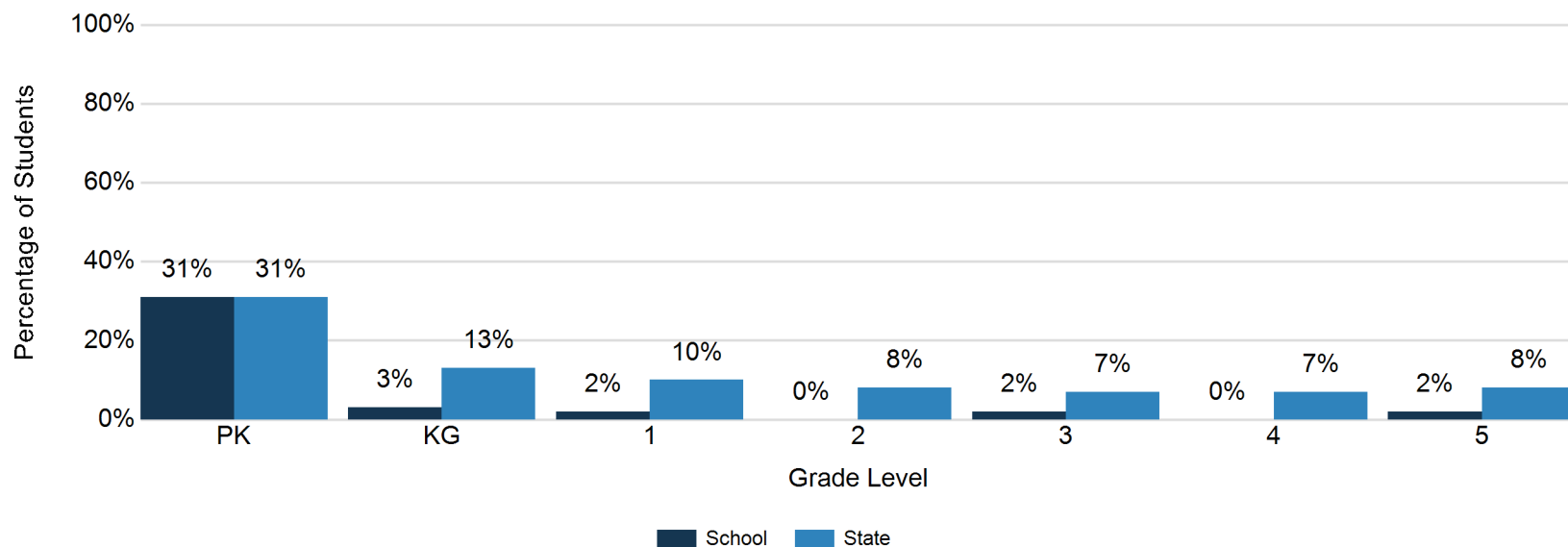
N No Data is available to display

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

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

Chronic Absenteeism by Grade

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





Dennis B O'Brien Elementary School

(27-4490-025)

Grades Offered: PK-05

2018-2019

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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

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

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	13.4	12.1
Average years experience in district	13.4	10.8
Percentage of Teachers with 4 or more years experience in the district	93.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	10:1
Students to Administrators	320:1	191:1
Teachers to Administrators	30:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.7%	93.3%	0.0%	48.4%	77.1%	54.9%
Male	55.3%	6.7%	100.0%	51.6%	22.9%	45.1%
White	53.8%	96.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	20.3%	3.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.4%	0.0%	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	0.0%	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	6.3%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.9%	56.7%	62.7%
Math Proficiency	57.8%	55.1%	59.5%
ELA Growth	77	59	75
Math Growth	74	63	72
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	6.1%	4.9%	2.0%

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



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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Character education is paramount through our Core Values of H.E.A.R.T. (Honesty, Empathy, Acceptance, Respect, Trust) and focus on Social/Emotional growth.
- We always seek to infuse service learning projects that are student driven into cross-curricula areas.
- Students who graduate from DBO consistently achieve at above state levels on state standardized assessments.



Mission, Vision, Theme:

We believe it is our daily duty to work tirelessly to ensure that ALL students receive a high quality education that acknowledges and supports individual learning differences, while growing the whole child in a safe and academically and culturally diverse learning environment. To this end, we challenge ourselves to be better than we think we can be. Our success in this mission will build lifelong, confident learners, who have the tools necessary for success in a changing world.



Awards, Recognition, Accomplishments:

Recipient of the Exxon Mobil Educational Alliance grant (5yrs), named a grief sensitive school, selected by Morris Arts for an artist in residence grant, and chosen for 4 yrs for the Macy's studio tour. We've had a teacher nominee for a global teacher of the year award, principal winner of an Educational Leadership Award, and students selected in area spelling bees in addition to articles by the principal, selected and published in NJ teacher's magazine and Educational Viewpoints magazine.



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Courses, Curriculum, Instruction:

At Dennis B. O'Brien we offer instruction in Math, Language Arts, Science, Social Studies. In addition, students participate weekly in Special areas such as Physical Education, Library, Computer Literacy, Art, and Music. Finally, students have the opportunity to participate in instrumental music, band, gifted and talented, Art studio, STEAM activities plus more.



Clubs and Activities:

Students can opt to participate in after school clubs such as robotics, Lego, mural design, coding, and fit kids. Students can also choose to run for student government and engage in philanthropic pursuits, as well as participate in local and area Spelling Bees, Art Studio, community choir, band, and service learning projects.



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 <p>Before and After School Programs:</p>	<p>The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information go to randolphymca.org.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff engage in targeted professional development and professional learning communities with a focus on effective instruction and improving student growth through academic data analysis as well as executive functioning skills. Our staff are a highly dedicated team that seek out professional opportunities, grants and ways to improve in order to better themselves and the school community.</p>



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 <p>Student Supports and Services:</p>	<p>We house the district pre-school disabled program and general education pre-school program. We have a full response to intervention team, offer academic intervention, speech, occupational therapy, and physical therapy services. We also offer pull out and in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant. A full time counselor is also dedicated to our school.</p>
 <p>Student Health and Wellness:</p>	<p>A healthy, active lifestyle is promoted through 30 minutes of daily physical activity during recess as well as in Physical Education classes which students take twice a week. Students also participate in additional activities and events such as project jump and the walk-a-thon. In addition we have a full time school nurse who caters to the diverse health needs of our students and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Our PTA works tirelessly to run many events that benefit the whole school community. They have been instrumental in securing items such as a rock climbing wall, and gazebo. We love having family volunteers come in and read or help in the garden and we enjoy working with Picatinny Arsenal to welcome transitioning military students into the DBO family. Our webpage, twitter feed and parent portal gives families access to their child's academic progress, and the exciting things happening at DBO.</p>



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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>DBO was constructed in 1953, and in the past few years we have seen major facility upgrades including a new roof, boilers, electrical upgrades, media center, and devices (Chromebooks). We have a designated gym, cafeteria, art room, music room, speech rooms, occupational/physical therapy room, intervention space and our rooms have air-conditioning. We also have a football field, 2 playgrounds and recently upgraded/refurbished our computer lab to a true technological open learning space.</p>



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



Other Information

The DBO school community is comprised of approximately 320 Preschool to 5th Grade students who are challenged daily with interdisciplinary, cooperative, and differentiated instruction, along with multisensory and experiential learning experiences. We utilize and embrace new technologies in order to advance our students understanding of specific learning concepts. The added success of our students and school is a direct result of the commitment, participation and dedication of our parents, particularly members of our PTA. Through their efforts and the many committee's parents serve on, DBO is able to realize and engage many valuable programs that impact the social and emotional growth and development of our students. We rely heavily, and always welcome the support of our PTA, families and community volunteers and partners. At DBO we will continue to work toward a balance of allowing students increasing levels of autonomy, while also ensuring that students are appropriately challenged and scheduled during the school day. We hold high academic standards for all students, and will continue in our efforts to develop and sustain a humane, sensitive, attractive, and comfortable atmosphere for faculty, staff, and students. We are committed to a learning environment that values diversity, fosters respect and understanding, and offers a safe, supportive environment for teaching and learning.

**Katharine D Malone Elementary School**

(27-4490-030)

Grades Offered: KG-05

2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Morris
District	Rockaway Township School District
Principal Name	Ms. Melissa Lewis
Address	524 GREEN POND ROAD ROCKAWAY, NJ 07866
Phone Number	973-627-7512
Email Address	mlewis@rocktwp.net
Website	https://kdm.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/KDMElementary



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	29	32	34
1	43	34	37
2	57	47	39
3	41	56	48
4	44	39	60
5	58	44	41
Total	272	252	259

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	45.6%	43.6%
Male	54.4%	54.4%	56.4%
Economically Disadvantaged Students	6.6%	6.3%	4.2%
Students with Disabilities	25.0%	23.0%	21.6%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.4%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.8%
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	80.9%	77.4%	77.6%
Hispanic	11.4%	12.3%	12.0%
Black or African American	1.8%	2.8%	0.8%
Asian	5.1%	5.2%	6.6%
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%	2.4%	3.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	29	32	34

Enrollment by Home Language

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

Home Language	% of Students
English	95.4%
Spanish	1.9%
Polish	1.2%
Other Languages	1.5%



