



East End School
(35-3670-060)
Grades Offered: PK-04
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
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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	Somerset
District	North Plainfield School District
Principal Name	Mr. John Ferguson
Address	170 Oneida Avenue North Plainfield, NJ 07060-4421
Phone Number	908-769-6070
Email Address	john_ferguson@nplainfield.org
Website	https://npeee.nplainfield.org
Facebook	https://www.facebook.com/East-End-School-251843665485943



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	40	41	39
KG	83	81	78
1	66	86	86
2	89	70	81
3	82	89	65
4	95	82	89
Total	455	449	438

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	50.8%	47.4%	47.9%
Male	49.2%	52.6%	52.1%
Economically Disadvantaged Students	63.1%	71.7%	62.1%
Students with Disabilities	18.5%	18.9%	21.9%
English Learners	20.2%	15.8%	18.3%
Homeless Students	0.0%	0.2%	0.0%
Students in Foster Care	0.7%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	9.2%	9.4%	10.7%
Hispanic	70.3%	72.2%	72.4%
Black or African American	16.7%	16.7%	13.9%
Asian	3.3%	1.3%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.4%	0.9%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	40	12	17
PK - Full Day	0	29	22
KG - Half Day	0	0	0
KG - Full Day	83	81	78

Enrollment by Home Language

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

Home Language	% of Students
Spanish	51.1%
English	46.3%
Other Languages	2.5%



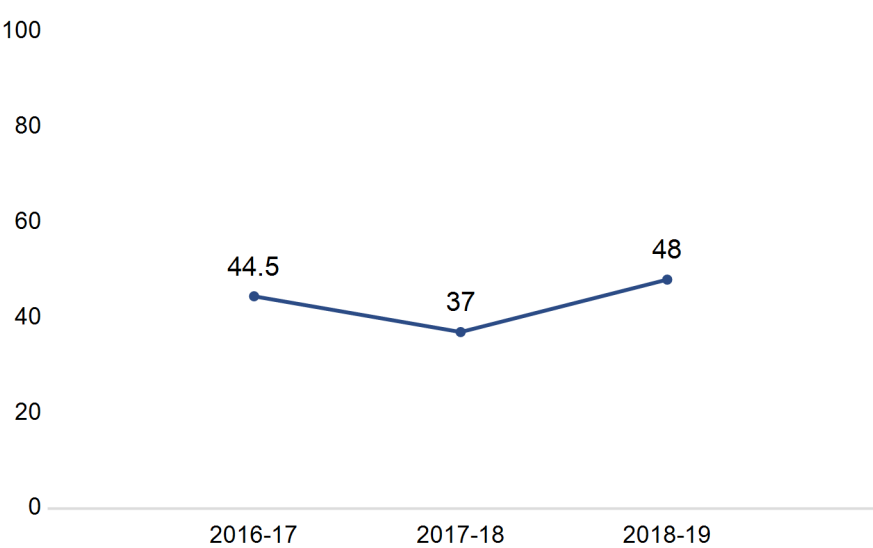
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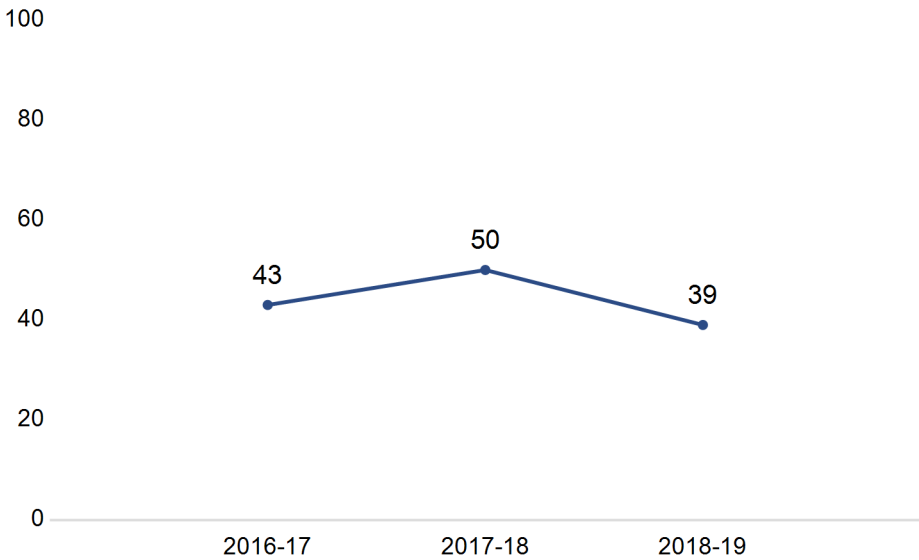
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44.5	37	48	43	50	39
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	50	50	Met Standard	39	39	50	Not Met
White	60	55	50	**	26	46.5	52	**
Hispanic	49.5	52	49	Met Standard	39	37.5	47	Not Met
Black or African American	41.5	44	45	**	46	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	50.5	54	53	N	30.5	38	50	N
Male	46.5	47	47	N	44	39	51	N
Economically Disadvantaged Students	49	49	48	Met Standard	41.5	39	46	Met Standard
Students with Disabilities	43	37.5	43	**	46	39	45	**
English Learners	*	49.5	52	**	*	42	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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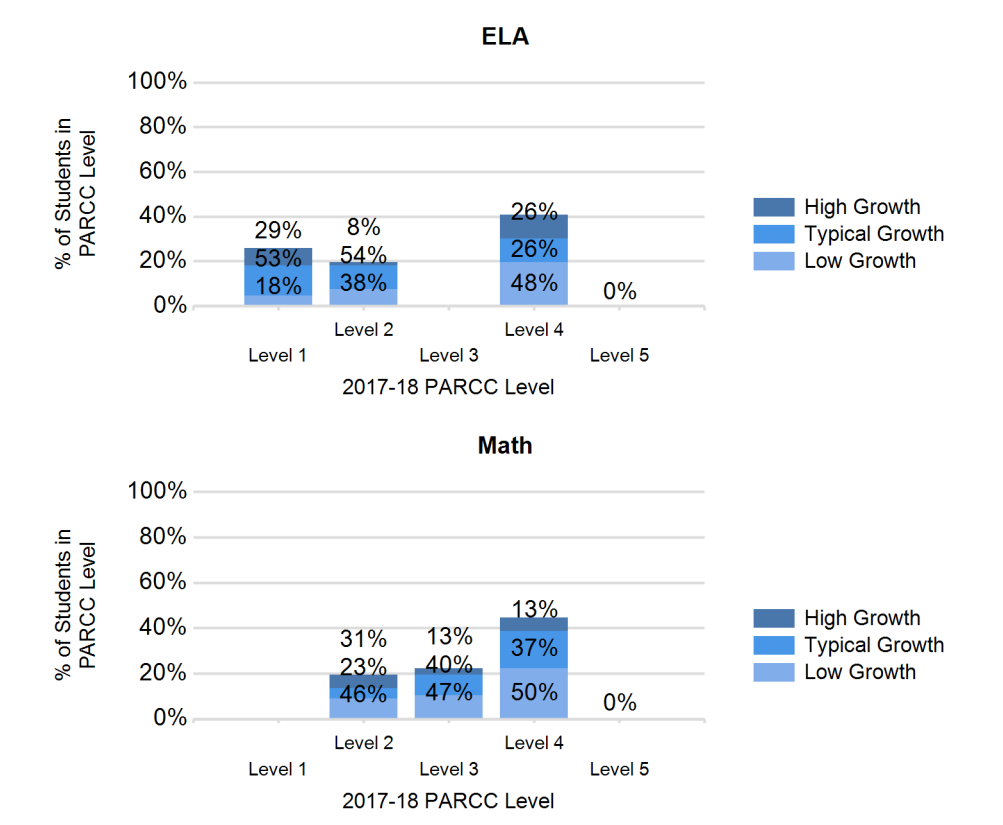
A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

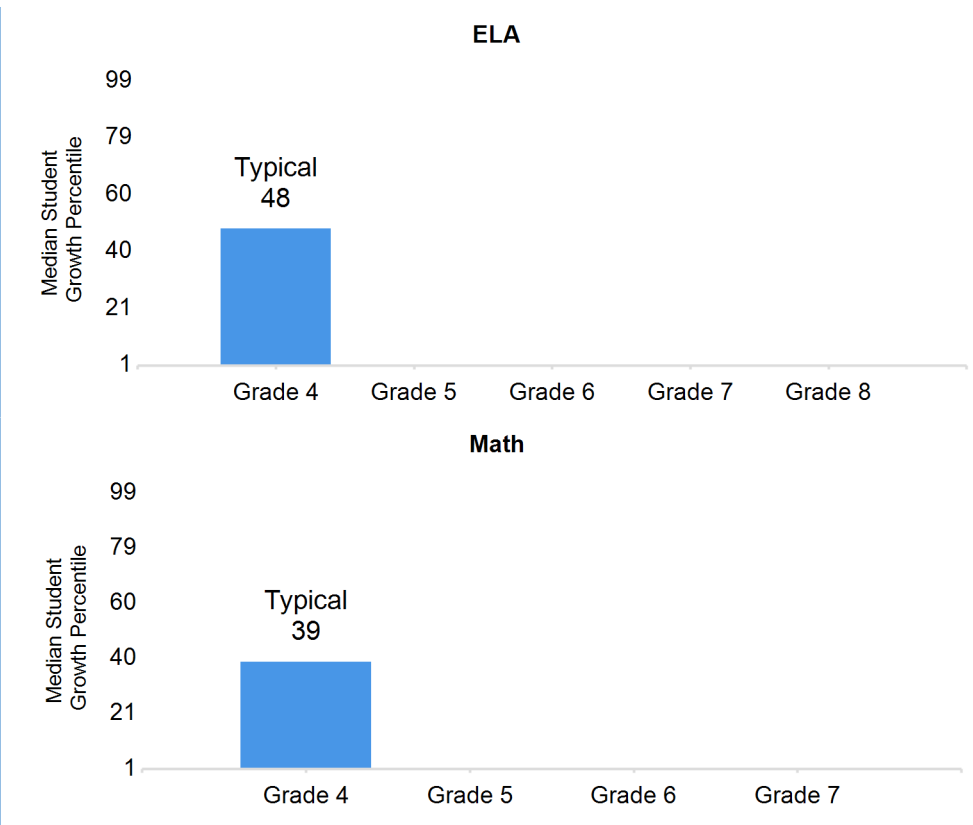
Student Growth by Performance Level

Student Growth by Grade

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



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



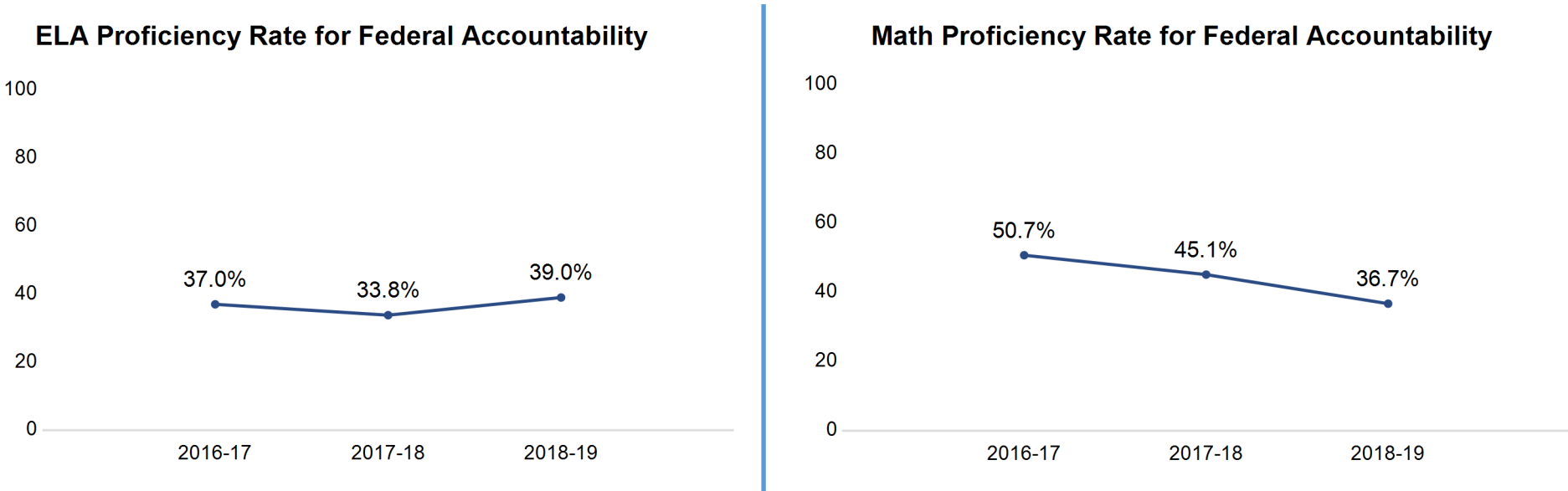


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	96.4%	99.2%	98.3%	96.6%	99.2%
Proficiency Rate for Federal Accountability	37.0%	33.8%	39.0%	50.7%	45.1%	36.7%
Annual Target	35.1%	37.4%	39.8%	42.2%	44.2%	46.2%
Met Annual Target?	Met Target	Met Target†	Met Target†	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	118	99.2	39.0	40.1	57.9	39.0	39.8	Met Target†
White	14	100.0	71.4	*	66.9	71.4	**	**
Hispanic	69	98.6	27.5	36.4	43.9	27.5	37	Not Met
Black or African American	30	100.0	53.3	40.1	38.5	53.3	40.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	54	100.0	51.9	47.8	64.8	51.9		
Male	64	98.5	28.1	33.0	51.3	28.1		
Economically Disadvantaged Students	66	100.0	30.3	34.0	40.0	30.3	33.9	Met Target†
Non-Economically Disadvantaged Students	52	98.1	50.0	48.8	67.9	50.0		
Students with Disabilities	27	100.0	11.1	*	22.7	11.1	14.4	Met Target†
Students without Disabilities	91	98.9	47.3	*	65.1	47.3		
English Learners	21	100.0	14.3	*	29.3	14.3	21.3	Met Target†
Non-English Learners	97	99.0	44.3	*	60.6	44.3		
Homeless Students	*	*	*	40.0	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

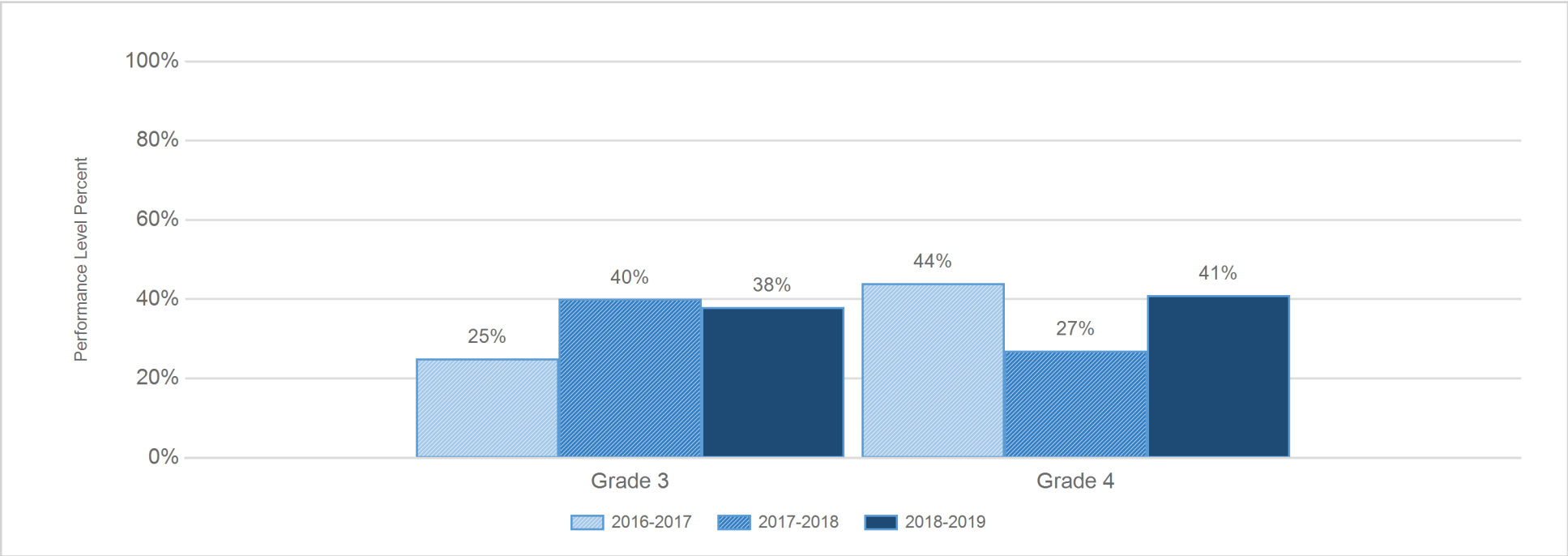


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English Language Arts Assessment - Performance Trends