Katharine D Malone Elementary School
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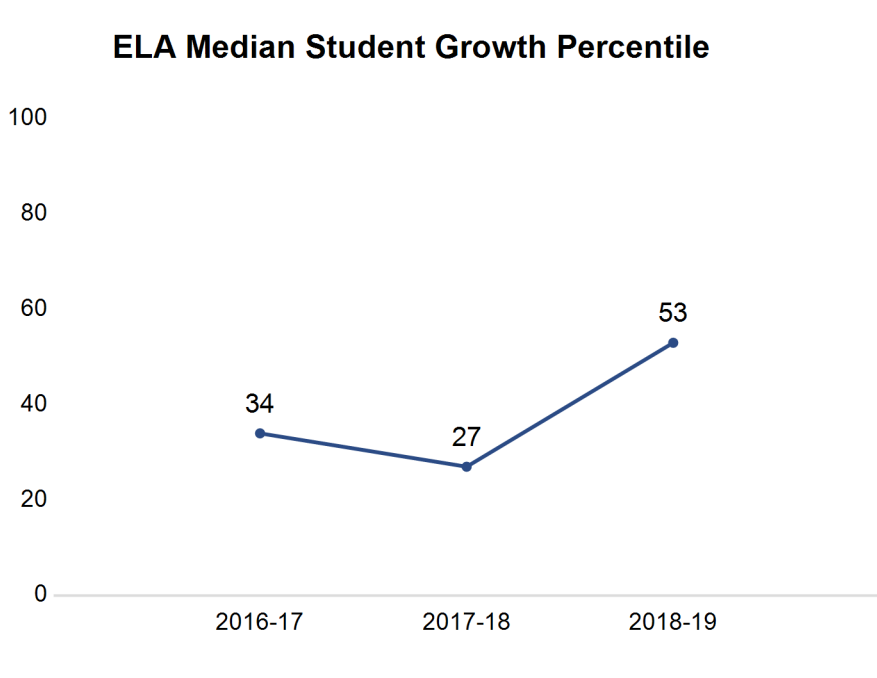
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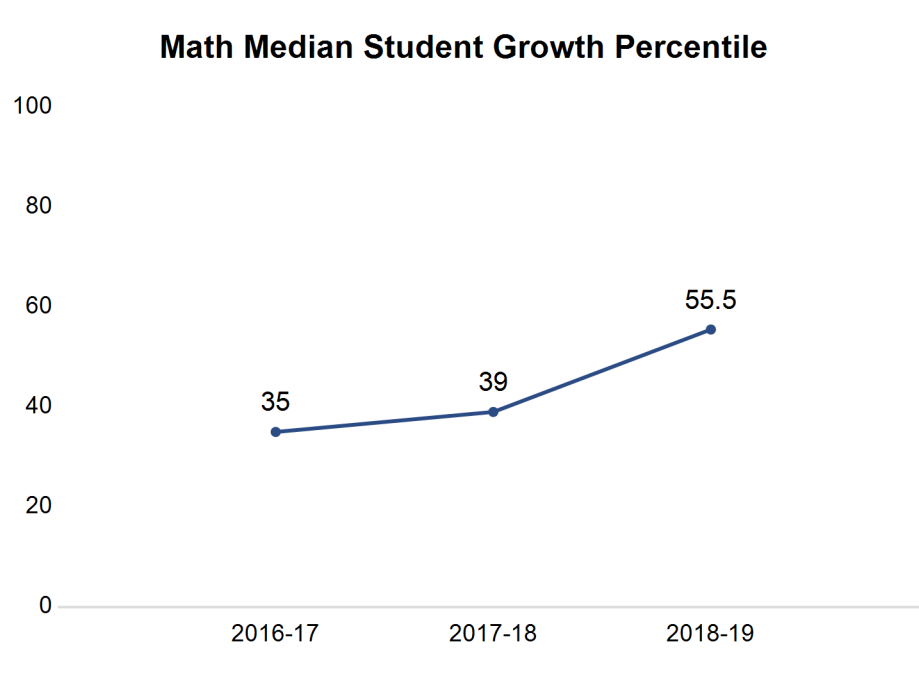
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	34	27	53	35	39	55.5
Met Standard (40-59.5)?	Not Met	Not Met	Met Standard	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	61	50	Met Standard	55.5	52	50	Met Standard
White	54.5	61	50	Met Standard	58	53	52	Met Standard
Hispanic	*	57	49	**	*	45	47	**
Black or African American	N	56	45	**	N	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	63	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	N	59	49	**	N	48.5	52	**
Female	48.5	66	53	N	53	49	50	N
Male	56	57	47	N	63	54	51	N
Economically Disadvantaged Students	*	53	48	**	*	46	46	**
Students with Disabilities	53	54	43	**	68	52	45	**
English Learners	N	65	52	**	N	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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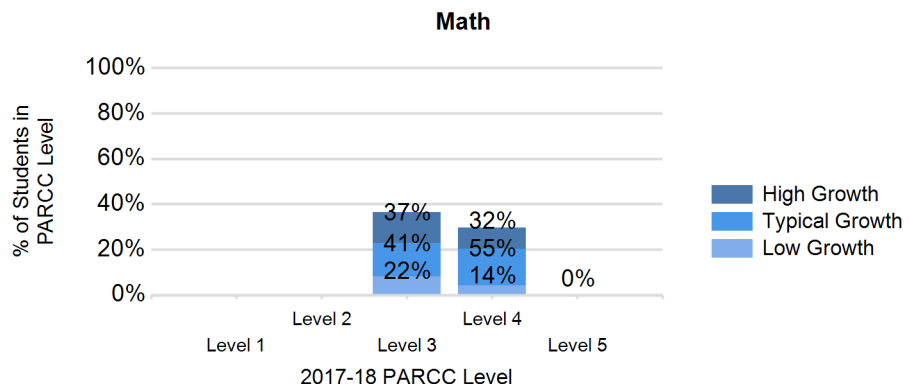
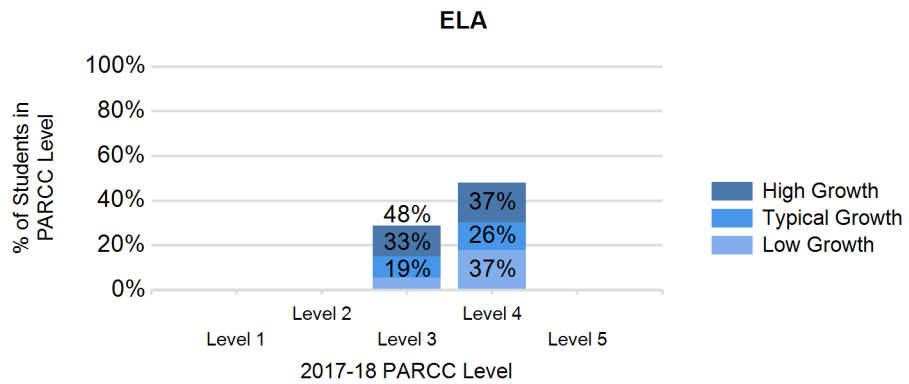
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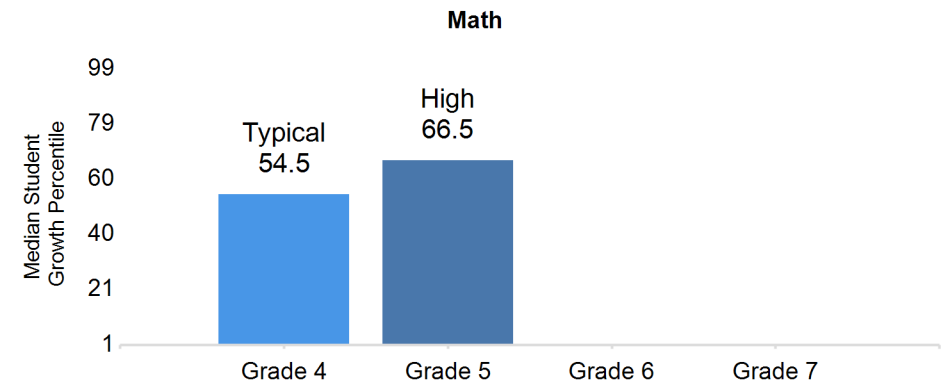
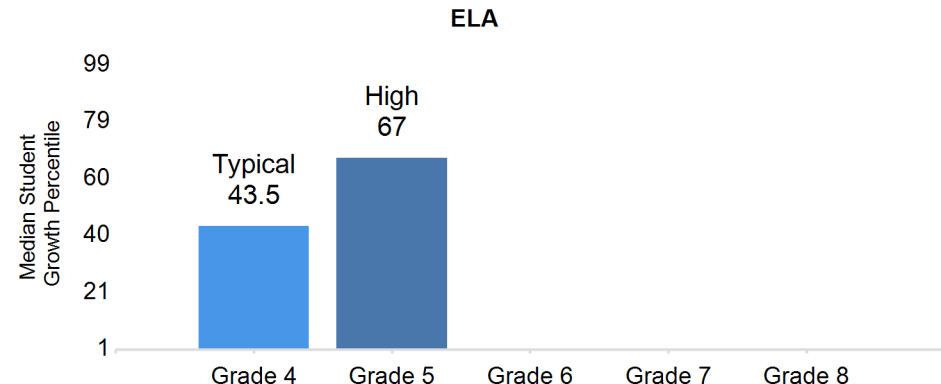
Student Growth by Performance Level

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



Student Growth by Grade

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





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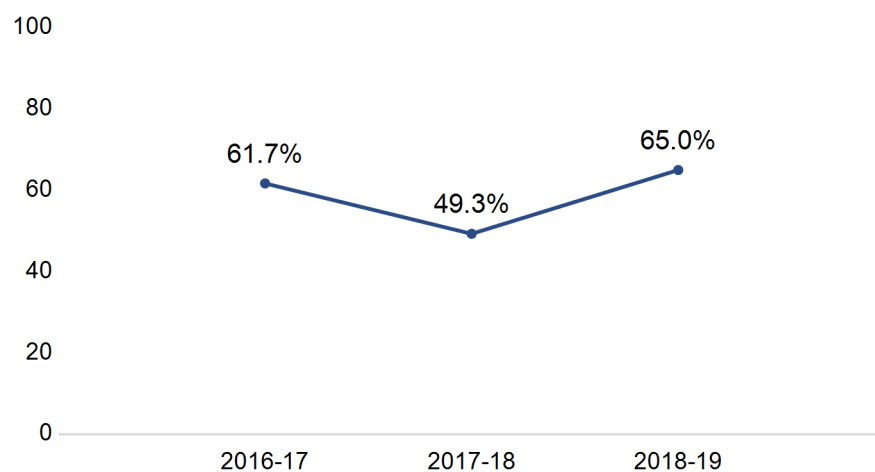
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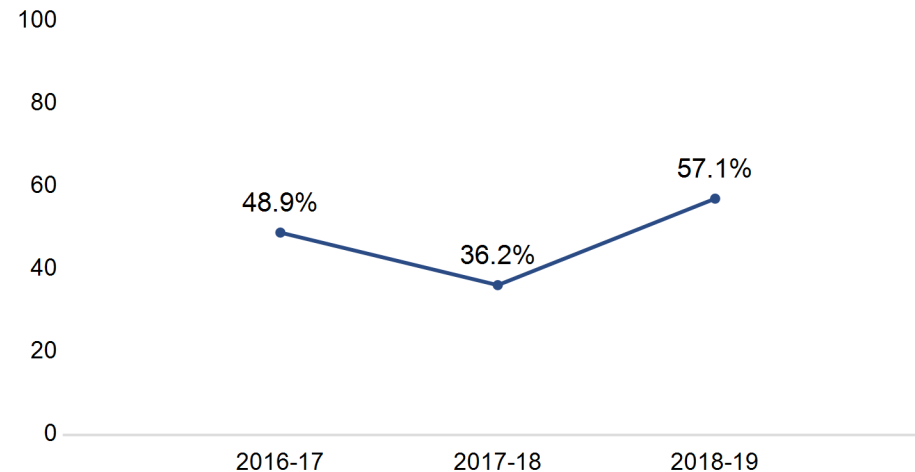
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	94.9%	90.8%	96.6%	94.2%	91.6%	96.6%
Proficiency Rate for Federal Accountability	61.7%	49.3%	65.0%	48.9%	36.2%	57.1%
Annual Target	56.3%	57.5%	58.8%	55.5%	56.8%	58.1%
Met Annual Target?	Met Target	Not Met	Met Target	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	140	96.6	65.0	69.6	57.9	65.0	58.8	Met Target
White	113	96.6	65.5	71.3	66.9	65.5	61.6	Met Target
Hispanic	17	94.4	52.9	57.3	43.9	52.6	**	**
Black or African American	N	N	N	62.5	38.5	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	59	93.7	69.5	73.9	64.8	68.4		
Male	81	98.8	61.7	65.8	51.3	61.7		
Economically Disadvantaged Students	*	*	*	50.3	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	72.3	67.9	*		
Students with Disabilities	26	89.7	26.9	22.1	22.7	25.4	27.4	Met Target†
Students without Disabilities	114	98.3	73.7	80.9	65.1	73.7		
English Learners	N	N	N	40.0	29.3	N	**	**
Non-English Learners	140	96.6	65.0	70.3	60.6	65.0		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