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	50	729	722	748	26%	22%	*	*	*	38%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	32	719	717	734	34%	*	*	*	*	25%	36%
Black or African American	13	742	*	731	*	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	28	733	727	753	*	*	*	*	*	46%	55%
Male	22	724	718	743	*	*	*	*	*	27%	46%
Economically Disadvantaged Students	29	721	714	731	*	*	*	*	*	28%	33%
Non-Economically Disadvantaged Students	21	741	734	759	*	*	*	*	*	52%	61%
Students with Disabilities	10	692	687	719	*	*	*	*	*	10%	24%
Students without Disabilities	40	739	731	754	*	*	*	*	*	45%	56%
English Learners	*	*	687	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	71	741	738	755	*	28%	21%	*	*	41%	57%
White	10	764	*	763	0%	*	*	*	*	70%	67%
Hispanic	39	737	733	743	*	31%	28%	*	*	31%	44%
Black or African American	18	747	747	739	*	*	*	*	*	56%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	29	752	743	760	*	*	*	*	*	59%	62%
Male	42	734	734	750	*	*	*	*	*	29%	53%
Economically Disadvantaged Students	39	740	732	740	*	*	*	*	*	36%	40%
Non-Economically Disadvantaged Students	32	743	748	765	*	*	*	*	*	47%	69%
Students with Disabilities	18	719	*	725	*	*	*	*	*	11%	25%
Students without Disabilities	53	749	*	761	*	*	*	*	*	51%	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	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%



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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	120	99.2	36.7	21.2	44.5	36.7	46.2	Not Met
White	14	100.0	64.3	35.8	54.1	64.3	**	**
Hispanic	71	98.7	33.8	18.0	28.8	33.8	45.1	Not Met
Black or African American	30	100.0	33.3	22.2	23.0	33.3	40.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	56	100.0	41.1	21.7	44.9	41.1		
Male	64	98.5	32.8	20.8	44.2	32.8		
Economically Disadvantaged Students	67	100.0	31.3	17.5	26.3	31.3	43.7	Not Met
Non-Economically Disadvantaged Students	53	98.2	43.4	26.5	54.9	43.4		
Students with Disabilities	27	100.0	18.5	*	17.4	18.5	19.2	Met Target†
Students without Disabilities	93	99.0	41.9	*	50.0	41.9		
English Learners	23	100.0	13.0	*	25.0	13.0	27.3	Not Met
Non-English Learners	97	99.0	42.3	*	46.5	42.3		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

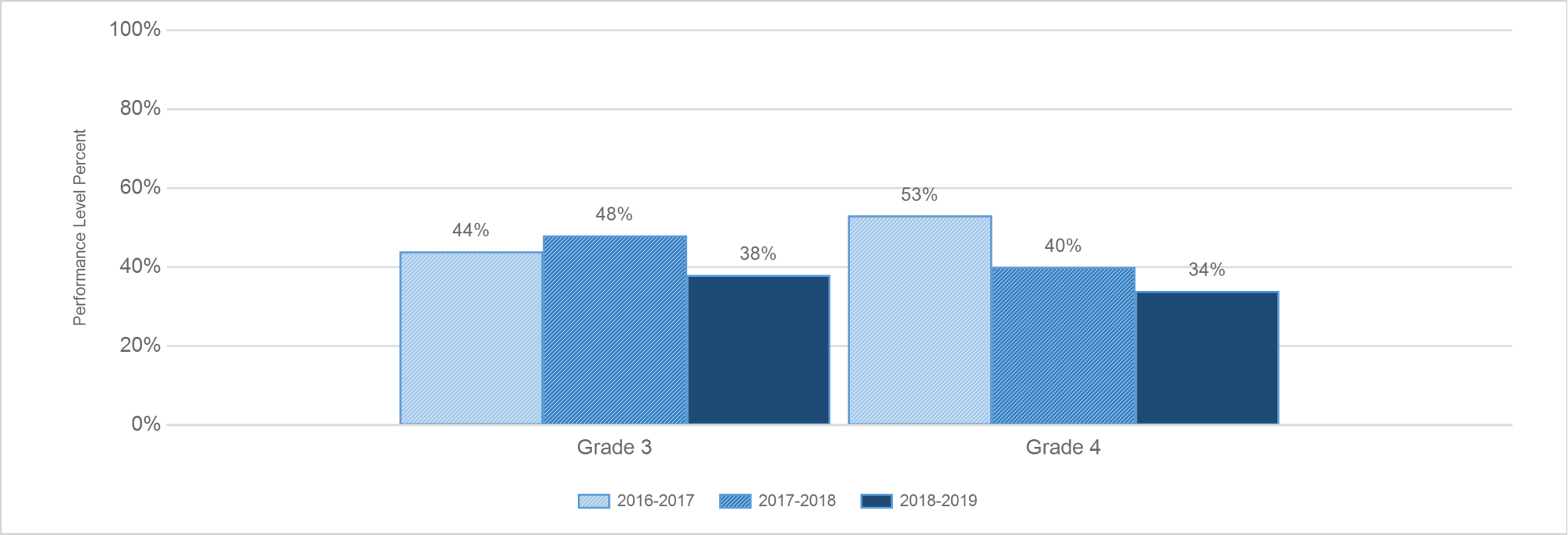


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Mathematics Assessment – Performance Trends

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	53	742	733	752	*	*	30%	*	*	38%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	35	737	731	739	*	*	31%	*	*	34%	40%
Black or African American	13	746	*	735	*	*	*	*	*	38%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	31	741	737	751	*	*	*	*	*	39%	54%
Male	22	742	730	752	*	*	*	*	*	36%	56%
Economically Disadvantaged Students	31	736	730	737	*	*	*	*	*	29%	37%
Non-Economically Disadvantaged Students	22	750	738	761	*	*	*	*	*	50%	67%
Students with Disabilities	10	714	703	731	*	*	*	*	*	20%	31%
Students without Disabilities	43	748	740	756	*	*	*	*	*	42%	60%
English Learners	*	*	711	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



East End School
(35-3670-060)
Grades Offered: PK-04
2018-2019

Report Key:

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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	73	738	733	749	*	*	36%	34%	0%	34%	51%
White	10	752	*	757	*	*	*	*	*	70%	62%
Hispanic	41	738	729	737	*	*	39%	32%	0%	32%	36%
Black or African American	18	737	737	731	*	*	*	*	*	28%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	30	741	732	749	*	*	33%	40%	0%	40%	50%
Male	43	736	734	749	*	*	37%	30%	0%	30%	52%
Economically Disadvantaged Students	39	739	730	734	*	*	*	33%	0%	33%	32%
Non-Economically Disadvantaged Students	34	737	738	759	*	*	*	35%	0%	35%	63%
Students with Disabilities	18	723	*	726	*	*	*	*	*	17%	25%
Students without Disabilities	55	743	*	754	*	*	*	*	*	40%	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	736	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%



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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

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	58.3%	56.6%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	52	*	*
3-4	18	*	*
5 or more	*	*	*



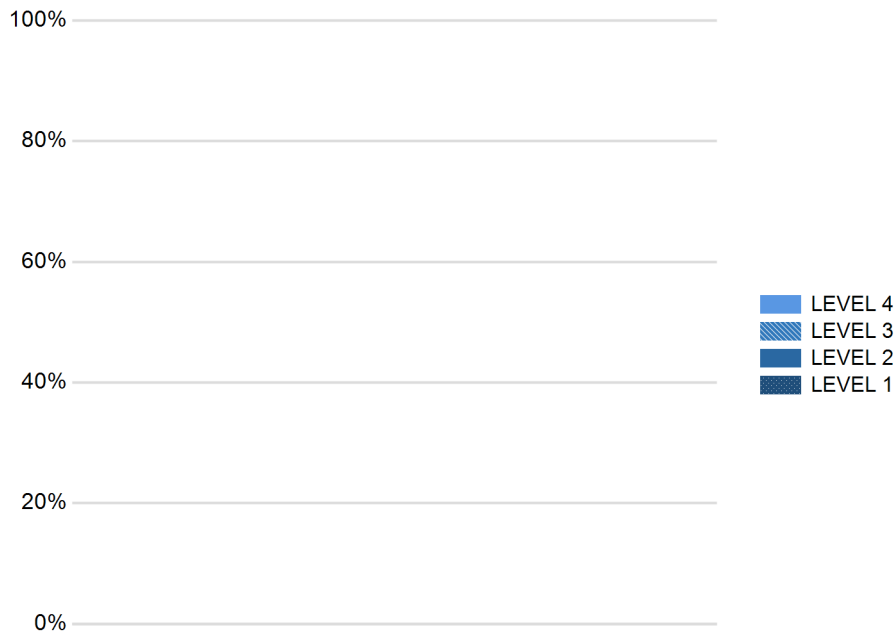
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2018-2019

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

NJSLA Science Assessment: Grade 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

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
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East End School

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

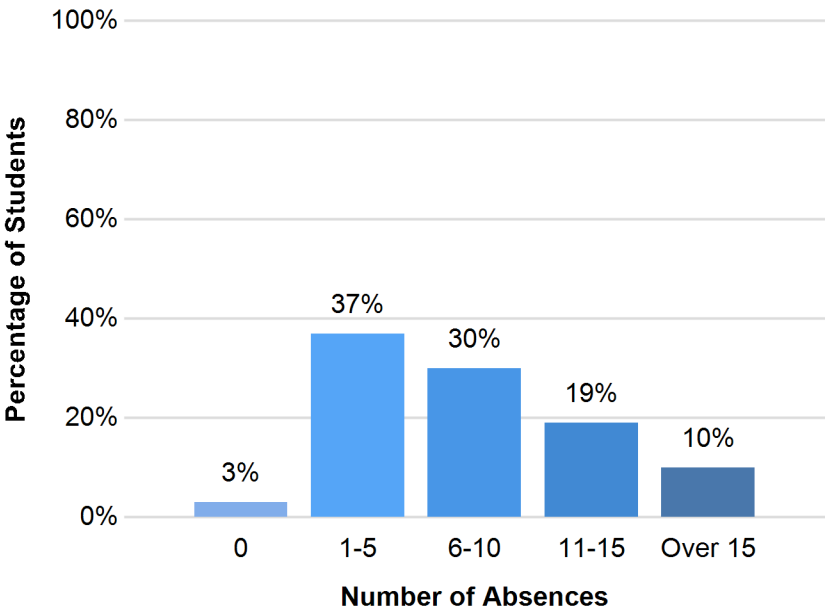
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	28	8.4	9.2	Met
White	4	9.8	9.2	Not Met
Hispanic	21	9.4	9.2	Not Met
Black or African American	2	3.5	9.2	Met
Asian, Native Hawaiian, or Pacific	1	10.0	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	16	9.8		
Male	12	7.0		
Economically Disadvantaged Students	22	10.6	9.2	Not Met
Students with Disabilities	3	5.4	9.2	Met
English Learners	6	12.0	9.2	Not Met
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





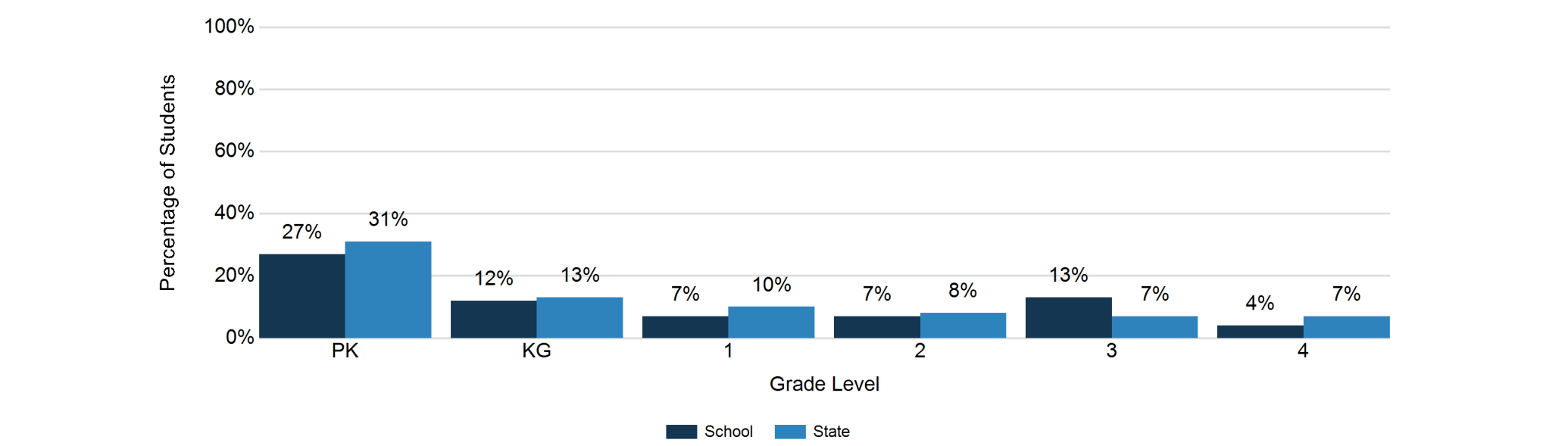
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.23

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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



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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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	42	118,214
Average years experience in public schools	10.3	12.1
Average years experience in district	9.6	10.8
Percentage of Teachers with 4 or more years experience in the district	69.0%	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	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	73:1	127:1
Teachers to Administrators	7:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



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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	47.9%	95.2%	50.0%	48.4%	77.1%	54.9%
Male	52.1%	4.8%	50.0%	51.6%	22.9%	45.1%
White	10.7%	85.7%	83.3%	42.4%	83.6%	77.4%
Hispanic	72.4%	9.5%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.9%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.8%	4.8%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	16.7%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

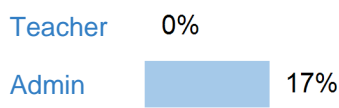
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.1%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.0%	33.8%	39.0%
Math Proficiency	50.7%	45.1%	36.7%
ELA Growth	44	37	48
Math Growth	43	50	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.0%	58.3%
Chronic Absenteeism	7.5%	7.7%	8.4%

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



East End School
(35-3670-060)
Grades Offered: PK-04
2018-2019

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- East End School hosts a Dual Language Academy (K-2) that is an innovative education program that brings together native English speakers and English Language Learners for instruction in two languages
- East End School expanded its half-day preschool program to a full-day program through the NJDOE Preschool Education Expansion Aid (PEEA) grant.



Mission, Vision, Theme:

East End School is a preschool through grade four elementary school that boasts a diverse but unified group of families and cultures, as the mission statement of East End School declares: "East End School shall serve as the core of concerned multi-cultural community of individuals whose mutual respect and cooperation will provide a confronting atmosphere for enlightened growth of the whole child." East End School believes that education is a lifelong journey, and on that journey every student will become a lifelong learner with the support and nurturing of the school community. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.



Awards, Recognition, Accomplishments:

East End School is proud to have received a bronze medal from Sustainable Jersey for its on-going environmental awareness programs. The school was recognized as a school of character by Character.org for its student mentoring program and commitment to character education.





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 <div>Courses, Curriculum, Instruction:</div>	East End provides a curriculum which addresses the unique educational, social, physical and emotional needs of every student, including accommodations for SE, academic support, ELL, G&T, and Dual Language learners. The curriculum is integrated, and supported through technology, across the disciplines and students are provided with opportunities to explore, research, and problem solve for a deeper understanding of concepts. The ELA program utilizes Reader's Workshop, with additional support in phonics, spelling, and handwriting through the Foundations program. The school uses Go Math, which emphasizes depth of understanding as the goal. The school's curriculum is fully aligned with the NJSLA. Hosting a Dual Language Academy, students have the opportunity to become bicultural as they learn standards-based content in two languages. Student academic performance data is collected and assessed by several measures including: NJSLA, MAP, F&P, WIDA, and various district benchmark assessments.
 <div>Clubs and Activities:</div>	East End School provides students with many varied activities and extracurricular offerings. They include: Art Club, Newspaper Club, Computer Club, Girls on the Run, Band and Chorus, Instrumental musical lessons, Student Council, Safety Patrols, Student Mentors, and an After-school Sports Program.





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 <div>Before and After School Programs:</div>	East End School provides academic support services to identified students during its Extended Day program for students in grades 2-4. The program is under the direction of the Academic Support department and is facilitated by Special Education, General Education, and academic support staff. In addition, East End School holds STEM-related enrichment classes for interested students through contracted services during after-school sessions.
 <div>Staff and Professional Learning:</div>	All East End staff are encouraged to participate in various professional learning opportunities provided by the district and out-of-district venues. In addition, all staff participate in school-based professional learning communities, in-service training, grade group sessions, building-level meetings, and other various committees throughout the year. Staff and administration form a strong support system and student achievement continues to be the focal point of the school. Teachers are apt at analyzing data to support student achievement and exploring innovative instructional practices.






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 <div>Student Supports and Services:</div>	<p>East End School provides and excels at offering various services to assist all students in their learning paths, including, full-time counselor, I&RS team, 504 accommodations, daily classroom academic support, ESL services, Dual Language Academy, an after-school Extended Day program, on-site Child Study Team, LRE/ICS co-teaching model, peer tutoring, and full OT/PT services.</p>
 <div>Student Health and Wellness:</div>	<p>East End School is committed and provides a comprehensive approach to promoting daily physical activity to all its students. All students participate in quality physical education and health classes that help promote knowledge, attitudes, skills, behaviors, and confidence needed to be physically active for life. In addition, students participate in daily recess activities regardless of the weather. The school offers a full breakfast program and opportunities for "breakfast before the bell." East End School employs a full-time, on-site, nurse to provide healthcare for students and staff. The school partners with local and county health organizations to provide on-site student workshops and parent outreach services.</p>
 <div>Parent and Community Involvement:</div>	<p>"Parents are encouraged to join and participate in the PTO. The PTO assists in fundraising, creating activities for students, supervising events, and enriching the school's climate by providing additional instructional materials, as needed. In addition, parents may volunteer their services to assist in classrooms or join various forums to share their ideas on the building or district level. East End School recognizes the importance of communication and uses technology to keep the school community informed. Parents may access school and student information through its parent portal, Genesis, on a daily basis. East End School is proud of its affiliations with many community and local organizations, such as : police and fire department, Boys & Girls Scouts, 4-H, Red Cross, Safe Routes to School, Read to Feed, Blessing Bags, American Heart Association, Robert Wood Johnson, Helping Hands of North Plainfield and Somerset County, Somerset County Community Food Bank, to name a few."</p>



NJ SCHOOL PERFORMANCE REPORT

East End School

(35-3670-060)

Grades Offered: PK-04




2018-2019

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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: No</p>
 <p>Facilities:</p>	<p>East End School is a well maintained school, originally built in the 1930's with several additions and upgrades through the years to accommodate twenty-first century learning. Recently, the district has approved the construction of three new Pre-K classrooms. It contains rooms for art and music instruction, a full service library and computer room, as well as gymnasium. In addition, a large community room serves as a venue for assemblies and events, and acts as the daily breakfast and lunchroom. Specific areas of the school allow for on-site Child Study Team, academic support, learning lab, and speech services. Air condition is available in a limited number of rooms.</p>
 <p>School Safety:</p>	<p>East End School, along with the entire district, utilizes the Standard Response Protocols to ensure a safe school environment. As such, the school conducts two monthly safety drills, including fire and various situational scenarios. The school employs a safety team to monitor and evaluate the effectiveness of drills and continually assesses to make improvements. The district employs a security director who facilitates training and also monitors all safety and security practices. In addition, members of the school are included on the district's Crisis Team to respond to events. In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis.</p>





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 <div>Technology and STEM:</div>	<p>In support of the district's goal to "continue to incorporate technology into the educational process to enhance the success of students", East End school offers technology to students as a network of gathering and sharing ideas, as well as, for allowing research, collaboration, and to promote differentiated instruction. To support this, the school has many devices, including smartboards, tablets, document cameras, and laptop computers. A designed computer room is available and is part of the student's weekly schedule. For interested students, an after-school computer club is available. The goal of this club is to increase and diversify the technical knowledge of students and to show students the importance and various applications that one can use with a technology. In addition, the school offers STEM-related enrichment programs after-school provided by outside contractors.</p>
 <div>Early Childhood Education:</div>	<p>North Plainfield School District offers a tuition free, six hour school day integrated preschool program. The PEA funded program limits class size to 15 and is offered to four year old students. Services are provided using a mixed delivery system including private providers and district school settings. The preschool program utilizes the Creative Curriculum and Teaching Strategies Gold assessment component. Thirteen students are currently on the waitlist. Currently, East End School has three preschool classrooms.</p>




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 <div>Other Information</div>	<p>East End School is a friendly, safe, and child centered learning environment. All our school community works together to assist our students to be successful. To enrich student's learning experiences, both academically and emotionally, the school strives to provide a variety of activities. Events, such as, Back to School Night, Hispanic Heritage Night, Black History Tribute Night, Week of Respect, Anti- Violence Awareness Week, Hometown Community Heroes Day, 9/11 Recognition Ceremony, Spelling Bee, Fall and Spring Book Fair, Earth Day, Winter and Spring Concerts, monthly Family Night gatherings, Mix-it-Up Day, and many more activities, complement the goals set yearly to make positive impact on learning at East End. The school incorporates technology in all subjects areas through the use of classroom smart boards and Chromebooks. Teachers are apt at analyzing data to support student achievement growth and exploring innovative classroom instructional process. The entire staff at East End works collaboratively and purposefully to ensure the continued growth of our students.</p>
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North Plainfield High School
 (35-3670-050)
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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:



North Plainfield High School
 (35-3670-050)
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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	Somerset
District	North Plainfield School District
Principal Name	Dr. Jerard Stephenson
Address	34 Wilson Avenue North Plainfield, NJ 07060-4075
Phone Number	908-769-6040
Email Address	jerard_stephenson@nplainfield.org
Website	https://www.nplainfield.org/NPHS
Twitter	https://twitter.com/NPHS_Canuck



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
9	232	250	307
10	246	236	260
11	255	242	229
12	228	254	252
Total	961	982	1,048

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.2%	47.0%	45.2%
Male	53.8%	53.0%	54.8%
Economically Disadvantaged Students	60.0%	57.8%	57.6%
Students with Disabilities	13.0%	16.7%	17.3%
English Learners	13.1%	14.4%	14.1%
Homeless Students	0.1%	0.1%	0.2%
Students in Foster Care	0.2%	0.3%	0.1%
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	10.6%	9.5%	9.1%
Hispanic	61.3%	63.1%	65.0%
Black or African American	21.6%	21.5%	21.2%
Asian	5.7%	5.2%	3.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.1%
American Indian or Alaska Native	0.2%	0.2%	0.1%
Two or More Races	0.5%	0.5%	0.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	953	975	1,041
Shared Time Students	13	12	12
Full Time Equivalent	960	981	1,047

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	48.8%
Spanish	47.0%
Turkish	1.5%
Other Languages	2.7%

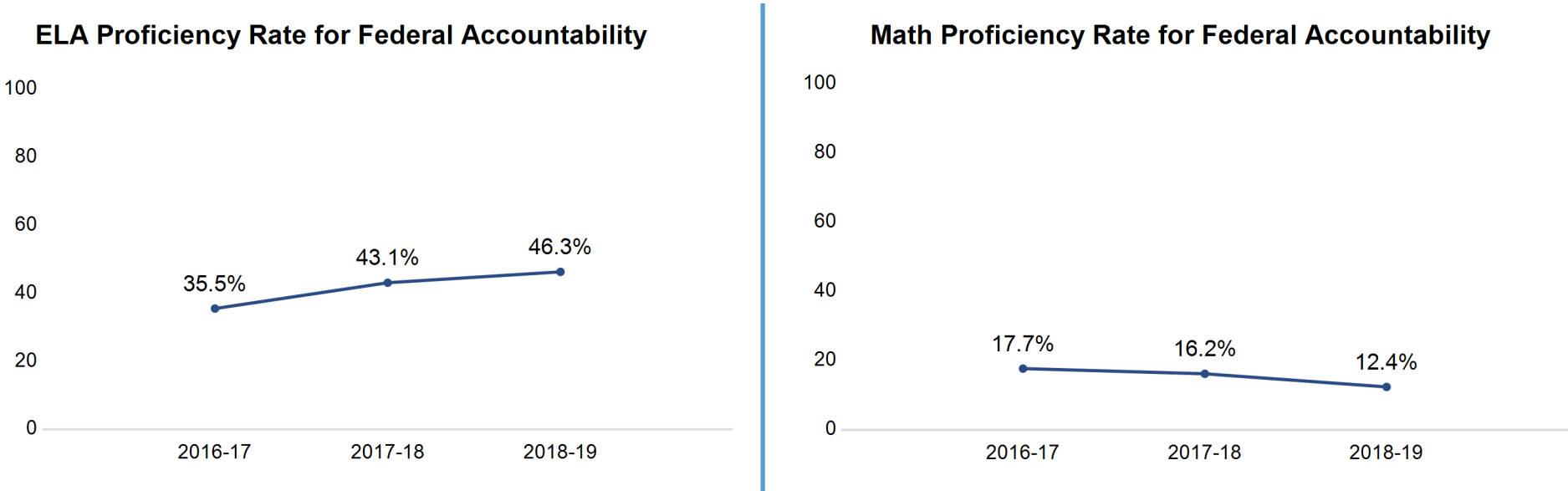


North Plainfield High School
(35-3670-050)
Grades Offered: 09-12
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.8%	97.4%	99.4%	98.1%	96.5%	99.2%
Proficiency Rate for Federal Accountability	35.5%	43.1%	46.3%	17.7%	16.2%	12.4%
Annual Target	42.2%	44.2%	46.2%	19.0%	22.2%	25.4%
Met Annual Target?	Not Met	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	523	99.4	46.3	40.1	57.9	46.3	46.2	Met Target
White	46	100.0	56.5	*	66.9	56.5	59.3	Met Target†
Hispanic	339	99.4	44.8	36.4	43.9	44.8	42.3	Met Target
Black or African American	118	99.2	40.7	40.1	38.5	40.7	43.2	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	237	99.6	51.5	47.8	64.8	51.5		
Male	286	99.3	42.0	33.0	51.3	42.0		
Economically Disadvantaged Students	282	100.0	42.2	34.0	40.0	42.2	42.4	Met Target†
Non-Economically Disadvantaged Students	241	98.8	51.0	48.8	67.9	51.0		
Students with Disabilities	105	98.1	*	*	22.7	*	22.9	Not Met
Students without Disabilities	418	99.8	*	*	65.1	*		
English Learners	79	98.8	13.9	*	29.3	13.9	19.7	Met Target†
Non-English Learners	444	99.6	52.0	*	60.6	52.0		
Homeless Students	*	*	*	40.0	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

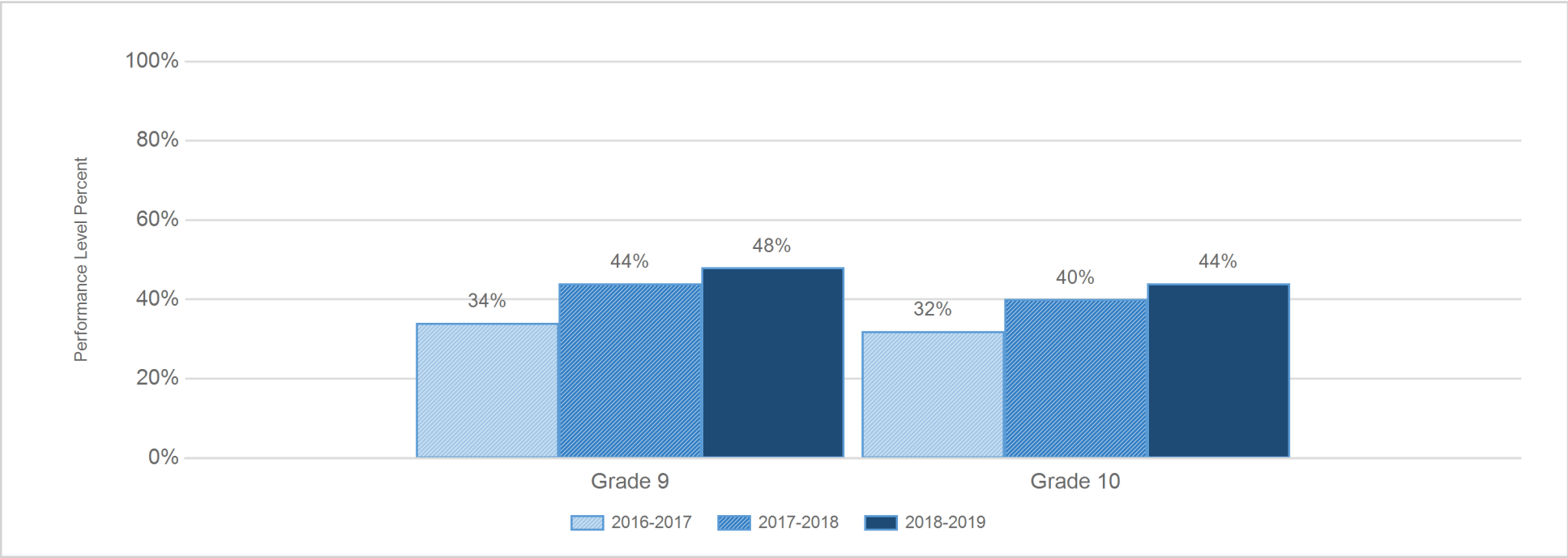


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English Language Arts Assessment - Performance Trends

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 9

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	284	744	744	753	16%	14%	23%	35%	13%	48%	56%
White	28	770	770	762	*	*	*	*	*	68%	65%
Hispanic	178	741	741	737	18%	12%	25%	37%	9%	46%	40%
Black or African American	65	739	739	732	15%	23%	22%	*	*	40%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	124	751	751	760	10%	10%	27%	34%	18%	52%	63%
Male	160	739	739	746	20%	16%	19%	36%	9%	44%	49%
Economically Disadvantaged Students	157	736	736	734	21%	14%	24%	33%	8%	41%	36%
Non-Economically Disadvantaged Students	127	754	754	762	9%	13%	21%	37%	19%	56%	65%
Students with Disabilities	57	707	707	717	*	*	*	*	*	*	17%
Students without Disabilities	227	753	753	760	*	*	*	*	*	*	63%
English Learners	27	689	689	693	*	*	*	*	*	*	*
Non-English Learners	257	750	750	755	*	*	*	*	*	*	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



North Plainfield High School
(35-3670-050)
Grades Offered: 09-12
2018-2019

Report Key:

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	245	744	744	757	16%	17%	24%	30%	14%	44%	58%
White	18	748	748	767	*	*	*	*	*	39%	67%
Hispanic	162	741	741	738	19%	16%	21%	31%	12%	44%	43%
Black or African American	57	742	742	733	*	21%	28%	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	792	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	118	753	753	766	11%	18%	22%	*	*	49%	66%
Male	127	735	735	749	20%	16%	25%	*	*	39%	51%
Economically Disadvantaged Students	127	746	746	735	17%	18%	22%	28%	15%	43%	40%
Non-Economically Disadvantaged Students	118	742	742	767	15%	15%	25%	31%	13%	44%	67%
Students with Disabilities	44	711	711	711	34%	32%	23%	*	*	11%	19%
Students without Disabilities	201	751	751	765	12%	13%	24%	*	*	51%	65%
English Learners	24	691	691	687	*	*	*	*	*	*	*
Non-English Learners	221	750	750	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



North Plainfield High School
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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	467	99.2	12.4	21.2	44.5	12.4	25.4	Not Met
White	39	100.0	17.9	35.8	54.1	17.9	25.3	Met Target†
Hispanic	306	99.4	11.4	18.0	28.8	11.4	24.5	Not Met
Black or African American	103	98.2	13.6	22.2	23.0	13.6	22.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	212	99.1	11.8	21.7	44.9	11.8		
Male	255	99.2	12.9	20.8	44.2	12.9		
Economically Disadvantaged Students	242	98.8	10.7	17.5	26.3	10.7	23.1	Not Met
Non-Economically Disadvantaged Students	225	99.6	14.2	26.5	54.9	14.2		
Students with Disabilities	71	98.6	*	*	17.4	*	15.1	Not Met
Students without Disabilities	396	99.3	*	*	50.0	*		
English Learners	71	97.4	*	*	25.0	*	16.2	Not Met
Non-English Learners	396	99.5	*	*	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