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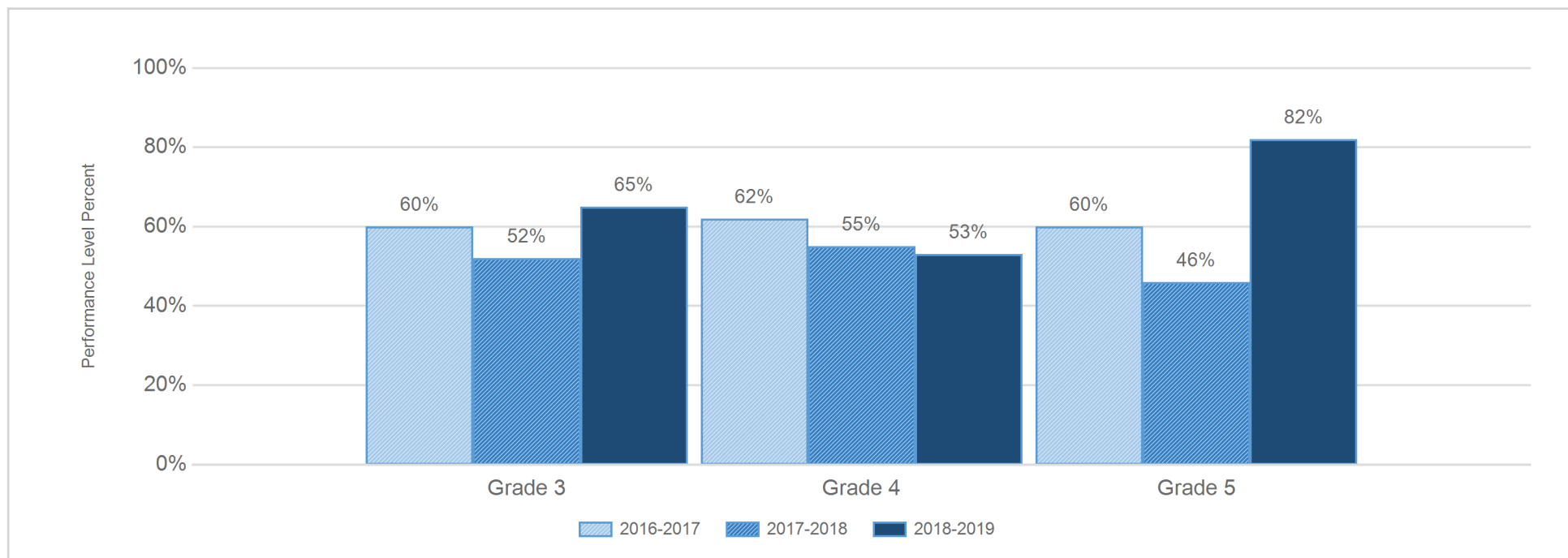
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	765	759	748	*	*	28%	*	*	65%	50%
White	38	766	761	757	*	*	32%	*	*	61%	60%
Hispanic	*	*	751	734	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	21	774	761	753	*	*	*	*	*	76%	55%
Male	25	758	757	743	*	*	*	*	*	56%	46%
Economically Disadvantaged Students	N	N	753	731	N	N	N	N	N	N	33%
Non-Economically Disadvantaged Students	46	765	759	759	*	*	28%	*	*	65%	61%
Students with Disabilities	*	*	732	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	764	754	*	*	*	*	*	*	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	46	765	*	751	*	*	28%	*	*	65%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	752	764	755	*	*	26%	*	*	53%	57%
White	41	752	766	763	*	*	*	*	*	54%	67%
Hispanic	*	*	750	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	20	756	767	760	*	*	*	*	*	60%	62%
Male	27	749	761	750	*	*	*	*	*	48%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	*	*	734	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	770	761	*	*	*	*	*	*	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	47	752	*	758	*	*	26%	*	*	53%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	769	770	756	*	*	*	*	*	82%	58%
White	32	769	772	764	*	*	*	*	*	88%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	N	N	*	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	*	762	N	N	N	N	N	N	65%
Female	17	765	778	761	*	*	*	*	*	76%	64%
Male	22	771	764	750	*	*	*	*	*	86%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	39	769	*	758	*	*	*	*	*	82%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	140	96.6	57.1	52.2	44.5	57.1	58.1	Met Target†
White	113	96.6	60.2	55.2	54.1	60.2	62.3	Met Target†
Hispanic	17	94.4	35.3	37.1	28.8	35.0	**	**
Black or African American	N	N	N	35.0	23.0	N	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	59	93.7	50.8	50.1	44.9	50.1		
Male	81	98.8	61.7	54.0	44.2	61.7		
Economically Disadvantaged Students	*	*	*	29.2	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	55.5	54.9	*		
Students with Disabilities	26	89.7	19.2	16.7	17.4	18.1	21.3	Met Target†
Students without Disabilities	114	98.3	65.8	60.6	50.0	65.8		
English Learners	N	N	N	22.0	25.0	N	**	**
Non-English Learners	140	96.6	57.1	53.0	46.5	57.1		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05

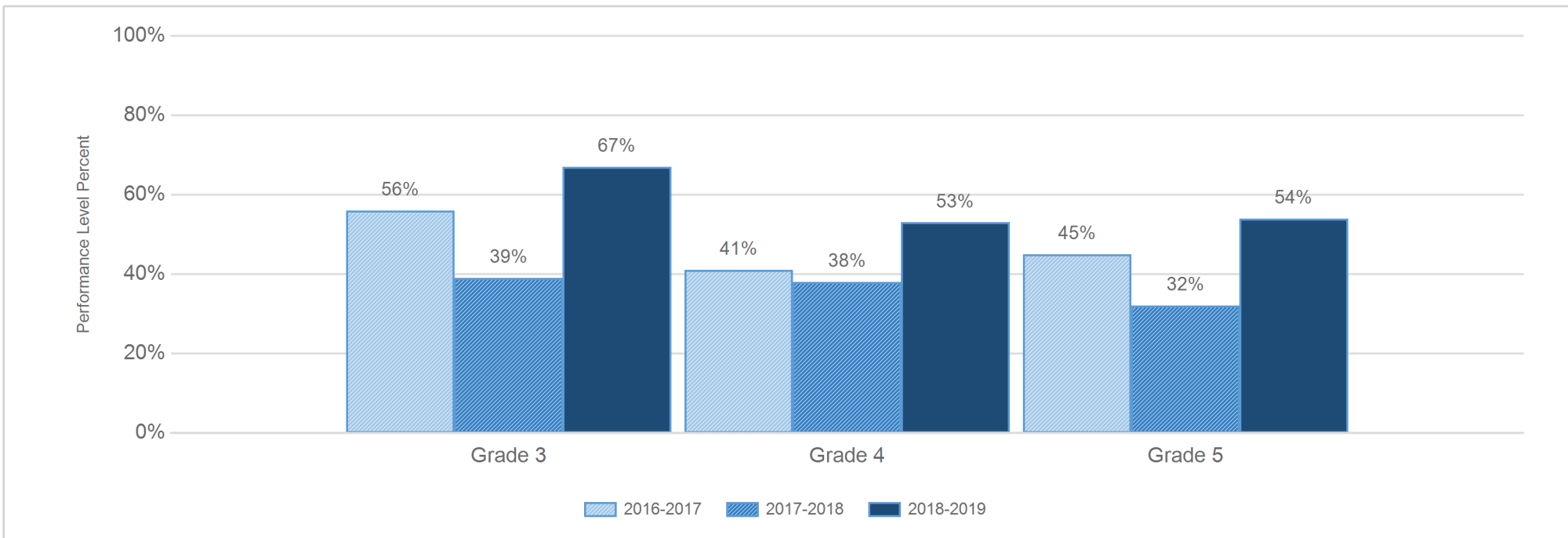
2018-2019

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Mathematics Assessment – Performance Trends

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



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



Katharine D Malone Elementary School
(27-4490-030)
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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	758	755	752	*	*	*	*	*	67%	55%
White	38	761	756	760	*	*	*	*	*	71%	66%
Hispanic	*	*	749	739	*	*	*	*	*	*	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	21	761	754	751	*	*	*	*	*	62%	54%
Male	25	755	755	752	*	*	*	*	*	72%	56%
Economically Disadvantaged Students	N	N	752	737	N	N	N	N	N	N	37%
Non-Economically Disadvantaged Students	46	758	755	761	*	*	*	*	*	67%	67%
Students with Disabilities	*	*	729	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	760	756	*	*	*	*	*	*	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	46	758	*	754	*	*	*	*	*	67%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Katharine D Malone Elementary School