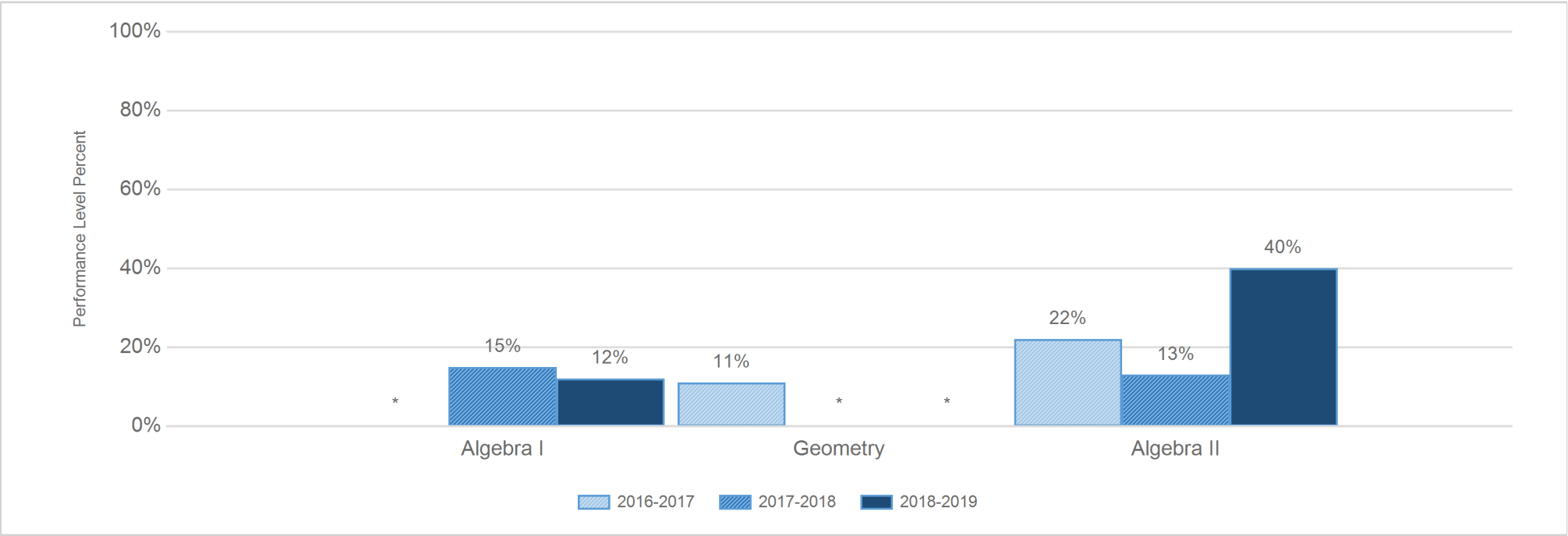


North Plainfield High School
(35-3670-050)
Grades Offered: 09-12
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	260	720	726	744	16%	45%	27%	12%	0%	12%	42%
White	22	737	751	752	*	*	45%	*	*	18%	53%
Hispanic	181	717	721	728	18%	49%	23%	10%	0%	10%	24%
Black or African American	47	722	*	725	*	36%	32%	*	*	17%	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	114	719	726	745	19%	40%	29%	11%	0%	11%	44%
Male	146	721	725	743	14%	49%	25%	12%	0%	12%	41%
Economically Disadvantaged Students	145	718	723	727	19%	42%	30%	10%	0%	10%	23%
Non-Economically Disadvantaged Students	115	722	729	752	13%	50%	23%	14%	0%	14%	52%
Students with Disabilities	54	709	709	717	*	*	*	*	*	*	12%
Students without Disabilities	206	723	729	748	*	*	*	*	*	*	47%
English Learners	36	700	700	710	*	*	*	*	*	*	*
Non-English Learners	224	723	729	745	*	*	*	*	*	*	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



North Plainfield High School
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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	176	724	724	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	114	723	723	724	*	*	*	*	*	*	17%
Black or African American	48	725	725	720	*	*	*	*	*	*	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	84	724	724	738	*	*	*	*	*	*	36%
Male	92	724	724	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	82	723	723	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	94	726	726	743	*	*	*	*	*	*	43%
Students with Disabilities	12	720	720	712	*	*	*	*	*	*	*
Students without Disabilities	164	724	724	741	*	*	*	*	*	*	*
English Learners	12	705	705	708	*	*	*	*	*	*	*
Non-English Learners	164	726	726	738	*	*	*	*	*	*	*
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%



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Mathematics Assessment - Performance by Test: Algebra II

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	40	745	745	755	*	*	43%	40%	0%	40%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	16	752	752	731	0%	*	*	*	*	56%	34%
Black or African American	12	738	738	725	*	*	*	*	*	33%	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	22	742	742	752	*	*	*	*	*	32%	55%
Male	18	750	750	758	*	*	*	*	*	50%	62%
Economically Disadvantaged Students	19	744	744	729	*	*	*	*	*	37%	32%
Non-Economically Disadvantaged Students	21	746	746	761	*	*	*	*	*	43%	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	40	745	745	755	*	*	43%	40%	0%	40%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.6%	40.9%	Met Target

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	71	*	*
3-4	53	*	*
5 or more	*	*	*



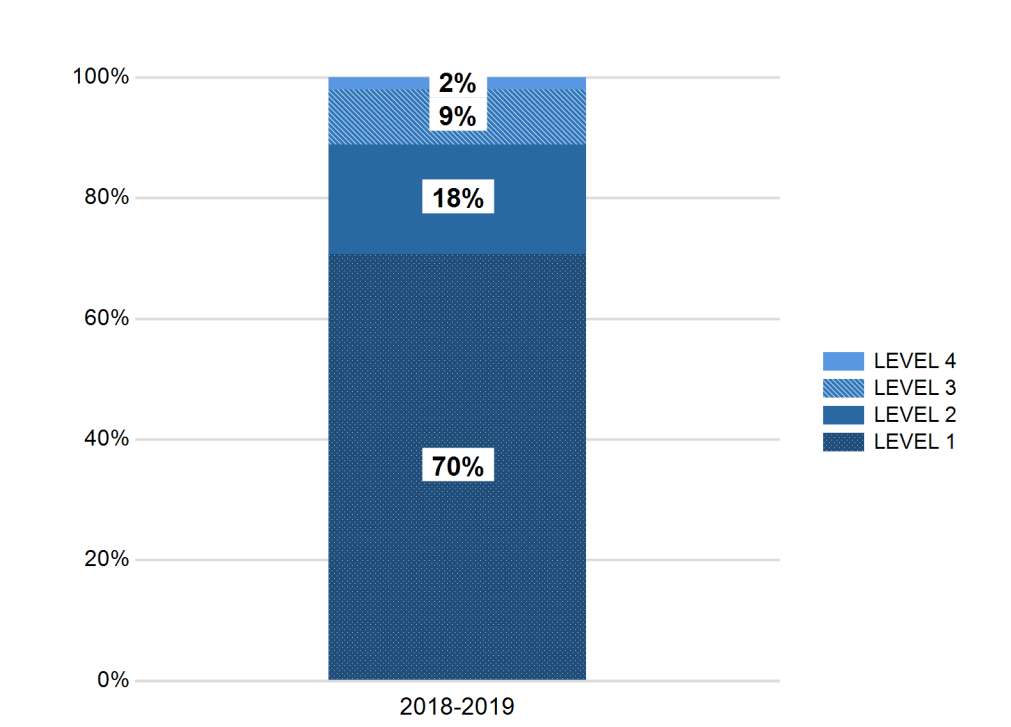
North Plainfield High School
(35-3670-050)
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	18	9	2
White	50	23	20	7
Hispanic	75	17	7	2
Black or African American	74	20	6	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	71	23	6	0
Male	70	15	11	4
Economically Disadvantaged Students	78	14	6	2
Non-Economically Disadvantaged Students	60	24	14	2
Students with Disabilities	85	5	8	3
Students without Disabilities	68	21	9	2
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 participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	72.8%	72.1%
12th graders taking ACT in 2018-19 or prior years	6.4%	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	404	476	Grade 10: 430 Grade 11: 460	38%	61%
PSAT 10/NMSQT - Math	401	477	Grade 10: 480 Grade 11: 510	14%	43%
SAT - Reading and Writing	477	539	480	44%	70%
SAT - Math	478	541	530	29%	53%
ACT - Reading	20	25	22	38%	66%
ACT - English	20	24	18	75%	81%
ACT - Math	19	24	22	38%	65%
ACT - Science	19	24	23	31%	57%



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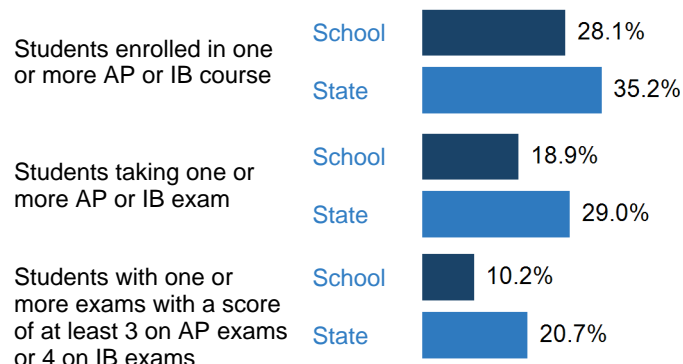
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

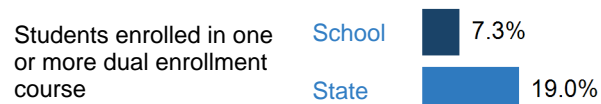
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	40	20
AP Calculus AB	18	12
AP Computer Science Principles	17	11
AP English Language and Composition	27	25
AP English Literature and Composition	31	31
AP French Language and Culture	14	6
AP Italian Language and Culture	26	2
AP Physics 1	13	13
AP Psychology	0	14
AP Spanish Language	23	11
AP Statistics	18	12
AP U.S. History	41	37
AP World History	23	17
Total Exams taken		211
Exams with scores of at least 3 on AP exams or 4 on IB exams		93



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

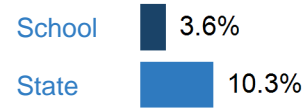
Career and Technical Education Participation

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

CTE Participants
(completed only one course in an approved CTE program)



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



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	10.8%	3.6%	7.7%	10.3%
White	11.6%	*	6.1%	9.6%
Hispanic	10.1%	3.1%	10.3%	11.3%
Black or African American	10.4%	*	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	23.8%	*	5.8%	9.3%
American Indian or Alaska Native	*	*	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	11.2%	3.2%	7.3%	10.6%
Male	10.5%	4.0%	8.0%	10.1%
Economically Disadvantaged Students	10.0%	3.0%	10.4%	11.8%
Students with Disabilities	6.6%	*	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	N	N	9.7%	13.3%
Migrant Students	N	N	10.4%	*



North Plainfield High School
(35-3670-050)
Grades Offered: 09-12
2018-2019

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

Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	15		
Health Science	*		
Hospitality & Tourism	*		
Information Technology	64		
Science, Technology, Engineering & Mathematics	68		
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	157	*	*



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

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	218	33	10	0	0	0	73
10	65	165	32	6	0	3	12
11	11	63	145	33	0	0	12
12	44	18	72	58	27	15	8
Total	338	279	259	97	27	18	105
Enrolled in AP/IB Course					18	18	0
Enrolled in Dual Enrollment Course	0	0	0	17	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	84	1	0	236	0	0
10	196	66	0	14	7	0
11	54	164	0	13	33	0
12	44	27	0	13	50	0
Total	378	258	0	276	90	0
Enrolled in AP/IB Course	40	0		0	13	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	12	303	0	2	3	23
10	9	258	3	9	4	31
11	182	82	17	23	11	32
12	24	50	32	55	30	71
Total	227	693	52	89	48	157
Enrolled in AP/IB Course	23	41	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	143	64	68	0	0	0	0
10	101	63	67	0	0	0	0
11	104	29	47	0	0	0	0
12	73	34	42	0	0	0	0
Total	421	190	224	0	0	0	0
Enrolled in AP/IB Course	23	14	26	0	0	0	0
Enrolled in Dual Enrollment Course	0	3	0	0	0	0	0
Enrolled in Level 3 or Higher	111	71	88	0	0	0	0



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

Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	23	0	0	30	0	0
10	12	0	3	9	0	0
11	9	0	2	10	0	0
12	8	0	12	17	0	0
Total	52	0	17	66	0	0
Enrolled in AP/IB Course	0		17			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Seal of Biliteracy

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

Language	Students Earning a Seal of Biliteracy
French	*
Italian	*
Spanish	22
Total	29



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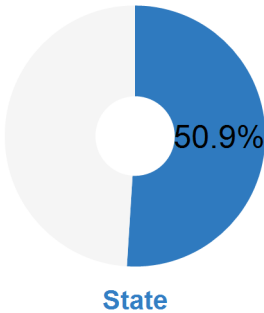
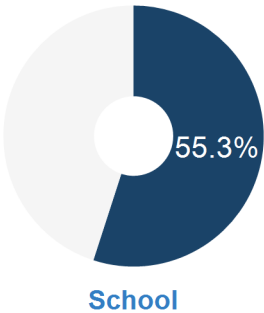
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Visual and Performing Arts – Course Participation

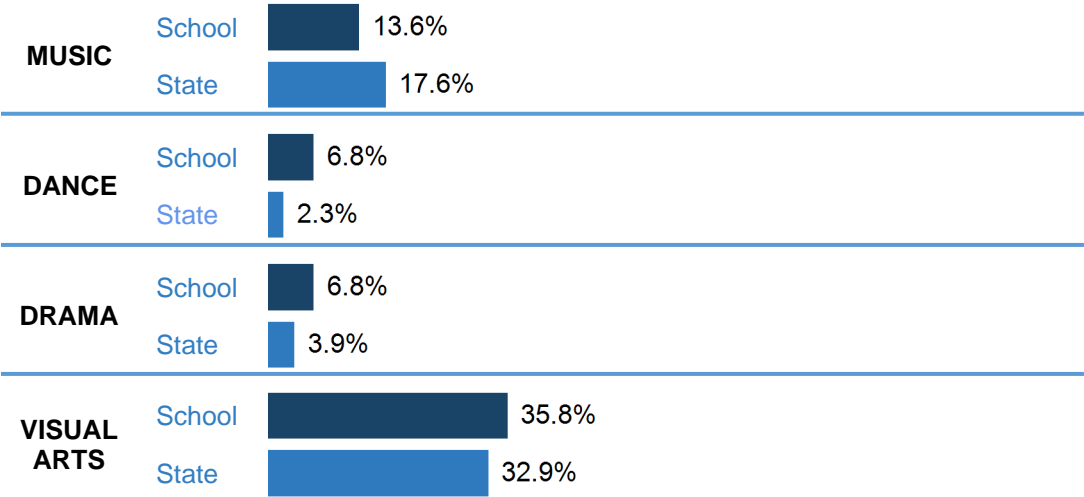
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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



Students enrolled in one or more classes by discipline:





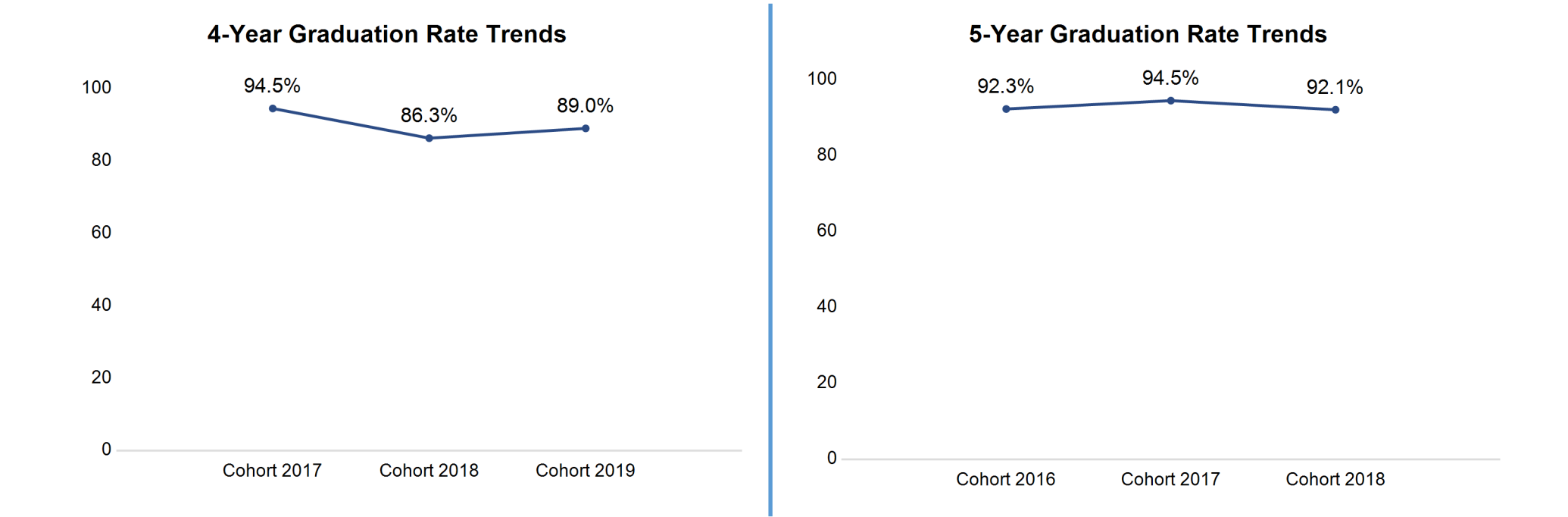
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	94.5%	86.3%	89.0%	92.3%	94.5%	92.1%
Annual Target	95.0%	95.0%		93.4%	93.5%	
Met Annual Target?	Not Met	Not Met		Not Met	Met Target	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	89.0%	90.6%	92.1%	92.5%	86.3%	95.0%	Not Met	94.5%	93.5%	Met Target
White	92.3%	94.9%	93.1%	95.9%	89.7%	95.0%	Not Met	100.0%	N	Met Goal
Hispanic	86.2%	84.5%	89.8%	87.3%	81.9%	95.0%	Not Met	93.0%	93.9%	Not Met
Black or African American	95.0%	83.3%	95.4%	87.1%	92.3%	94.2%	Not Met	94.4%	93.5%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	100.0%	97.8%	100.0%	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	N	94.2%	N	N	N	*	**	**
Female	95.0%	92.8%	94.9%	94.4%	90.5%			94.4%		
Male	83.9%	88.5%	89.2%	90.8%	82.1%			94.6%		
Economically Disadvantaged Students	89.1%	84.0%	90.1%	87.3%	84.3%	95.0%	Not Met	96.3%	N	Met Goal
Students with Disabilities	76.0%	79.2%	88.1%	83.8%	82.9%	86.6%	Not Met	89.7%	76.9%	Met Target
English Learners	65.5%	75.4%	74.5%	80.1%	61.7%	87.7%	Not Met	66.7%	83.9%	Not Met
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	65.4%	43.2%
Substitute Competency Test	18.8%	34.2%
Portfolio Appeals Process	9.8%	14.1%
Alternate Requirements specified in IEP	6.0%	8.5%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.1%	1.2%
2017-2018	0.8%	1.2%
2016-2017	0.8%	1.1%



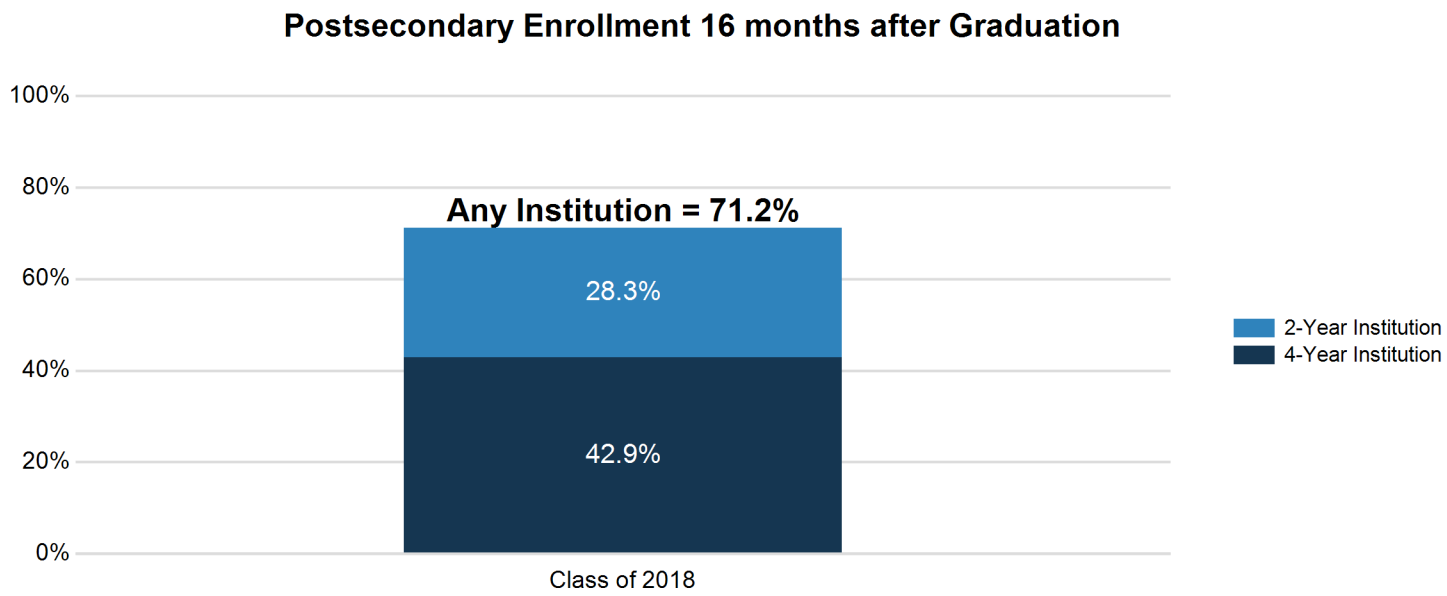
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	28.3%
% Enrolled in 4-Year Institution	42.9%
% Enrolled in Any Postsecondary Institution	71.3%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	58.7%	42.6%	57.4%
White	52%	46.2%	53.8%
Hispanic	53.3%	45%	55%
Black or African American	70.5%	32.6%	67.4%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	58.9%	43.4%	56.6%
Students with Disabilities	45.7%	47.6%	52.4%
English Learners	10%	33.3%	66.7%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	71.3%	39.8%	60.2%	74.9%	25.1%	84.2%	15.8%
White	81.5%	18.2%	81.8%	86.4%	13.6%	90.9%	9.1%
Hispanic	61.3%	57.1%	42.9%	84.5%	15.5%	91.7%	8.3%
Black or African American	84.7%	22%	78%	54%	46%	66%	34%
Asian, Native Hawaiian, or Pacific Islander	88.2%	33.3%	66.7%	73.3%	26.7%	93.3%	6.7%
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	N	N	N	N	N	N	N
Economically Disadvantaged Students	66.1%	47.5%	52.5%	83.8%	16.3%	90%	10%
Students with Disabilities	50%	78.9%	21.1%	94.7%	5.3%	89.5%	10.5%
English Learners	40%	80%	20%	100%	0%	100%	0%



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

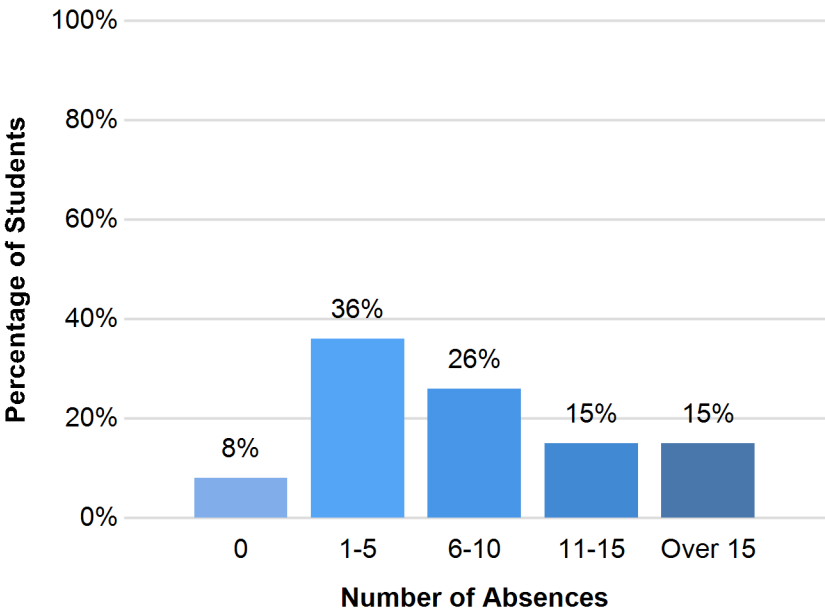
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	132	12.2	14.2	Met
White	13	12.3	14.2	Met
Hispanic	91	13.1	14.2	Met
Black or African American	21	9.1	14.2	Met
Asian, Native Hawaiian, or Pacific	5	11.9	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	66	13.8		
Male	66	11.0		
Economically Disadvantaged Students	75	12.4	14.2	Met
Students with Disabilities	45	20.8	14.2	Not Met
English Learners	36	25.4	14.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





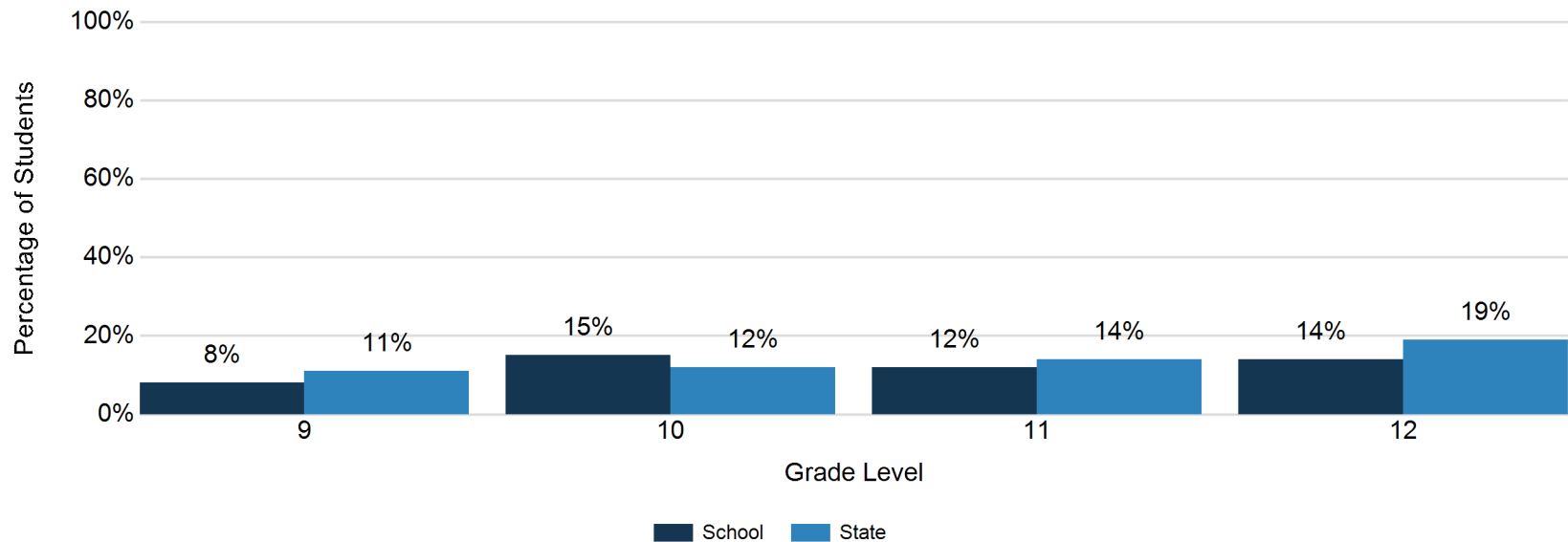
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	18
Weapons	0
Vandalism	3
Substances	20
Harassment, Intimidation, Bullying (HIB)	8
Total Unique Incidents	48
Incidents Per 100 Students Enrolled	4.58

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	2	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	1	2
Sexual Orientation	4	1	5
Disability	0	1	1
Other	2	4	6
No Identified Nature	4		4

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	5
Weapons	0
Vandalism	1
Substances	4
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	22	2.1%
Out-of-School Suspensions	60	5.7%
Any Suspension	62	5.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

220



North Plainfield High School
 (35-3670-050)
 Grades Offered: 09-12
 2018-2019

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School Day

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

Category	School
Typical Start Time	7:40 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined in the United States Department of Education. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	92	118,214
Average years experience in public schools	9.5	12.1
Average years experience in district	8.5	10.8
Percentage of Teachers with 4 or more years experience in the district	68.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	75:1	127:1
Teachers to Administrators	7:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.2%	67.4%	50.0%	48.4%	77.1%	54.9%
Male	54.8%	32.6%	50.0%	51.6%	22.9%	45.1%
White	9.1%	81.5%	85.7%	42.4%	83.6%	77.4%
Hispanic	65.0%	6.5%	14.3%	29.9%	7.3%	7.2%
Black or African American	21.2%	4.3%	0.0%	15.0%	6.6%	13.9%
Asian	3.9%	7.6%	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	0.6%	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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.5%	43.1%	46.3%
Math Proficiency	17.7%	16.2%	12.4%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	94.5%	86.3%	89.0%
5-Year Graduation Rate†	92.3%	94.5%	92.1%
Progress toward English Language Proficiency		47.7%	41.6%
Chronic Absenteeism	11.9%	9.5%	12.2%

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



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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> North Plainfield High School is a National and State School of Character. North Plainfield High School has been named to the College Board's AP Honor Roll. North Plainfield High School has been named to the College Board's Gaston Caperton Opportunity Honor Roll.
 <p>Mission, Vision, Theme:</p>	<p>To engage in a critical self-reflection through reflective questions to identify areas of strengths and areas needing support in their instructional practices to promote equity within their classroom environment and implement culturally relevant pedagogy in order to increase student achievement. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>North Plainfield High School has been recognized as a State and National School of Character. The high school has been named to the College Board AP Honor Roll and the Gaston Caperton Opportunity Honor Roll. This is awarded to districts that have expanded access to higher education by providing students with academic offerings and college preparation programs. North Plainfield has been awarded a Bronze Medal by U.S. News and World Reports and is a recipient of the NJSIAA Sportsmanship Award.</p>






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<div>  <div> Courses, Curriculum, Instruction: </div> </div>	<p> NPHS offers 12 Advanced Placement courses and a concurrent enrollment agreement with Raritan Valley Community College, Rutgers University, and NJIT which allows NPHS to offer college courses on campus. Students in concurrent enrollment courses earn college and high school credits. Students also earn college credits by taking a sequence of courses in our CTE programs in Biomedical Science and Engineering. NPHS offers Cisco courses that provide students an opportunity to earn IT certificates for employment in the IT field as well as a STEM academy. The NPHS Alternative Program allows for a mix of traditional and non-traditional scheduling for courses that a student needs for graduation. Students enrolled in the alternative program will take elective courses they need for graduation during the latter part of the school day and take core graduation courses in the afternoon. </p>
<div>  <div> Sports and Athletics: </div> </div>	<p> Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Boys), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Coed) </p> <p> NPHS offers 19 sports and cheerleading teams for students. No fee is charged for participation and all of the teams have boasted both team and individual awards for excellence. Our student athletes perpetually win the NJSIAA sportsmanship award and have a strong community following. </p>
<div>  <div> Clubs and Activities: </div> </div>	<p> The plethora of clubs offered at NPHS are both vital and foundational to the character driven goals of the NPHS community. The clubs span several topic, skills, hobbies and interests while providing students a place to find their voice and advocate for what is important to them. North Plainfield proudly categorizes their clubs into four categories: Honor Societies, Interest Driven/Skill Based Clubs, Publication Clubs and Student Involvement Clubs. </p>