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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	47	748	754	749	*	*	26%	53%	0%	53%	51%
White	41	748	758	757	*	*	24%	54%	0%	54%	62%
Hispanic	*	*	739	737	*	*	*	*	*	*	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	20	747	751	749	*	*	*	*	*	45%	50%
Male	27	749	756	749	*	*	*	*	*	59%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	63%
Students with Disabilities	*	*	730	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	759	754	*	*	*	*	*	*	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	47	748	*	751	*	*	26%	53%	0%	53%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	39	756	759	747	0%	*	28%	*	*	54%	47%
White	32	758	762	755	0%	*	31%	*	*	56%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	N	N	*	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	*	753	N	N	N	N	N	N	55%
Female	17	748	759	747	0%	*	*	*	*	47%	47%
Male	22	762	758	747	0%	*	*	*	*	59%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	39	756	*	749	0%	*	28%	*	*	54%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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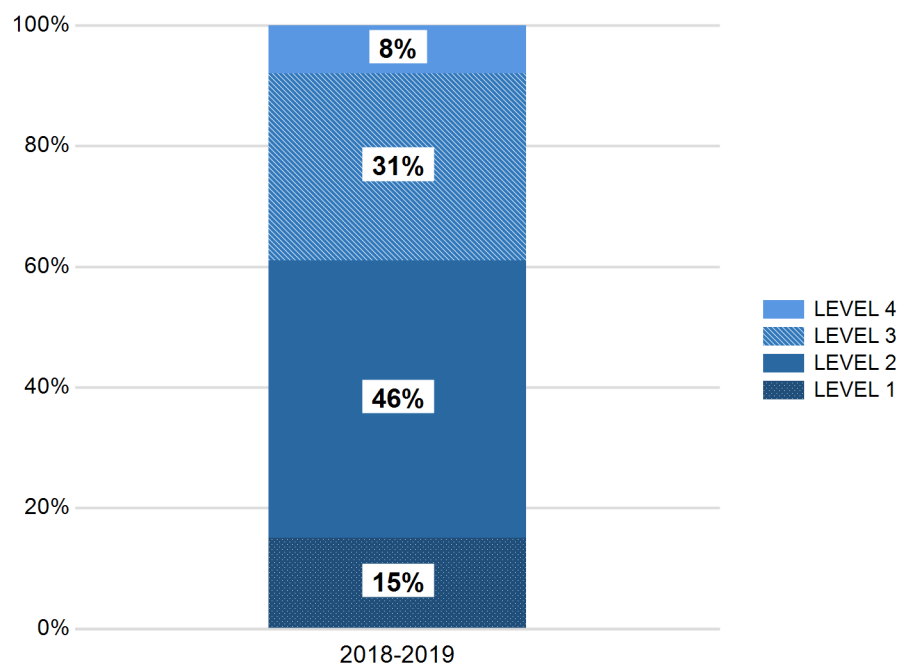
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	15	46	31	8
White	9	50	31	9
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	24	47	24	6
Male	9	45	36	9
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	15	46	31	8
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



Katharine D Malone Elementary School

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2018-2019

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

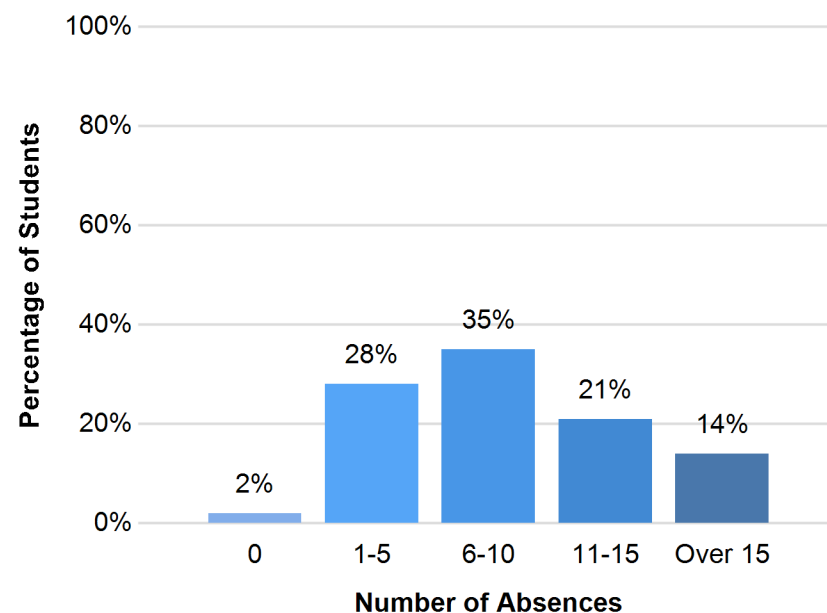
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	19	7.7	8.9	Met
White	16	8.2	8.9	Met
Hispanic	1	3.8	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	6.7	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	4	3.6		
Male	15	11.0		
Economically Disadvantaged Students	2	20.0	**	**
Students with Disabilities	4	9.5	8.9	Not Met
English Learners	*	*	**	**
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.





Katharine D Malone Elementary School

(27-4490-030)

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2018-2019

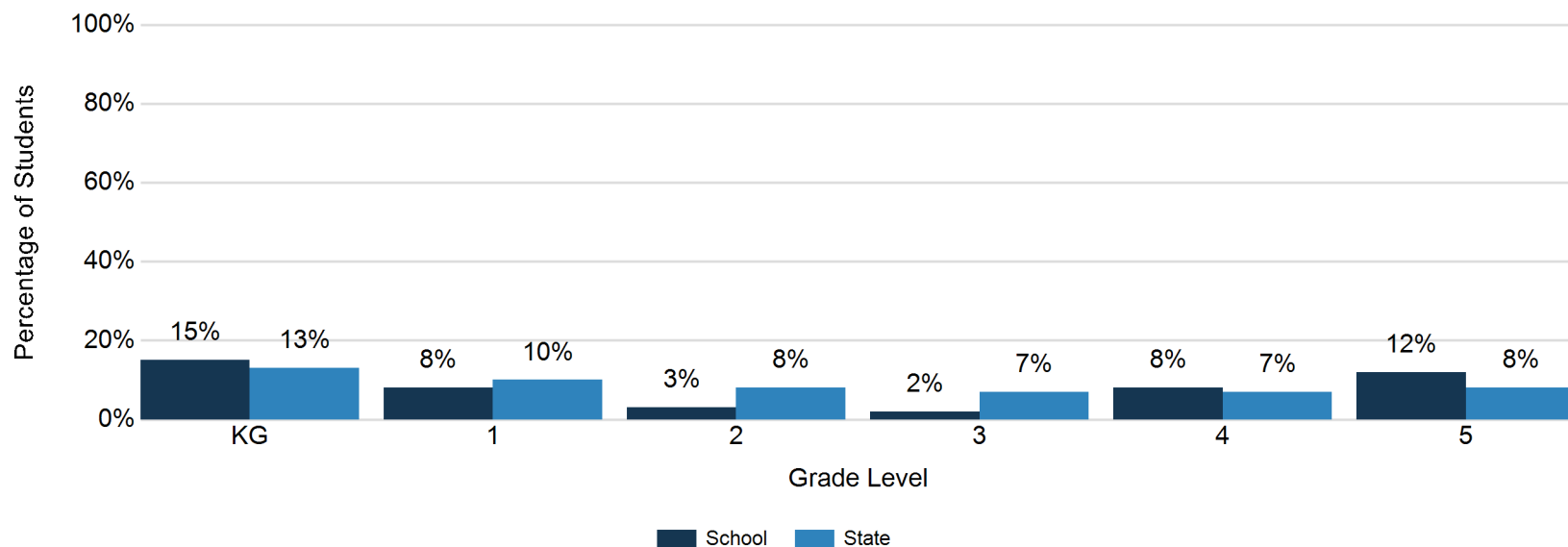
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:15 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	3.5:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	30	118,214
Average years experience in public schools	11.2	12.1
Average years experience in district	11.2	10.8
Percentage of Teachers with 4 or more years experience in the district	70.0%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	9:1	10:1
Students to Administrators	259:1	191:1
Teachers to Administrators	30:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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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 district-level administrators

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	43.6%	90.0%	100.0%	48.4%	77.1%	54.9%
Male	56.4%	10.0%	0.0%	51.6%	22.9%	45.1%
White	77.6%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	12.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	0.8%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	6.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05

2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

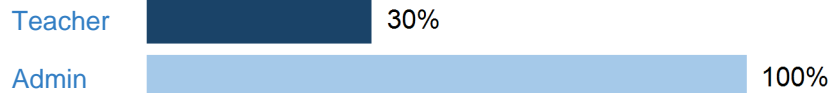
Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.6%



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05

2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.7%	49.3%	65.0%
Math Proficiency	48.9%	36.2%	57.1%
ELA Growth	34	27	53
Math Growth	35	39	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.9%	7.2%	7.7%

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



Katharine D Malone Elementary School

(27-4490-030)

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2018-2019

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

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

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

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



Katharine D Malone Elementary School
(27-4490-030)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Katharine D Malone Elementary School

(27-4490-030)

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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:

- Character education is paramount through our monthly focus on a different character trait and our Positive Office Referrals to highlight students exhibiting the traits.
- Technology is infused into classroom instruction with our 1:1 Chromebooks for the 148 students in grades 3-5.
- The KDM PTA works collaboratively with the school to provide the students with new experiences and programs, such as Spirit Sticks in correlation to our character program.



Mission, Vision, Theme:

We believe that all individuals have a right to be treated with fairness, dignity and respect as we grow individually and as a community of learners. Our dedicated staff is committed to meeting student learning needs as we believe all students can grow, develop, and succeed. The Katharine D. Malone School embraces a culture of high expectations for students and staff performance.



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05



2018-2019

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 <p>Courses, Curriculum, Instruction:</p>	<p>At Katherine D. Malone we offer instruction in Math, Language Arts, Science, Social Studies. Katharine D. Malone School's curriculum includes IRLA, Writer's Workshop, Next Generation Science Standards, and Envision Math. The Gifted and Talented Program, called Trex, is determined using CoGat scores and teacher recommendation. The students selected meet with their teacher each Friday. A school wide STEM day, multiple times a year, provides all students the opportunity to work with others to solve problems provided to them. Finally, students have the opportunity to participate in instrumental music and band.</p>
 <p>Clubs and Activities:</p>	<p>Students can opt to participate in after school clubs such as STEM, exercise club, board games, and newspaper club. Students can also choose to join the KDM Safety Monitors to assist the younger students in the school or participate in local and area Spelling Bees, community choir, band, and service learning projects. The KDM snack cart provides snacks to students in need and is run by the students and teachers of our Autism and MD programs.</p>



Katharine D Malone Elementary School

(27-4490-030)

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 <p>Before and After School Programs:</p>	<p>The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff engage in targeted professional development and professional learning communities with a focus on effective instruction and improving student growth through academic data analysis as well as executive functioning skills. Our staff are a highly dedicated team that seek out professional opportunities, grants from our local Education Foundation and ways to improve in order to better themselves and the school community. Our staff have also created Professional Learning Communities, where they choose topics related to education that they would like to learn more about and present their findings to the staff during monthly faculty meetings.</p>



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05




2018-2019

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 <p>Student Supports and Services:</p>	<p>KDM is proud to provide the district's K-5 Autism program and Multiple Disabilities program. We have a full response to intervention team, offer academic intervention, speech, occupational therapy, and physical therapy services. The full time school guidance counselor provides emotional support to staff and students, as well as, coordinates the RTI program, which provides supports and interventions to students in the general education setting who are experiencing difficulties academically or behaviorally. We also offer in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant.</p>
 <p>Student Health and Wellness:</p>	<p>A healthy, active lifestyle is promoted through 30 minutes of daily physical activity during recess as well as in Physical Education classes which students take twice a week. In the general education classroom, students receive 60 minutes Health instruction per week. Each year the PTA provides a Health and Safety fair for the third grade, where people from the community come in to provide information. In addition, we have a full time school nurse who caters to the diverse health needs of our students and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Katharine D. Malone has an active PTA that plans many family oriented activities throughout the year. Some of the activities include a Beach Bash, Halloween Party, Book Fairs and a Teacher Appreciation Luncheon. The PTA has been instrumental at securing new items for KDM school, including the new sound system in the Gymnasium. The PTA runs a school store two days a week where students are able to purchase new school materials. Parents have access to their student's grades using the parent portal on Genesis. Each grade level is required to complete a Service Learning Project which helps support others in our community, as well. Our webpage and twitter feed give the parents updates regarding events at KDM. Parents are often invited into the classroom to read to the students or to assist in the classrooms.</p>



Katharine D Malone Elementary School

(27-4490-030)

Grades Offered: KG-05



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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>KDM is constantly making updates to the facilities, in the past few years we have seen major facility upgrades including new boilers, electrical upgrades, new stage curtains and sound system, an upgraded media center, and devices (Chromebooks) in all grades 3-5 classrooms, a new front sign, and new video cameras in the interior and exterior of the building. We have a designated gym, cafeteria, art room, music room, speech rooms, occupational/physical therapy room, intervention space and our rooms have air-conditioning. We also have a large baseball field, soccer field, playground, picnic tables, an outdoor classroom and courtyard.</p>



Katharine D Malone Elementary School

(27-4490-030)

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Other Information

The KDM school community is comprised of approximately 265 Kindergarten to 5th Grade students who are encouraged daily to respect others' differences and be positive role models for the greater community. Our students are challenged academically while being provided support through differentiated instruction, along with multi-sensory and experiential learning experiences. We utilize and embrace new technologies in order to advance our students understanding of specific learning concepts through our one to one Chromebooks in Grades 3-5, the fully equipped computer lab, and Starboards in each classroom. The added success of our students and school is a direct result of the commitment, participation and dedication of our parents, particularly members of our PTA. Through their efforts and the many committees that parents serve on, KDM is able to provide many valuable programs that impact the social and emotional growth and development of our students. We rely heavily and always welcome the support of our PTA, families and community volunteers and partners. At KDM we will continue to work toward a balance of allowing students increasing levels of autonomy, while also ensuring that students are appropriately challenged and scheduled during the school day. We hold high academic standards for all students, and will continue in our efforts to develop and sustain a humane, sensitive, attractive, and comfortable atmosphere for faculty, staff, and students. We are committed to an inclusive learning environment that values diversity, fosters respect and understanding, and offers a safe, supportive environment for teaching and learning.



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Stony Brook Elementary School

(27-4490-080)

Grades Offered: KG-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Morris
District	Rockaway Township School District
Principal Name	Mr. Stephen Wisniewski
Address	44 STONY BROOK ROAD ROCKAWAY, NJ 07866
Phone Number	973-627-2411
Email Address	swisniewski@rocktwp.net
Website	https://sb.rocktwp.net/
Facebook	https://www.facebook.com/RockawayTownshipPublicSchools
Twitter	https://twitter.com/StonyBrookElem



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	64	60	58
1	67	65	64
2	52	66	67
3	50	54	64
4	58	52	56
5	62	56	53
Total	353	353	362

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	50.4%	49.9%	48.1%
Male	49.6%	50.1%	51.9%
Economically Disadvantaged Students	3.4%	3.1%	3.0%
Students with Disabilities	20.7%	17.8%	19.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	72.2%	72.5%	72.4%
Hispanic	15.0%	15.9%	16.0%
Black or African American	2.3%	1.7%	1.9%
Asian	7.4%	5.9%	5.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.3%
Two or More Races	3.1%	4.0%	3.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	64	60	58

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	95.3%
Spanish	2.5%
Other Languages	2.2%



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

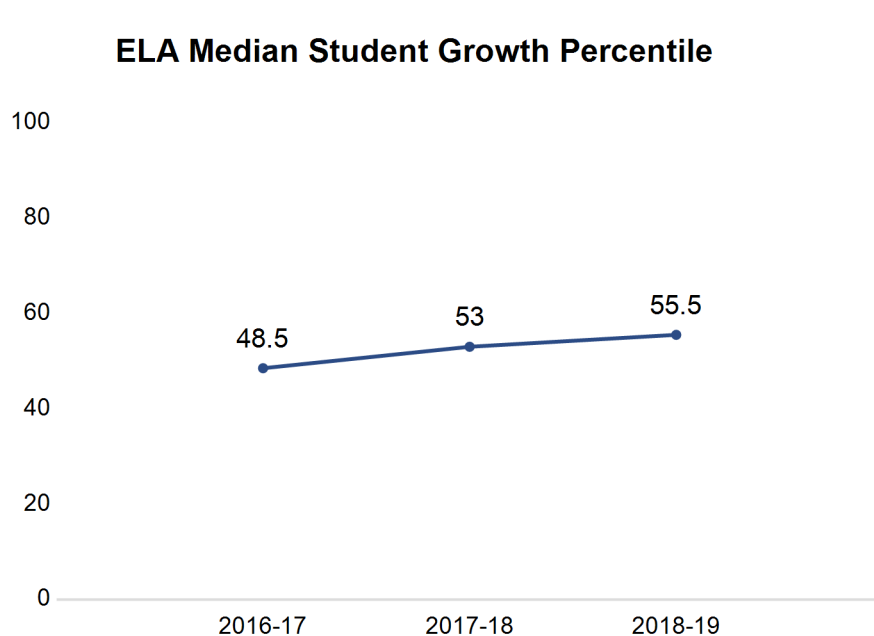
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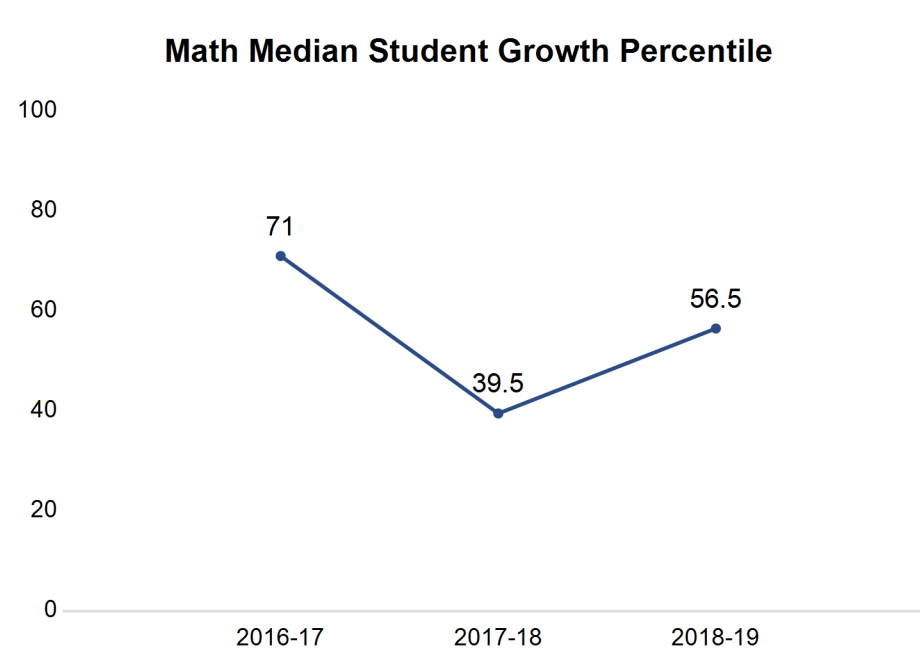
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	48.5	53	55.5	71	39.5	56.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Exceeds Standard	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	55.5	61	50	Met Standard	56.5	52	50	Met Standard
White	56	61	50	Met Standard	56	53	52	Met Standard
Hispanic	55	57	49	**	46.5	45	47	**
Black or African American	*	56	45	**	*	40	43	**
Asian, Native Hawaiian, or Pacific Islander	*	67	59	**	*	63	60	**
American Indian or Alaska Native	N	*	56	**	N	N	51.5	**
Two or More Races	*	59	49	**	*	48.5	52	**
Female	57.5	66	53	N	59	49	50	N
Male	53.5	57	47	N	55.5	54	51	N
Economically Disadvantaged Students	*	53	48	**	*	46	46	**
Students with Disabilities	43	54	43	**	45	52	45	**
English Learners	N	65	52	**	N	65	50	**
Homeless Students	N	*	43	N	N	*	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



Stony Brook Elementary School
 (27-4490-080)
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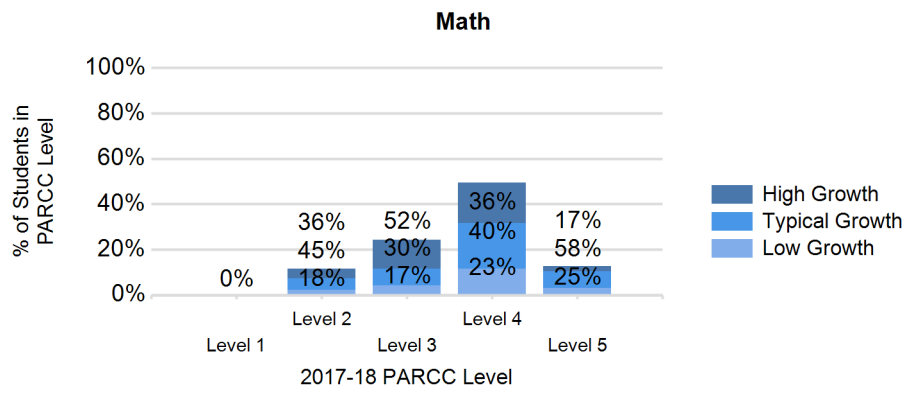
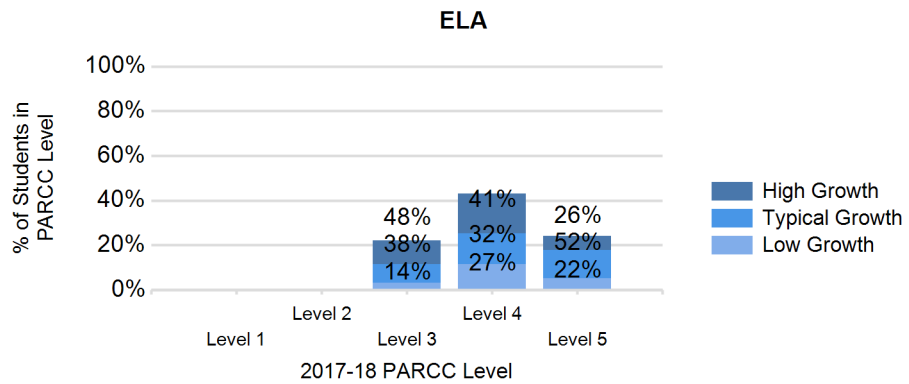
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