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 <div>Staff and Professional Learning:</div>	<p>NPHS offers professional development that is tailored to the individual teacher and school needs. This is done by providing individual teachers professional development opportunities that are aligned with their Professional Development Plan. The high school's School Improvement Panel (SciP) meets regularly to develop Edcamp style faculty meetings based on data collected from the faculty, and standardized tests, Student Growth Objectives, Surveys, and Professional Learning Communities.</p>
 <div>Postsecondary Information:</div>	<p>78% of NPHS' graduating class of 2019 continued their education after high school. The class of 2019 was awarded over 100 thousand dollars in local scholarships. Recent NPHS graduates have attended schools such as Princeton, NYU, Rutgers and other quality schools. 5% of the class of 2019 are serving in the US military. NPHS offers SAT courses, counseling services, and financial aid events. NPHS offers 40 honors courses and 12 AP courses, in addition to 10 Concurrent Enrollment courses.</p>






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 <p>Student Supports and Services:</p>	<p>NPHS is committed to meeting the needs of all of its students. Every Freshman has an upperclassman that serves as a mentor. Mentors meet with Freshman formally once a month and informally twice a week. Additionally, mentors ease the transition of new students by providing information regarding clubs and activities. Our I&RS and Core Team meet regularly to address the needs of our students. An active guidance department addresses the educational and social needs of students.</p>
 <p>Student Health and Wellness:</p>	<p>NPHS opens up for breakfast an hour before the school day. Additionally, students can pick-up grab-and-go breakfast from kiosks after the school day has started. A dietician is used to develop the menu items to ensure entrees are delicious and nutritious. The high school seeks out student input on menu items and has a student/parent advisory group that meets regularly with the food service director and the dietician.</p>
 <p>Parent and Community Involvement:</p>	<p>NPHS has an active Parent Teacher Organization and Project Graduation Committee. Parent groups have been established to support the Marching Band, Drama, NJROTC and Athletics. Quarterly, the district facilitates special education parent groups to discuss topics identified by parents. Parents are involved in numerous school committees where they have a role in the decision making process.</p>






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers NPHS periodically conducts a climate survey to help gauge the effectiveness of programs. Additionally, the school conducts student focus groups regarding concerns identified in the survey or trends uncovered when reviewing data. The focus groups assist with the development of new programs/activities or refinement of current programs. Student meetings are held in the beginning and end of the year to share the school goals and review results.</p>
 <p>Facilities:</p>	<p>NPHS has renovated computer labs, library and auditorium. The school has wireless access points that allow the entire school to go wireless with our one-to-one chromebook initiative. NPHS has a dedicated dance studio, classroom suite for our Project Lead the Way, Biomedical and Engineering programs, and a dedicated Naval Science room, office and storage facility.</p>
 <p>School Safety:</p>	<p>North Plainfield High School follows the Standard Response Protocol, which is practiced on a monthly basis. Additionally, faculty and students participate in table top activities regarding safety issues during faculty meetings and grade level meetings. In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis.</p>




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 <div>Technology and STEM:</div>	<p>North Plainfield High School is a one-to-one school. Each student receives a chromebook and all teachers use Google Classroom. The high school has initiated STEM academies in the Biomedical Program, Engineering Program and Cisco IT Program. Every classroom is equipped with smart boards and the entire school is wireless. The school boasts computer labs and a Maker Space equipped with a 3D printer in the media center.</p>
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School Narrative

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

<div>  <div>Other Information</div> </div>	<p> Student clubs work to provide support for their peers and community. The Interact Club, which works with the local Rotary division to support the community by hosting events such as the Annual Food Drive, which provides food for the local shelter and bi-yearly blood drives. The Mentors and Heros and Cool Kids clubs work to provide support to the underclassmen of the community. The Student Activities Club hosts the yearly pep rallies, the club fairs and all events for all students of NPHS. The H.O.P.E. club allows students to explore their science interests by providing gardens for the school grounds and visiting natural habitats to discover the importance of preserving our environment. NPHS offers clubs such as the Marching Band, Dance Company, STEP team, Drama club, and Art Club among others. The clubs allow all students to explore their interests and talents and consistently work to provide opportunities for the students to shine. The school also offers several choral and instrumental club options, which work to produce shows that are both amazing and community driven. NPHS offers several clubs that pertain to publication. The Canuckling Club publishes a literary magazine every year. The Yearbook club is expansive and covers all local events and works to provide a memorable publication that encapsulates not only the spirit of the school but all the memories of the school year. The Tunlaw is the school newspaper, which has recently gone online and works with the local news to allow for the student work to reach beyond the halls of NPHS. There are several Honor Societies: National, Spanish, French, Italian, History and Drama. Every student has the chance to explore their interests here at NPHS and the community as staff are committed to providing and expansive and encompassing student experience. </p>
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North Plainfield Middle School
(35-3670-300)
Grades Offered: 07-08
2018-2019

Report Key:

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

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:



North Plainfield Middle School

(35-3670-300)

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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	Somerset
District	North Plainfield School District
Principal Name	Mr. Luis Jaime
Address	34 Wilson Avenue North Plainfield, NJ 07060-4075
Phone Number	908-769-6040
Email Address	luis_jaime@nplainfield.org
Website	https://npms.nplainfield.org/
Twitter	https://twitter.com/NPSD_MS



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
7	269	270	277
8	253	279	281
Total	522	549	558

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

Student Group	2016-17	2017-18	2018-19
Female	45.2%	47.0%	51.3%
Male	54.8%	53.0%	48.7%
Economically Disadvantaged Students	64.2%	64.1%	64.2%
Students with Disabilities	17.8%	21.3%	24.4%
English Learners	10.3%	8.4%	12.9%
Homeless Students	0.0%	0.0%	0.4%
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%

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	10.3%	13.3%	10.9%
Hispanic	62.3%	60.1%	67.0%
Black or African American	22.8%	21.1%	17.6%
Asian	3.8%	4.4%	3.8%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.6%	0.9%	0.7%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	54.3%
English	39.4%
Turkish	2.9%
Other Languages	3.4%



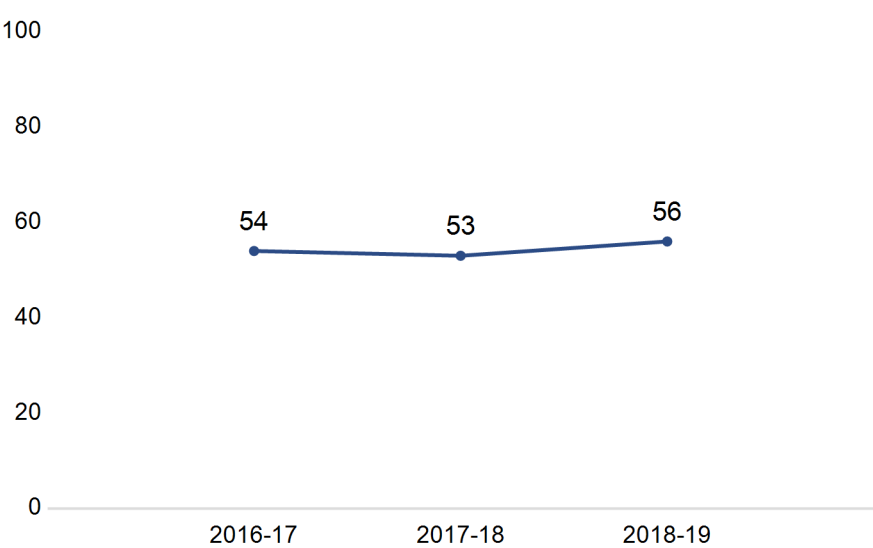
North Plainfield Middle School
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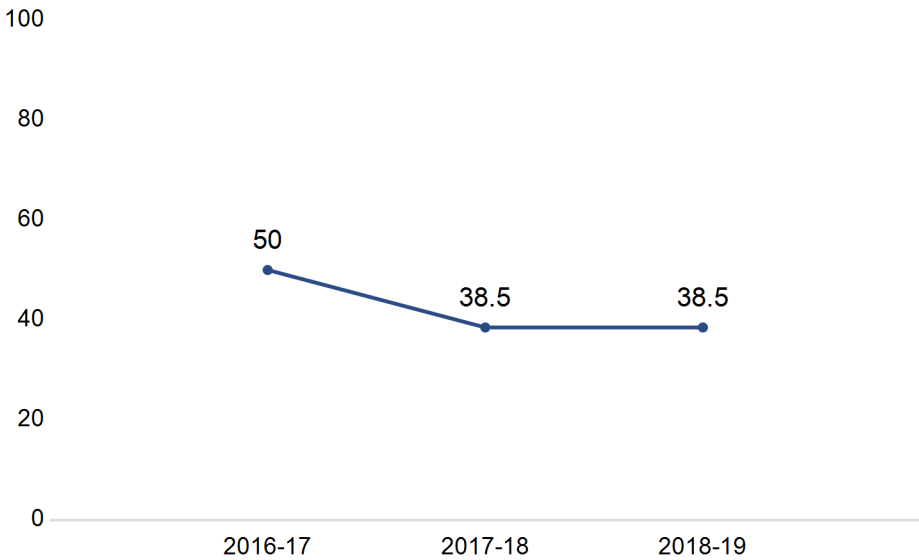
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	54	53	56	50	38.5	38.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	56	50	50	Met Standard	38.5	39	50	Not Met
White	64	55	50	Exceeds Standard	46	46.5	52	**
Hispanic	57	52	49	Met Standard	38	37.5	47	Not Met
Black or African American	45	44	45	Met Standard	36.5	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	79.5	59	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	N	*	52	**
Female	58	54	53	N	38	38	50	N
Male	55	47	47	N	39	39	51	N
Economically Disadvantaged Students	54	49	48	Met Standard	38	39	46	Not Met
Students with Disabilities	41	37.5	43	Met Standard	37	39	45	Not Met
English Learners	53	49.5	52	Met Standard	47.5	42	50	Met Standard
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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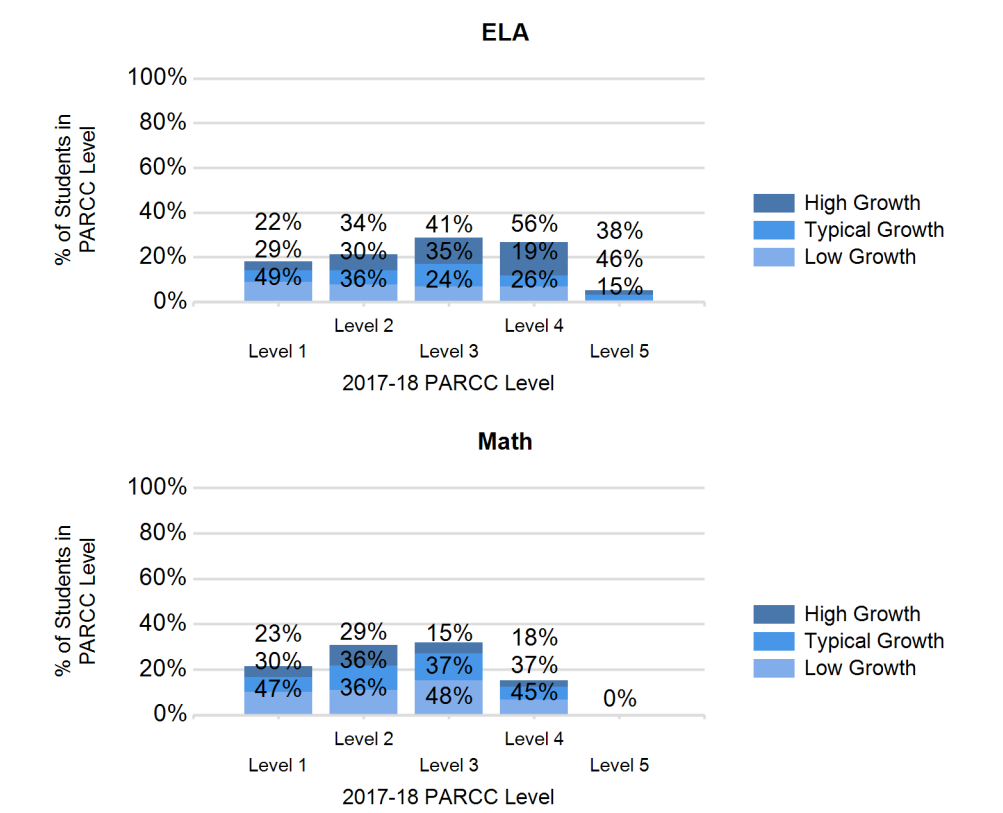
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

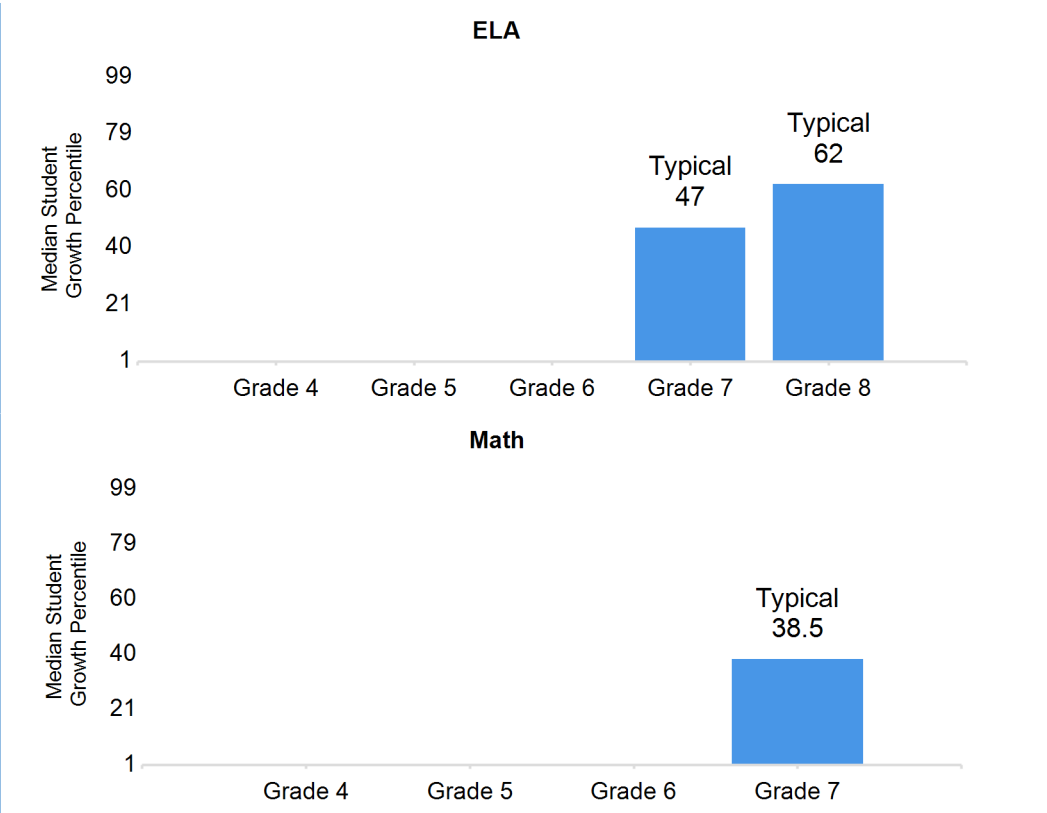
Student Growth by Performance Level

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



Student Growth by Grade

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



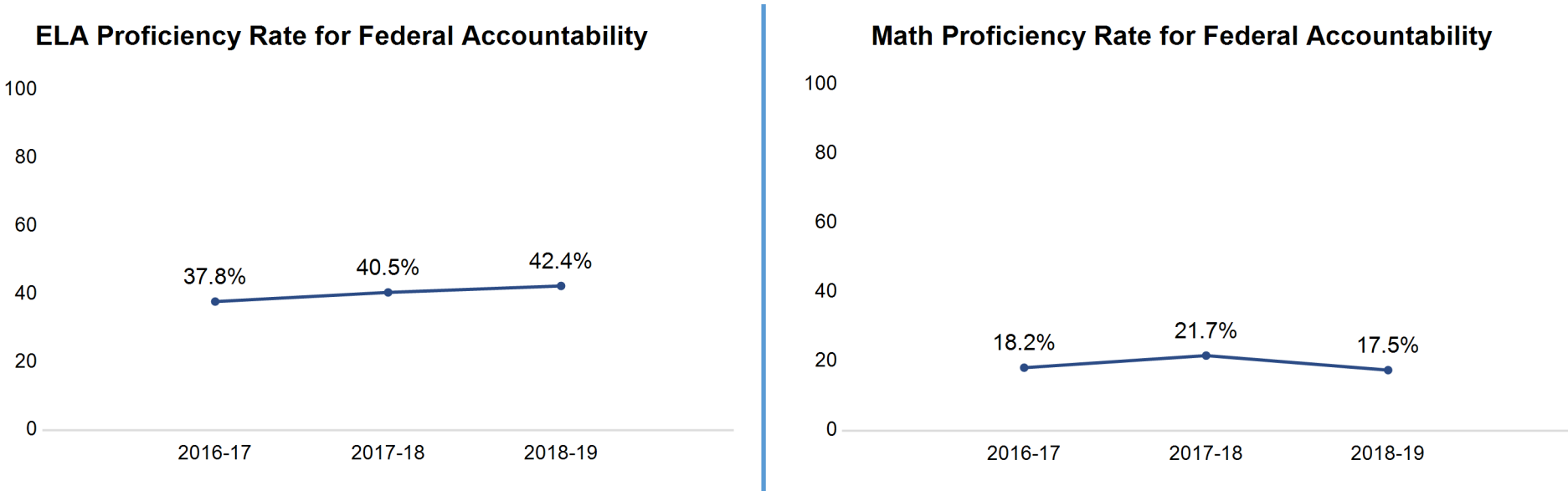


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.8%	98.9%	99.8%	98.9%	98.9%	99.6%
Proficiency Rate for Federal Accountability	37.8%	40.5%	42.4%	18.2%	21.7%	17.5%
Annual Target	35.0%	37.3%	39.7%	18.2%	21.4%	24.7%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	514	99.8	42.4	40.1	57.9	42.4	39.7	Met Target
White	59	100.0	64.4	*	66.9	64.4	43.7	Met Target
Hispanic	341	100.0	38.7	36.4	43.9	38.7	37.4	Met Target
Black or African American	93	99.0	38.7	40.1	38.5	38.7	40.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	264	100.0	53.0	47.8	64.8	53.0		
Male	250	99.6	31.2	33.0	51.3	31.2		
Economically Disadvantaged Students	306	100.0	35.9	34.0	40.0	35.9	38.2	Met Target†
Non-Economically Disadvantaged Students	208	99.5	51.9	48.8	67.9	51.9		
Students with Disabilities	129	99.3	10.1	*	22.7	10.1	16.3	Not Met
Students without Disabilities	385	100.0	53.2	*	65.1	53.2		
English Learners	68	100.0	10.3	*	29.3	10.3	20	Not Met
Non-English Learners	446	99.8	47.3	*	60.6	47.3		
Homeless Students	N	N	N	40.0	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