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

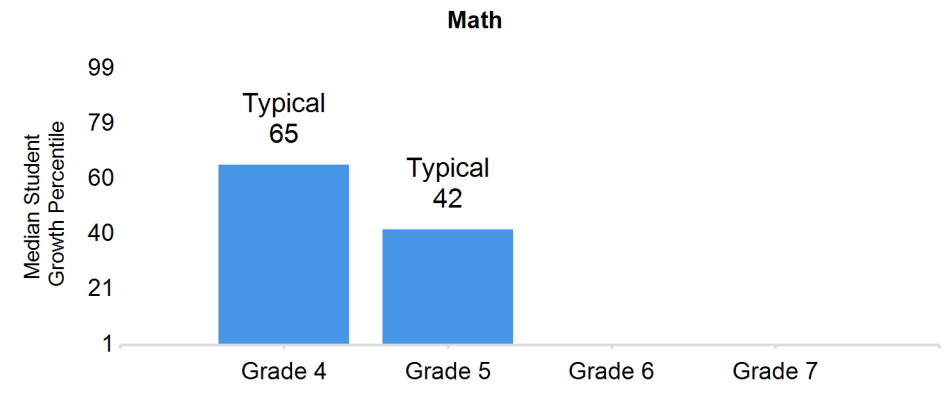
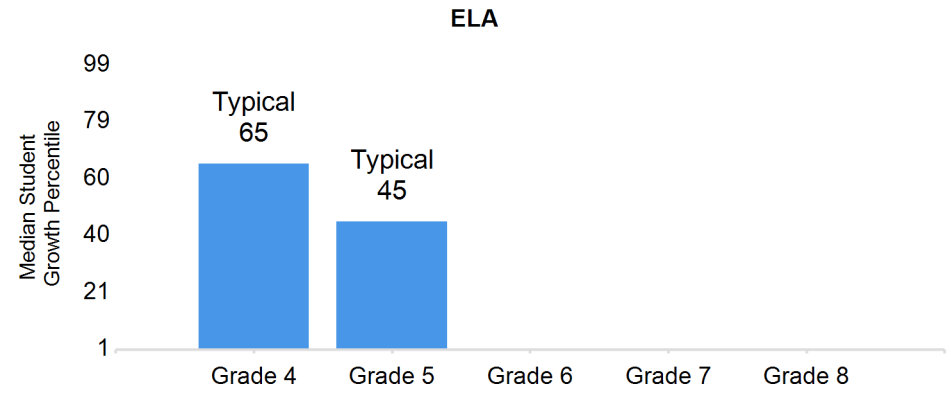
Student Growth by Performance Level

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



Student Growth by Grade

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





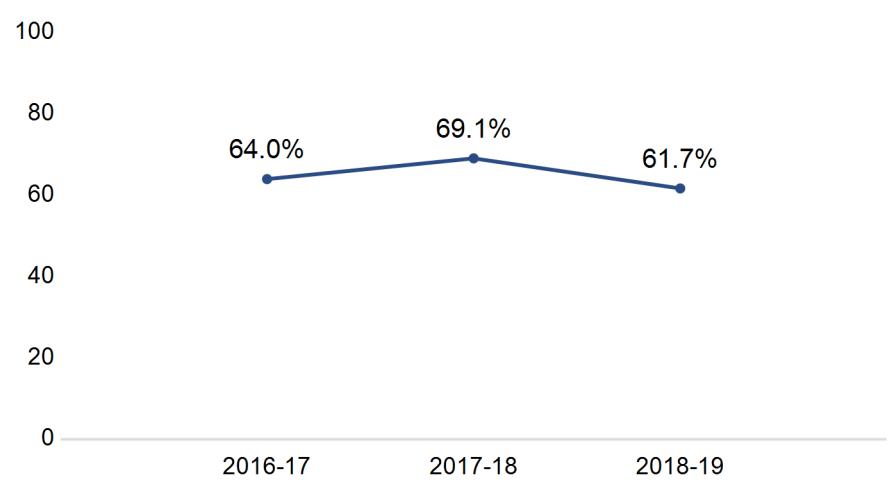
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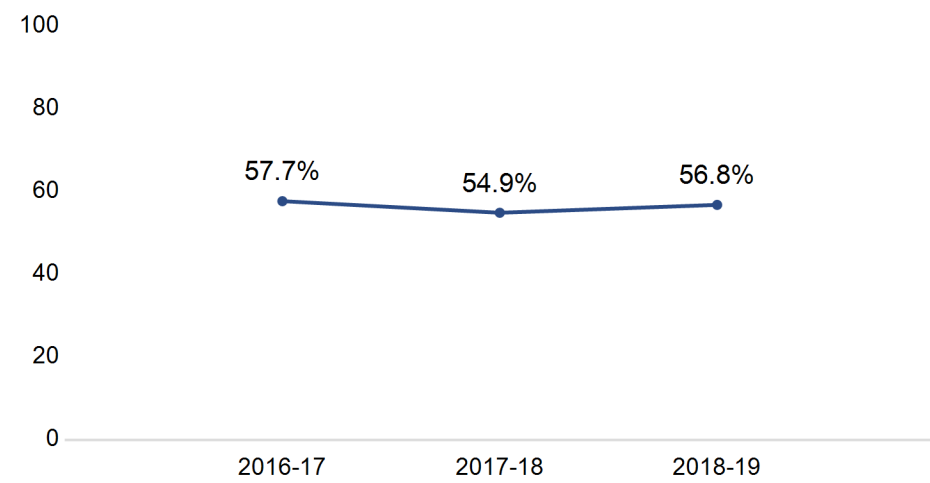
English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability



Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	90.3%	94.5%	96.0%	90.3%	94.5%	96.0%
Proficiency Rate for Federal Accountability	64.0%	69.1%	61.7%	57.7%	54.9%	56.8%
Annual Target	53.4%	54.8%	56.2%	52.2%	53.6%	55.1%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	162	96.0	61.7	69.6	57.9	61.7	56.2	Met Target
White	118	96.8	62.7	71.3	66.9	62.7	54.7	Met Target
Hispanic	28	90.3	50.0	57.3	43.9	47.5	65.5	Not Met
Black or African American	*	*	*	62.5	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	82.4	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	73	96.2	65.8	73.9	64.8	65.8		
Male	89	95.7	58.4	65.8	51.3	58.4		
Economically Disadvantaged Students	*	*	*	50.3	40.0	*	**	**
Non-Economically Disadvantaged Students	*	*	*	72.3	67.9	*		
Students with Disabilities	33	89.5	27.3	22.1	22.7	25.6	31	Met Target†
Students without Disabilities	129	97.8	70.5	80.9	65.1	70.5		
English Learners	N	N	N	40.0	29.3	N	**	**
Non-English Learners	162	96.0	61.7	70.3	60.6	61.7		
Homeless Students	N	N	N	*	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



Stony Brook Elementary School

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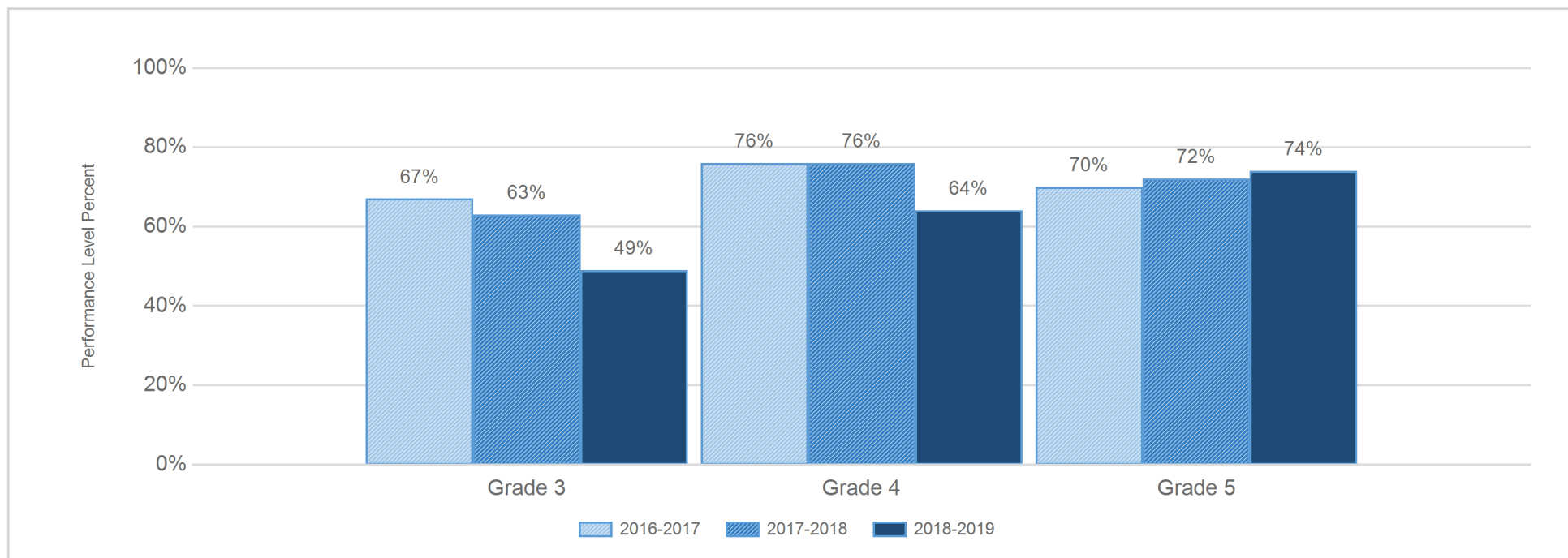
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	752	759	748	*	19%	27%	*	*	49%	50%
White	47	754	761	757	*	*	23%	*	*	53%	60%
Hispanic	11	738	751	734	*	*	*	*	*	36%	36%
Black or African American	N	N	*	731	N	N	N	N	N	N	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	765	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	760	761	753	*	*	*	*	*	53%	55%
Male	31	743	757	743	*	*	*	*	*	45%	46%
Economically Disadvantaged Students	*	*	753	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	759	759	*	*	*	*	*	*	61%
Students with Disabilities	13	729	732	719	*	*	*	*	*	31%	24%
Students without Disabilities	50	758	764	754	*	*	*	*	*	54%	56%
English Learners	N	N	*	713	N	N	N	N	N	N	17%
Non-English Learners	63	752	*	751	*	19%	27%	*	*	49%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	768	764	755	0%	*	30%	*	*	64%	57%
White	37	769	766	763	0%	*	*	*	*	70%	67%
Hispanic	10	754	750	743	0%	*	*	*	*	40%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	789	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	24	775	767	760	0%	*	*	*	*	67%	62%
Male	29	763	761	750	0%	*	*	*	*	62%	53%
Economically Disadvantaged Students	*	*	742	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	766	765	*	*	*	*	*	*	69%
Students with Disabilities	12	743	734	725	0%	*	*	*	*	33%	25%
Students without Disabilities	41	776	770	761	0%	*	*	*	*	73%	64%
English Learners	N	N	*	720	N	N	N	N	N	N	17%
Non-English Learners	53	768	*	758	0%	*	30%	*	*	64%	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	767	770	756	*	*	*	*	*	74%	58%
White	37	764	772	764	*	*	*	*	*	68%	68%
Hispanic	*	*	761	743	*	*	*	*	*	*	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	778	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	20	777	778	761	*	*	*	*	*	85%	64%
Male	30	759	764	750	*	*	*	*	*	67%	52%
Economically Disadvantaged Students	*	*	754	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	772	766	*	*	*	*	*	*	69%
Students with Disabilities	*	*	732	724	*	*	*	*	*	*	23%
Students without Disabilities	*	*	778	762	*	*	*	*	*	*	65%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	50	767	*	758	*	*	*	*	*	74%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	162	96.0	56.8	52.2	44.5	56.8	55.1	Met Target
White	118	96.8	56.8	55.2	54.1	56.8	51.9	Met Target
Hispanic	28	90.3	57.1	37.1	28.8	54.2	54	Met Target
Black or African American	*	*	*	35.0	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	68.8	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	73	96.2	53.4	50.1	44.9	53.4		
Male	89	95.7	59.6	54.0	44.2	59.6		
Economically Disadvantaged Students	*	*	*	29.2	26.3	*	**	**
Non-Economically Disadvantaged Students	*	*	*	55.5	54.9	*		
Students with Disabilities	33	89.5	27.3	16.7	17.4	25.5	32.7	Met Target†
Students without Disabilities	129	97.8	64.3	60.6	50.0	64.3		
English Learners	N	N	N	22.0	25.0	N	**	**
Non-English Learners	162	96.0	56.8	53.0	46.5	56.8		
Homeless Students	N	N	N	*	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



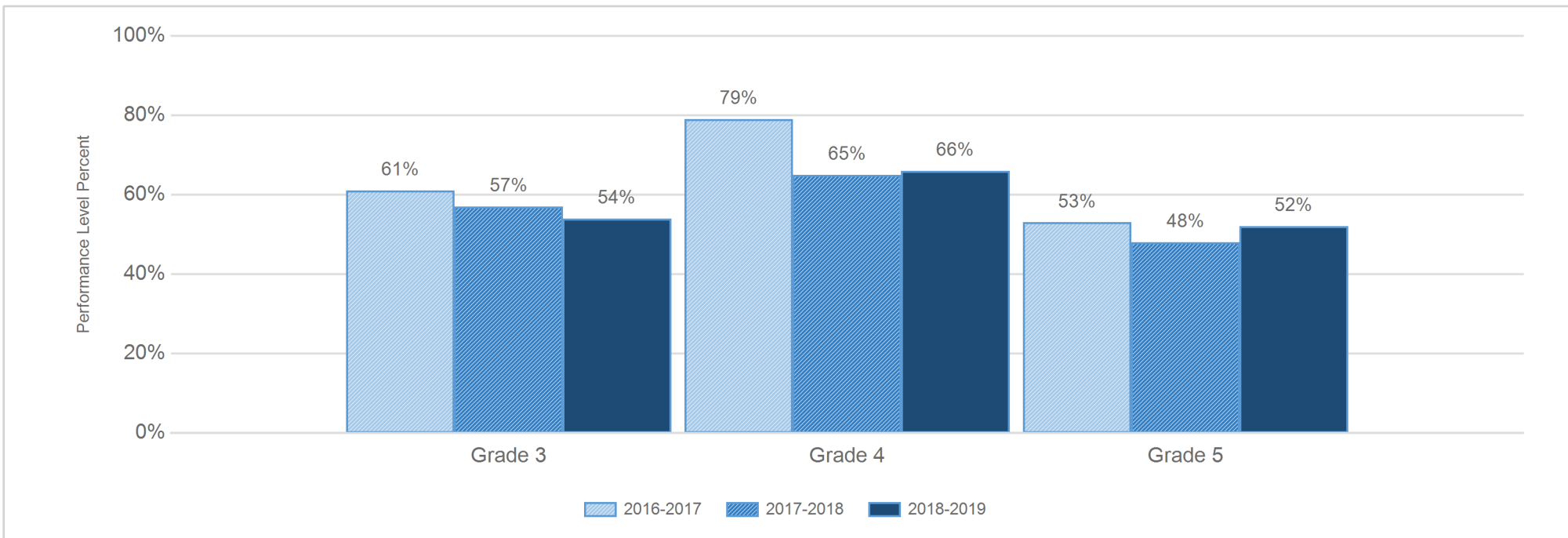
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	63	751	755	752	*	*	30%	*	*	54%	55%
White	47	752	756	760	*	*	26%	*	*	57%	66%
Hispanic	11	741	749	739	*	*	*	*	*	45%	40%
Black or African American	N	N	*	735	N	N	N	N	N	N	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	760	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	752	754	751	*	*	*	*	*	56%	54%
Male	31	749	755	752	*	*	*	*	*	52%	56%
Economically Disadvantaged Students	*	*	752	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	755	761	*	*	*	*	*	*	67%
Students with Disabilities	13	730	729	731	*	*	*	*	*	38%	31%
Students without Disabilities	50	757	760	756	*	*	*	*	*	58%	60%
English Learners	N	N	*	728	N	N	N	N	N	N	26%
Non-English Learners	63	751	*	754	*	*	30%	*	*	54%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	760	754	749	0%	*	30%	*	*	66%	51%
White	37	760	758	757	0%	*	30%	*	*	68%	62%
Hispanic	10	753	739	737	0%	*	*	*	*	60%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	24	760	751	749	0%	*	*	*	*	58%	50%
Male	29	760	756	749	0%	*	*	*	*	72%	52%
Economically Disadvantaged Students	*	*	732	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	756	759	*	*	*	*	*	*	63%
Students with Disabilities	12	743	730	726	0%	*	*	*	*	42%	25%
Students without Disabilities	41	765	759	754	0%	*	*	*	*	73%	56%
English Learners	N	N	*	722	N	N	N	N	N	N	18%
Non-English Learners	53	760	*	751	0%	*	30%	*	*	66%	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	50	751	759	747	*	24%	22%	*	*	52%	47%
White	37	748	762	755	*	27%	*	*	*	46%	58%
Hispanic	*	*	746	735	*	*	*	*	*	*	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	20	753	759	747	*	*	*	*	*	45%	47%
Male	30	750	758	747	*	*	*	*	*	57%	47%
Economically Disadvantaged Students	*	*	742	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	761	757	*	*	*	*	*	*	59%
Students with Disabilities	*	*	728	725	*	*	*	*	*	*	19%
Students without Disabilities	*	*	765	752	*	*	*	*	*	*	52%
English Learners	N	N	*	718	N	N	N	N	N	N	12%
Non-English Learners	50	751	*	749	*	24%	22%	*	*	52%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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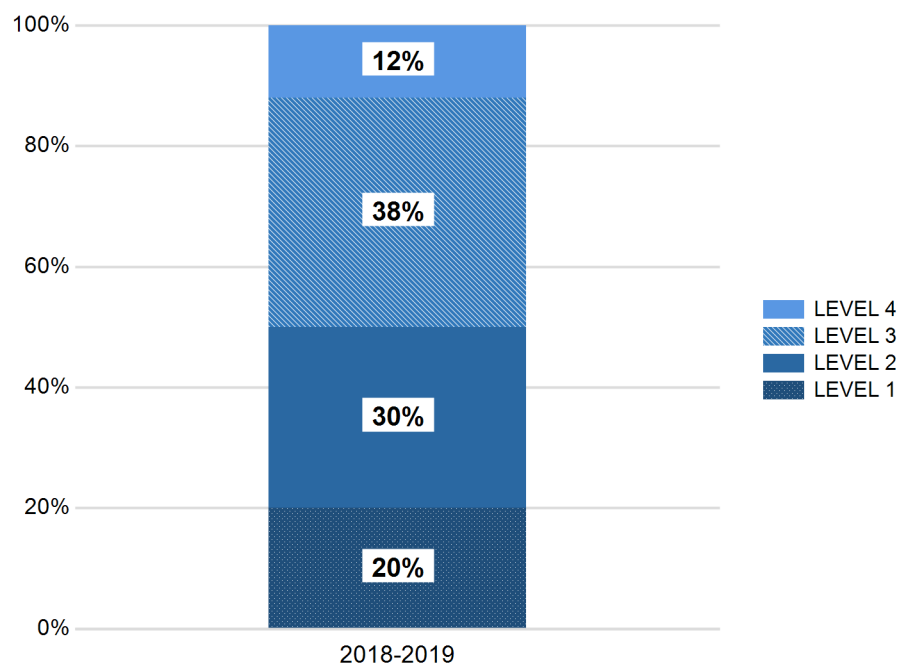
N No Data is available to display

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	20	30	38	12
White	22	32	32	14
Hispanic	*	*	*	*
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	15	30	45	10
Male	23	30	33	13
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	20	30	38	12
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