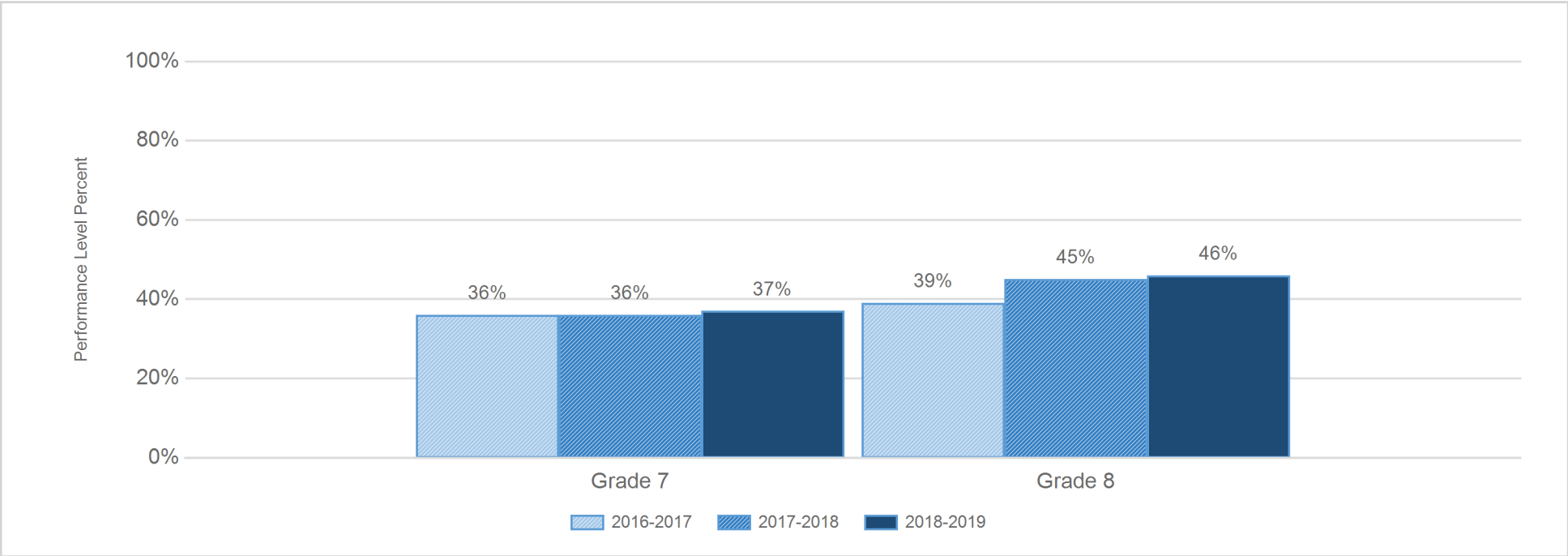


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English Language Arts Assessment - Performance Trends

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 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	259	733	733	761	24%	15%	24%	24%	13%	37%	63%
White	*	*	*	769	*	*	*	*	*	*	72%
Hispanic	189	729	729	747	28%	14%	24%	24%	10%	34%	50%
Black or African American	44	738	738	741	*	23%	25%	*	*	39%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	N	N	N	768	N	N	N	N	N	N	68%
Female	136	745	745	769	17%	14%	21%	*	*	49%	71%
Male	123	720	720	753	32%	17%	27%	*	*	24%	55%
Economically Disadvantaged Students	159	724	724	743	31%	16%	24%	23%	6%	29%	45%
Non-Economically Disadvantaged Students	100	748	748	771	12%	15%	23%	26%	24%	50%	73%
Students with Disabilities	67	699	699	720	*	*	*	*	*	*	22%
Students without Disabilities	192	745	745	769	*	*	*	*	*	*	71%
English Learners	21	684	684	706	*	*	*	*	*	*	12%
Non-English Learners	238	737	737	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	269	745	745	762	18%	17%	19%	31%	16%	46%	63%
White	41	767	767	770	*	*	*	29%	37%	66%	72%
Hispanic	159	740	740	747	20%	19%	17%	32%	11%	43%	49%
Black or African American	55	737	737	741	18%	18%	27%	*	*	36%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	135	753	753	771	14%	13%	17%	36%	20%	56%	71%
Male	134	736	736	753	22%	21%	21%	25%	11%	37%	55%
Economically Disadvantaged Students	158	739	739	743	22%	20%	17%	30%	11%	42%	45%
Non-Economically Disadvantaged Students	111	752	752	772	13%	13%	22%	32%	22%	53%	72%
Students with Disabilities	64	707	707	721	*	*	*	*	*	*	22%
Students without Disabilities	205	756	756	770	*	*	*	*	*	*	71%
English Learners	21	699	699	708	*	*	*	*	*	*	12%
Non-English Learners	248	748	748	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	526	99.6	17.5	21.2	44.5	17.5	24.7	Not Met
White	58	98.3	32.8	35.8	54.1	32.8	34.4	Met Target†
Hispanic	351	100.0	14.5	18.0	28.8	14.5	23.1	Not Met
Black or African American	93	99.0	14.0	22.2	23.0	14.0	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.3	76.5	*	N	N
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	270	100.0	18.5	21.7	44.9	18.5		
Male	256	99.3	16.4	20.8	44.2	16.4		
Economically Disadvantaged Students	314	100.0	13.7	17.5	26.3	13.7	24.6	Not Met
Non-Economically Disadvantaged Students	212	99.1	23.1	26.5	54.9	23.1		
Students with Disabilities	128	98.5	*	*	17.4	*	13.1	Not Met
Students without Disabilities	398	100.0	*	*	50.0	*		
English Learners	81	100.0	*	*	25.0	*	17.4	Not Met
Non-English Learners	445	99.6	*	*	46.5	*		
Homeless Students	N	N	N	20.0	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

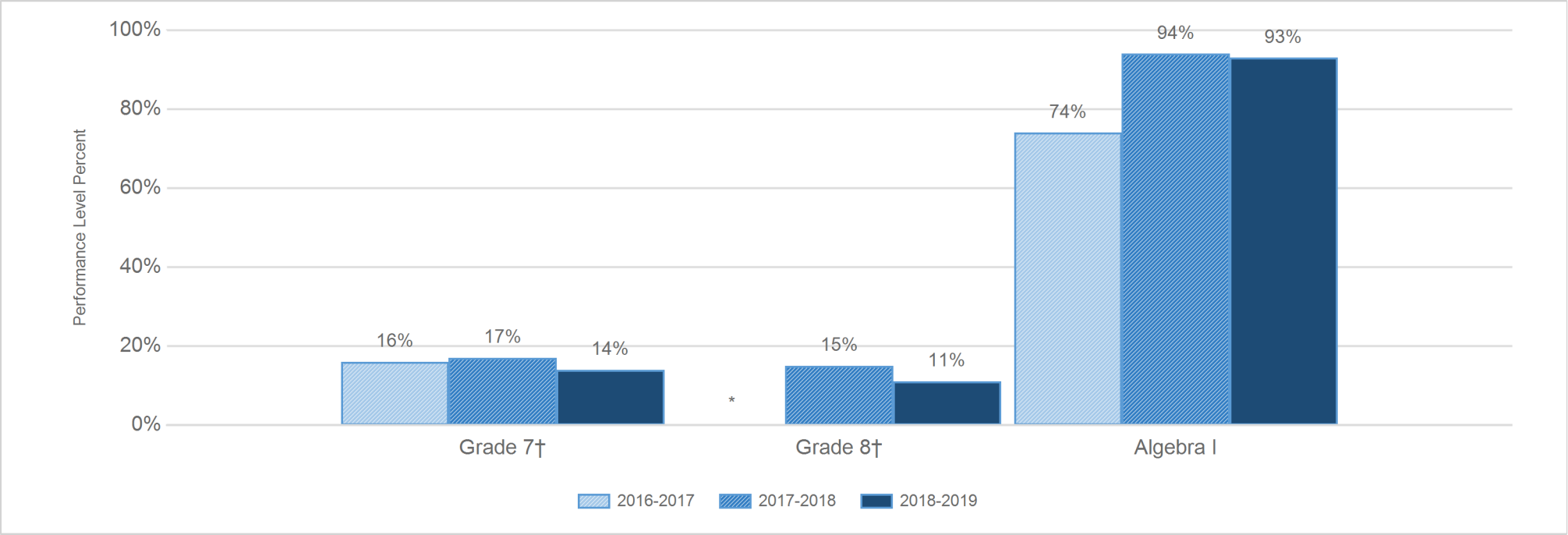


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Mathematics Assessment – Performance Trends

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.



North Plainfield Middle School
(35-3670-300)
Grades Offered: 07-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	274	723	723	744	18%	36%	32%	*	*	14%	42%
White	*	*	*	751	*	*	*	*	*	*	53%
Hispanic	203	720	720	733	23%	33%	32%	*	*	12%	26%
Black or African American	44	725	725	727	*	55%	25%	*	*	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	145	726	726	744	12%	35%	37%	*	*	16%	42%
Male	129	719	719	743	25%	37%	26%	*	*	12%	42%
Economically Disadvantaged Students	172	718	718	731	22%	38%	29%	*	*	10%	24%
Non-Economically Disadvantaged Students	102	730	730	751	11%	32%	37%	*	*	20%	53%
Students with Disabilities	66	706	706	718	*	*	*	*	*	*	13%
Students without Disabilities	208	728	728	749	*	*	*	*	*	*	48%
English Learners	37	704	704	716	*	*	*	*	*	*	10%
Non-English Learners	237	726	726	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	250	711	711	728	44%	24%	22%	11%	0%	11%	29%
White	31	720	720	737	35%	*	*	*	*	19%	38%
Hispanic	153	709	709	722	*	*	*	*	*	*	22%
Black or African American	52	706	706	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	122	712	712	731	39%	27%	24%	10%	0%	10%	31%
Male	128	709	709	726	48%	20%	20%	13%	0%	13%	27%
Economically Disadvantaged Students	152	709	709	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	98	713	713	735	*	*	*	*	*	*	36%
Students with Disabilities	64	688	688	707	*	*	*	*	*	*	10%
Students without Disabilities	186	718	718	734	*	*	*	*	*	*	35%
English Learners	31	701	701	706	68%	*	*	*	*	10%	10%
Non-English Learners	219	712	712	730	40%	*	*	*	*	11%	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	29	776	726	744	0%	*	*	*	*	93%	42%
White	10	783	751	752	0%	0%	*	*	*	90%	53%
Hispanic	14	770	721	728	0%	*	0%	*	*	93%	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	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	17	776	726	745	0%	*	*	*	*	88%	44%
Male	12	777	725	743	0%	*	*	*	*	100%	41%
Economically Disadvantaged Students	13	775	723	727	0%	*	*	*	*	100%	23%
Non-Economically Disadvantaged Students	16	778	729	752	0%	*	*	*	*	88%	52%
Students with Disabilities	N	N	709	717	N	N	N	N	N	N	12%
Students without Disabilities	29	776	729	748	0%	*	*	*	*	93%	47%
English Learners	N	N	700	710	N	N	N	N	N	N	*
Non-English Learners	29	776	729	745	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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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
7	N	N
8	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	40.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	41	*	*
3-4	20	90.0%	10.0%
5 or more	*	*	*



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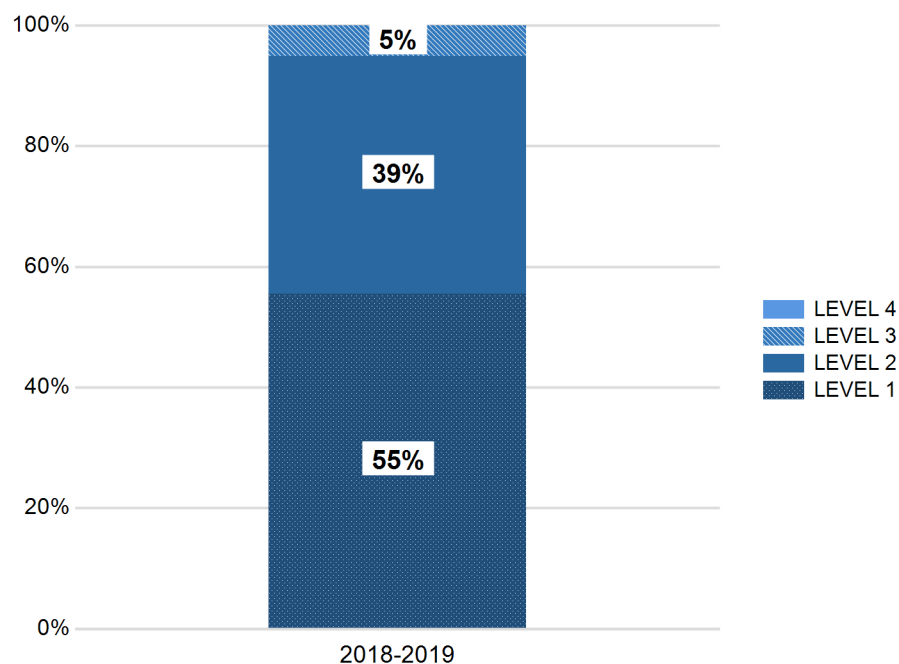
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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	55	39	5	0
White	29	55	14	2
Hispanic	65	33	2	0
Black or African American	56	43	2	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	55	40	5	0
Male	55	39	5	1
Economically Disadvantaged Students	61	35	4	0
Non-Economically Disadvantaged Students	46	46	7	1
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	81	16	3	0
Non-English Learners	52	43	5	0
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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
7	0	0	289
8	29	0	263
Total	29	0	552

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
7	71	83	78	0	0	0	0
8	91	84	85	0	0	0	0
Total	162	167	163	0	0	0	0



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Visual and Performing Arts – Course Participation

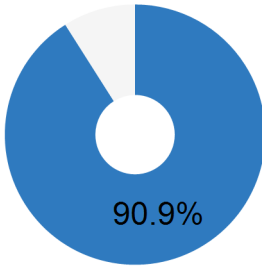
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

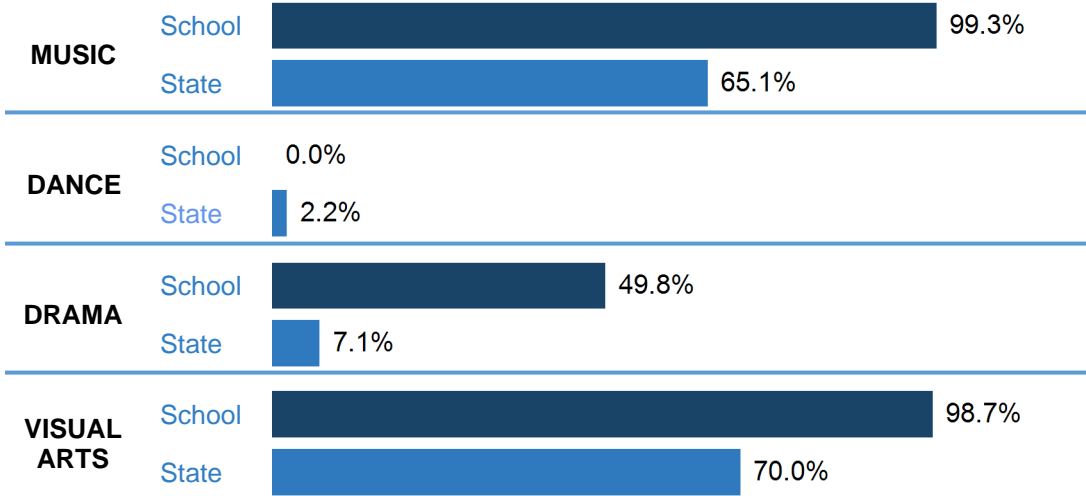


School



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.