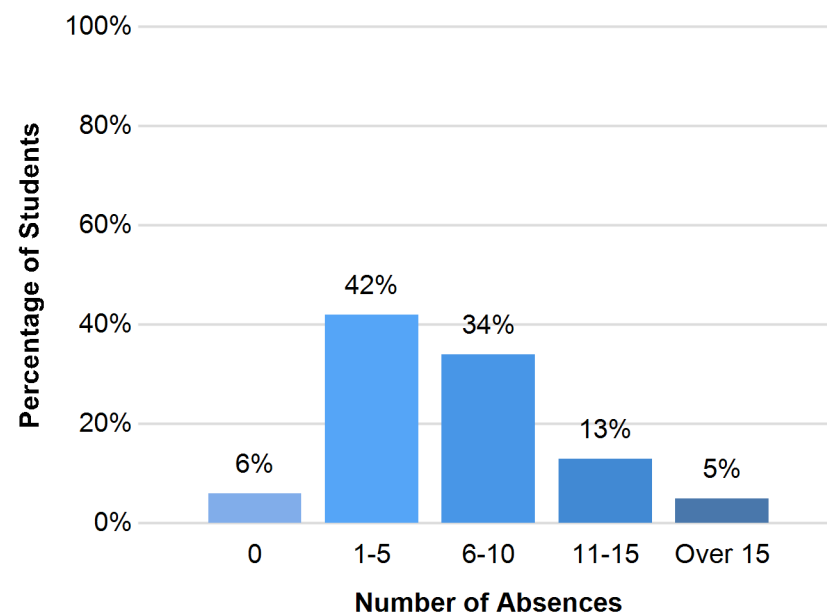
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	3.3	8.9	Met
White	9	3.4	8.9	Met
Hispanic	2	3.6	8.9	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	4.5	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	4	2.3		
Male	8	4.3		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	4	6.0	8.9	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Stony Brook Elementary School

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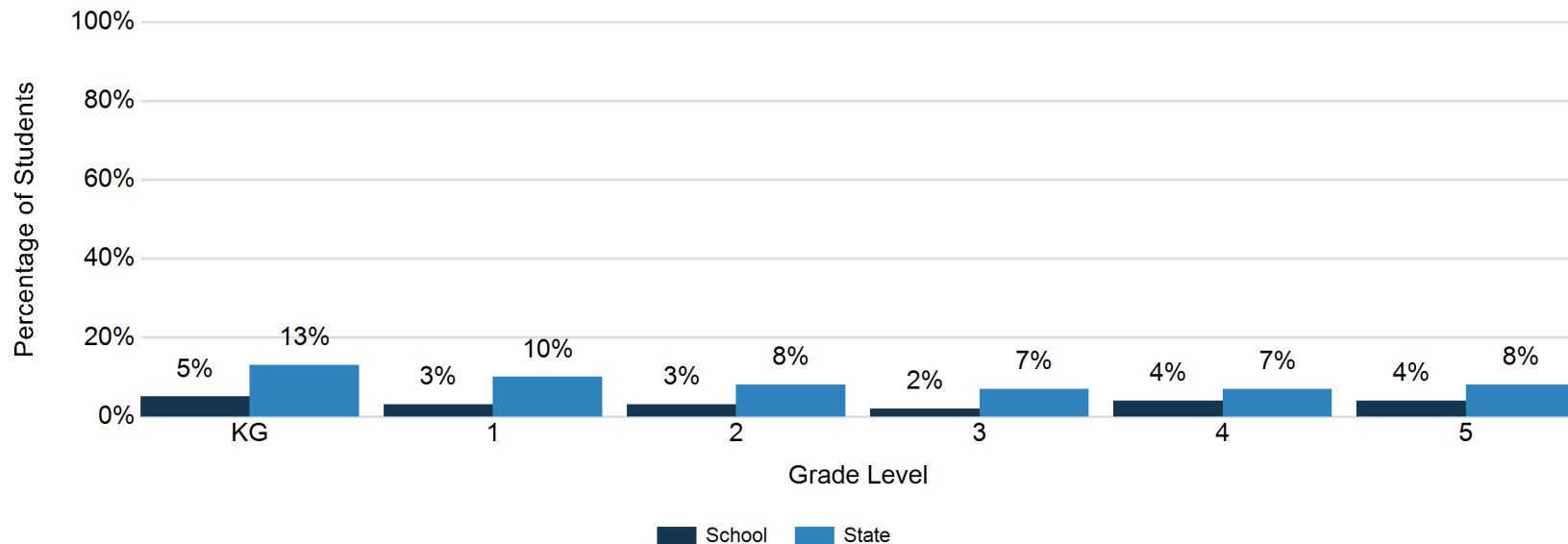
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:50 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 30 Mins
Shared Time - Instructional Time	5 Hrs. 30 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	1.3:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	32	118,214
Average years experience in public schools	11.3	12.1
Average years experience in district	11.3	10.8
Percentage of Teachers with 4 or more years experience in the district	78.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	12	9,530
Average years experience in public schools	5.2	16.0
Average years experience in district	5.2	12.0
Percentage of Administrators with 4 or more years experience in the district	41.7%	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	10:1
Students to Administrators	362:1	191:1
Teachers to Administrators	32:1	19:1
Students to Librarians/Media Specialists		458:1
Students to Nurses		327:1
Students to Counselors		287:1
Students to Child Study Team Members		164:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.1%	87.5%	0.0%	48.4%	77.1%	54.9%
Male	51.9%	12.5%	100.0%	51.6%	22.9%	45.1%
White	72.4%	100.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	16.0%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	1.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.7%	90.5%
2017-18 Administrators: Same district 2018-19	66.7%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	97.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	64.0%	69.1%	61.7%
Math Proficiency	57.7%	54.9%	56.8%
ELA Growth	48	53	56
Math Growth	71	40	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	4.2%	4.0%	3.3%

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



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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.



Stony Brook Elementary School
(27-4490-080)
Grades Offered: KG-05
2018-2019

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- Our PBSIS (Positive Behavior Support in School) program has been recognized as a showcase school in the state of NJ.
- Students in grades 3-5 have consistently performed above state levels on state standardized assessments.
- Keeping in line with our commitment to service learning, students and parent volunteers harvested fresh vegetables from our courtyard habitat to make homemade soup for the less fortunate.



Mission, Vision, Theme:

At Stony Brook School, we believe in children coming first and achieving their individual potential, enhancing their desire to become life-long learners, creating a safe learning environment, maintaining child centered classrooms where students are actively engaged, building character traits that foster positive attitudes, and creating strong partnerships between our school and community.



Awards, Recognition, Accomplishments:

Our PBSIS (Positive Behavior Support in School) program is a collaborative program with UMDNJ & NJDOE to develop and implement universal positive behavior. This is our 7th year implementing PBSIS, and we have been recognized as a showcase school in the state. Students from our instrumental program travel annually to the Kessler Institute to perform during the holiday season. Our Stony Brook Recycling Club was recognized by the Morris County Municipal Utilities Authority for their recycling efforts.



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 <p>Courses, Curriculum, Instruction:</p>	<p>At Stony Brook we offer instruction in Math, Language Arts, Science, Social Studies. In addition, students participate weekly in Special areas such as Physical Education, Library, Computer Literacy, Art, and Music. Finally, students have the opportunity to participate in instrumental music, band, gifted and talented, Art studio, STEAM activities plus more.</p>
 <p>Clubs and Activities:</p>	<p>Students can opt to participate in after school clubs such as music, robotics, coding, fitness, and movie making. Students can also participate in our various grade level groups that promote our ongoing character education such as: Jr. Dolphin Team, Dolphin Patrol, Gossip Busters, and the 5th grade Dolphin Team. In addition, our students can participate in local and area Spelling Bees, Art Studio, community choir, band, and service learning projects.</p>



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 <p>Before and After School Programs:</p>	<p>The Randolph YMCA has been running quality before and after care programs in Rockaway Township Schools for over thirty years. Before care runs from 7am to the start of school and includes breakfast, games and crafts. After care runs from the schools' dismissal until 6pm. This program provides a healthy snack, homework assistance, organized sports and games, crafts and nutrition. We provide care on half and full vacation days. For more information, go to randolphymca.org.</p>
 <p>Staff and Professional Learning:</p>	<p>Staff engage in ongoing, job-embedded professional development and professional learning communities with a focus on effective instruction and improving student growth through academic data analysis as well as executive functioning skills. Our staff are a highly dedicated team that seek out professional opportunities, grants and ways to improve in order to better themselves and the school community.</p>



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 <p>Student Supports and Services:</p>	<p>We have a full RTI (response to intervention) team, offer academic intervention, speech, occupational therapy, and physical therapy services. We also offer pull out and in class resource programs and a psychologist, social worker, and learning disabilities teacher consultant. A full time counselor is also dedicated to our school. We also house the district B.D. (Behavioral Disabilities) program for students K-5.</p>
 <p>Student Health and Wellness:</p>	<p>A healthy, active lifestyle is promoted through 30 minutes of daily physical activity during recess as well as in Physical Education classes which students take twice a week. Students also participate in additional activities and events such as Jump Rope 4 Heart and the walk-a-thon. In addition, we have a full time school nurse who caters to the diverse health needs of our students and staff.</p>
 <p>Parent and Community Involvement:</p>	<p>Stony Brook School values its extremely involved parent-teacher association, the role that the organization plays in our school, and their ability to further carry out our school's overarching principles into our community. The PTA is supportive and instrumental in organizing family events and educational programs held throughout the year. Our webpage, twitter feed, parent portal and monthly newsletter give families access to their child's academic progress, and the exciting things happening at SB.</p>



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 <p>Climate Surveys:</p>	<p>A school climate survey is sent out annually to parents, students and faculty. The goal is to use the data from the survey to improve student relationships, learning conditions, and the school's overall environment. In addition, the Principal sends out surveys during the school year targeted on specific items such as communication to gauge satisfaction levels with frequency, clarity and timelines of information disseminated to the school community.</p>
 <p>Facilities:</p>	<p>Stony Brook has undergone significant improvement projects during the past few years including new boilers, new HVAC system throughout the building, completely renovated media center, and a newly renovated computer lab that includes all state-of-the-art equipment, new furniture, along with a Makerspace area for the students to utilize. Each classroom in grades 3-5 is equipped with a Chromebook cart for student usage, and additional devices were purchased for students in K-2 as well.</p>



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Other Information

Stony Brook School is committed to providing the best education for all students. We currently serve 360 students in grades K-5. We have worked tirelessly to ensure that all students feel safe, secure and appreciated each and every day. We are dedicated to promoting the importance of kindness, service, community and respect, through efforts such as PBSIS, Responsive Classroom, food and coat drives, etc. Character expectations are readily displayed throughout the halls, framed by eye-catching examples of student artwork. We also recognize the importance and value of teamwork, and our efforts and successes are a culmination of the hard work and dedication put forth from all stakeholders within the Stony Brook Family. In addition, we aim to maintain a supportive and nurturing learning environment, where students are emboldened to take educational risks and to think 'outside the box' in order to fully grasp what is being taught. The staff is tasked with delivering meaningful classroom instruction, and we are continually discussing and exploring ways of improving our craft. We strive to prepare students for success in the 21st century by delivering a curriculum in an innovative and creative manner.