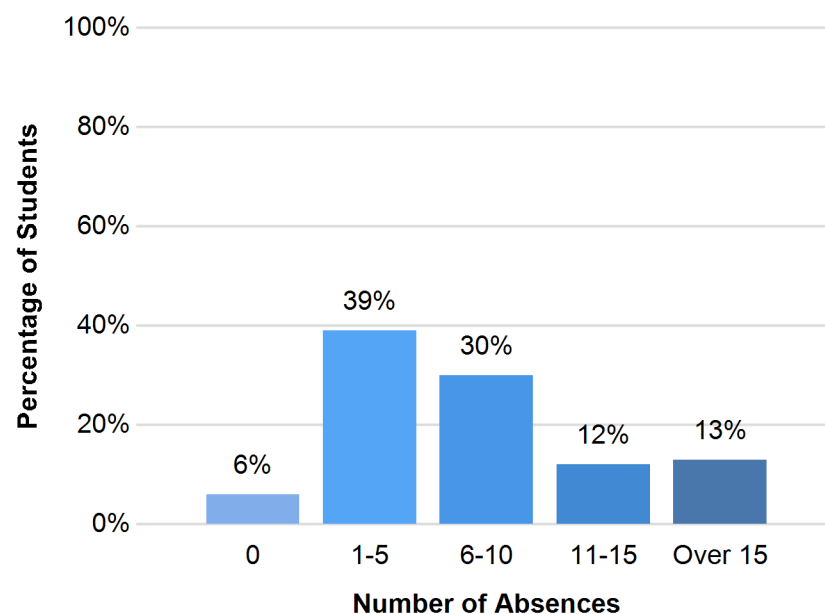
Chronic Absenteeism

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	47	8.4	9.5	Met
White	4	6.5	9.5	Met
Hispanic	27	7.2	9.5	Met
Black or African American	14	13.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	25	8.7		
Male	22	8.0		
Economically Disadvantaged Students	31	8.7	9.5	Met
Students with Disabilities	22	15.2	9.5	Not Met
English Learners	5	7.2	9.5	Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





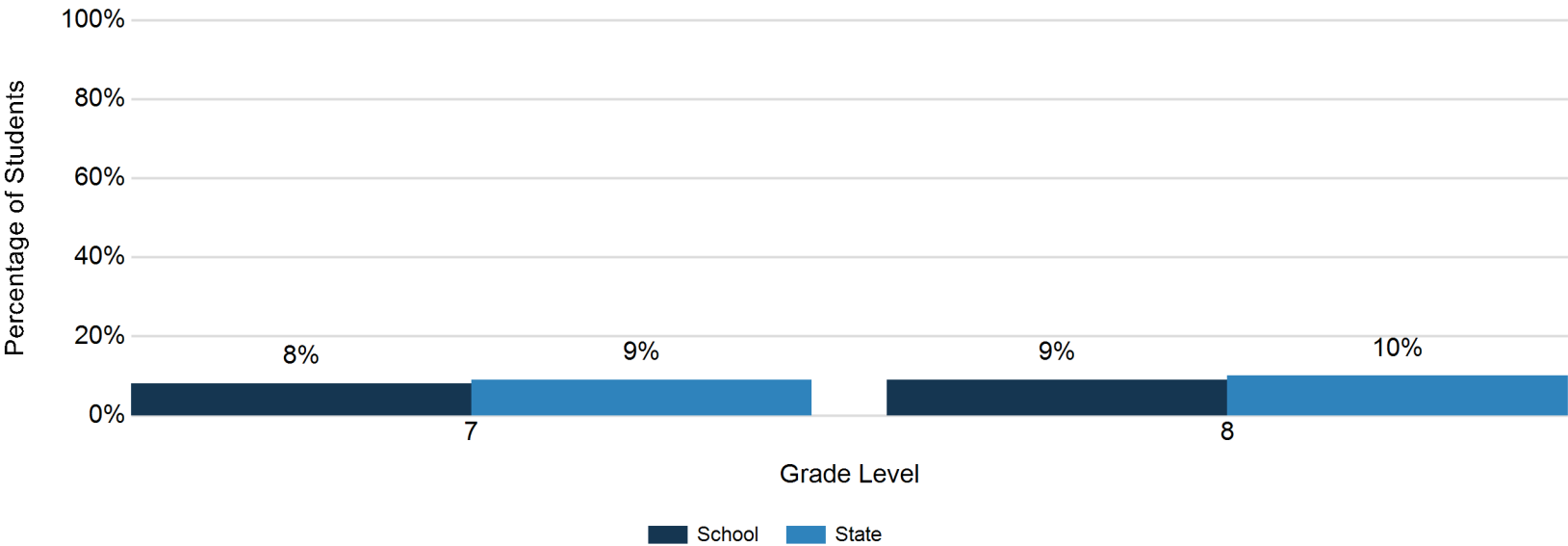
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	9
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	23
Total Unique Incidents	31
Incidents Per 100 Students Enrolled	5.56

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	5	6
Religion	0	0	0
Ancestry	0	0	0
Gender	0	4	4
Sexual Orientation	0	6	6
Disability	2	4	6
Other	3	12	15
No Identified Nature	5		5

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)	1
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	4.7%
Out-of-School Suspensions	15	2.7%
Any Suspension	30	5.4%
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

35



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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	7:40 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 55 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	N



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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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	9.2	12.1
Average years experience in district	8.3	10.8
Percentage of Teachers with 4 or more years experience in the district	62.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	279:1	127:1
Teachers to Administrators	24:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



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Teachers: All classroom teachers

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

Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.3%	70.8%	0.0%	48.4%	77.1%	54.9%
Male	48.7%	29.2%	100.0%	51.6%	22.9%	45.1%
White	10.9%	85.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	67.0%	8.3%	50.0%	29.9%	7.3%	7.2%
Black or African American	17.6%	2.1%	0.0%	15.0%	6.6%	13.9%
Asian	3.8%	4.2%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

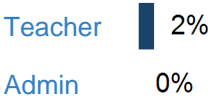
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%



North Plainfield Middle School

(35-3670-300)

Grades Offered: 07-08

2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



North Plainfield Middle School
(35-3670-300)
Grades Offered: 07-08
2018-2019

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

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

ESSA Accountability Status

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

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

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



North Plainfield Middle School

(35-3670-300)

Grades Offered: 07-08

2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	37.8%	40.5%	42.4%
Math Proficiency	18.2%	21.7%	17.5%
ELA Growth	54	53	56
Math Growth	50	38	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		45.2%	40.0%
Chronic Absenteeism	6.4%	5.9%	8.4%

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



North Plainfield Middle School

(35-3670-300)

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2018-2019

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 Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



North Plainfield Middle School
(35-3670-300)
Grades Offered: 07-08
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






North Plainfield Middle School
 (35-3670-300)
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 2018-2019

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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> STEM 7th Grade Math PreAlgebra 8th Grade Math 8th Grade Honors Math Algebra 1 7th Grade Writers Workshop 7th Grade SpringBoard Planning 8th Grade Writers Workshop 8th Grade SpringBoard, PLC' Soccer/basketball/kickball Student vs. Staff games Spelling Bee Open House Holocaust Live Museum 8th grade dance and promotion Awards Ceremony Induction to JR Honor Society Canuck Award G Middle School Play Middle School Dance club Hope Jr. Club Robotics Girls who CODE Walnut review Art club student council EL PODER program, Family Dinner
 <p>Mission, Vision, Theme:</p>	<p>At North Plainfield Middle School we are committed to building positive relationships with all students and staff to provide quality education in a safe environment that promotes academic success, respect for self and others, and life-long learning. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Paul Robeson Award National JR Honor society cert. Sustainable School National Recognition best practice for the Holocaust 105.5 Teachers that Rock</p>



North Plainfield Middle School
(35-3670-300)
Grades Offered: 07-08
2018-2019

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Courses, Curriculum, Instruction:

Honors, Math tutoring, Esl tutoring, Mentoring, High School Tutoring 7th Grade Writers Workshop, 7th Grade SpringBoard Planning, 8th Grade Writers Workshop, 8th Grade SpringBoard 7th Grade Math PreAlgebra 8th Grade Math 8th Grade Honors Math Algebra 1 Books: 7th and 8th: SpringBoard SS Books 2012; 2010 Math: Big Ideas 2014



Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Wrestling (Boys & Girls)



Clubs and Activities:

Middle School Play Middle School Dance club Hope Jr. Club Robotics Girls who CODE Walnut review Middle Sports: Basketball, track, wrestling, baseball, softball Art club student council Soccer game Student vs. Staff Basketball game Student vs. Staff Kickball game Student vs. Staff Spelling Bee Open House Holocaust Live Museum Fall, Winter, Spring Dance 8th grade dance and promotion Awards Ceremony Induction to JR Honor Society Canuck Award Band and Chorus concert Yearbooks Jazz Band Family Dinner Night Hispanic Community Night EL PODER program G.E.M.S



North Plainfield Middle School
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<div> <p>Before and After School Programs:</p> </div>	<p>Band ESL Tutoring Math Tutoring</p>
<div> <p>Staff and Professional Learning:</p> </div>	<p>SpringBoard Training, Writers Workshop (Teachers College) Textbook PD-Big Ideas Academic Support, selected double periods, peer observations, PLCs, teaming, grade level meetings Trauma-Informed Classrooms is a professional learning session we offer that teaches participants the basics of developmental trauma and consider how to amend their own policies and procedures to enable all students to learn.</p>




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<div>  <div> Parent and Community Involvement: </div> </div>	Empower Somerset Robert Wood Johnson Safe & Sound Steered Straight North Plainfield Alliance Family Dinner Night 6th Grade Orientation 7th Grade Orientation EI PODER program Strengthening Family Program PTO Freshman Orientation
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North Plainfield Middle School
(35-3670-300)
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The climate survey was used to craft a handbook, procedures, and rubric. Then demonstrated to staff where there comments and suggestion were used. Data collection lead us to creating and supporting PLC's in the Middle School</p>
 <p>Facilities:</p>	<p>100 year old building (The new wing is 15 years old) Air conditioned Gym Science Labs Computer Labs Art room (Shared with HS) Gymnasium Created two new staff restrooms, one handicap bathroom, and a staff room</p>
 <p>School Safety:</p>	<p>Drop off cones NPPD assistance with traffic Dividers in the lot Repainted the lines in the parking lot Consulting Stewart Buckman In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis</p>




North Plainfield Middle School
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2018-2019

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 <div>Technology and STEM:</div>	Robotics Stem Girls who Code Apple TV Epson boards
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North Plainfield Middle School
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2018-2019

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<div><div>Other Information</div></div>	<p>Student clubs work to provide support for their peers and community. The Interact Club, which works with the local Rotary division to support the community by hosting events such as the Annual Food Drive, which provides food for the local shelter and bi-yearly blood drives. The Mentors and Heros and Cool Kids clubs work to provide support to the underclassmen of the community. The Student Activities Club hosts the yearly pep rallies, the club fairs and all events for all students of NPMS. The H.O.P.E. club allows students to explore their science interests by providing gardens for the school grounds and visiting natural habitats to discover the importance of preserving our environment. NPMS offers clubs such as the Marching Band, Dance Company, STEP team, Drama club, Art Club and Debate Club among others. The clubs allow all students to explore their interests and talents and consistently work to provide opportunities for the students to shine. Students can also explore finding their voices in the Speak Out Club and the Social Justice/Change Club. The school also offers several choral and instrumental club options, which work to produce shows that are both amazing and community driven. NPMS offers several clubs that pertain to publication. The Canuckling Club publishes a literary magazine every year. The Yearbook club is expansive and covers all local events and works to provide a memorable publication that encapsulates not only the spirit of the school but all the memories of the school year. The Tunlaw is the school newspaper, which has recently gone online and works with the local news to allow for the student work to reach beyond the halls of NPMS. There are several Honor Societies: National, Spanish, French, Italian, History and Drama. Every student has the chance to explore their interests here at NPMS and the community as staff are committed to providing and expansive and encompassing student experience</p>
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Somerset School
(35-3670-080)
Grades Offered: 05-06
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:

**Somerset School**

(35-3670-080)

Grades Offered: 05-06

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	Somerset
District	North Plainfield School District
Principal Name	Mr. Joseph Krouse
Address	303 Somerset Street North Plainfield, NJ 07060
Phone Number	908-769-6080
Email Address	joseph_krouse@nplainfield.org
Website	https://npsis.nplainfield.org/
Twitter	https://twitter.com/SomersetDragons



Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
5	256	268	252
6	257	248	277
Total	513	516	529

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	51.7%	47.1%
Male	51.1%	48.3%	52.9%
Economically Disadvantaged Students	69.6%	72.5%	65.6%
Students with Disabilities	24.6%	22.7%	18.9%
English Learners	7.0%	6.2%	8.9%
Homeless Students	0.0%	0.0%	0.9%
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%

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	12.5%	8.5%	11.3%
Hispanic	65.7%	70.0%	65.2%
Black or African American	17.2%	17.4%	18.9%
Asian	4.3%	3.9%	4.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.4%	0.2%	0.2%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	50.9%
English	43.5%
Urdu	1.5%
Arabic	1.1%
Other Languages	3.0%



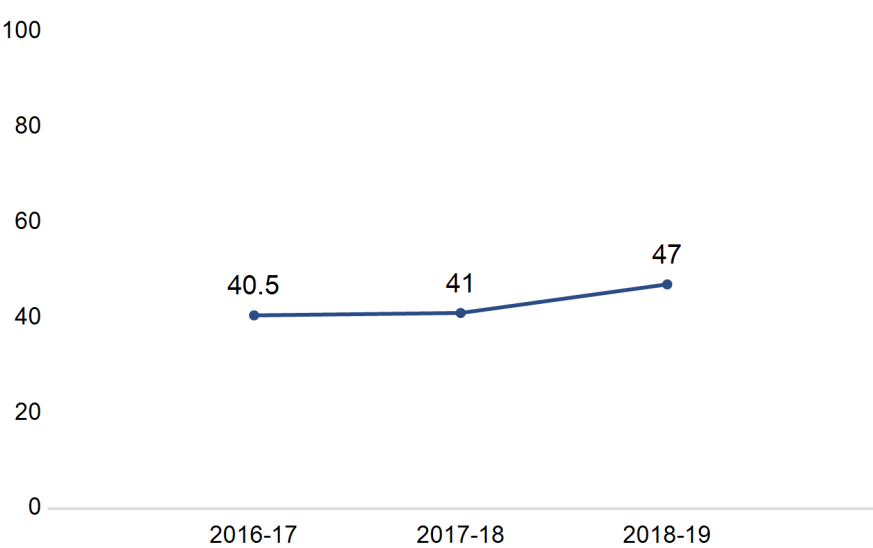
Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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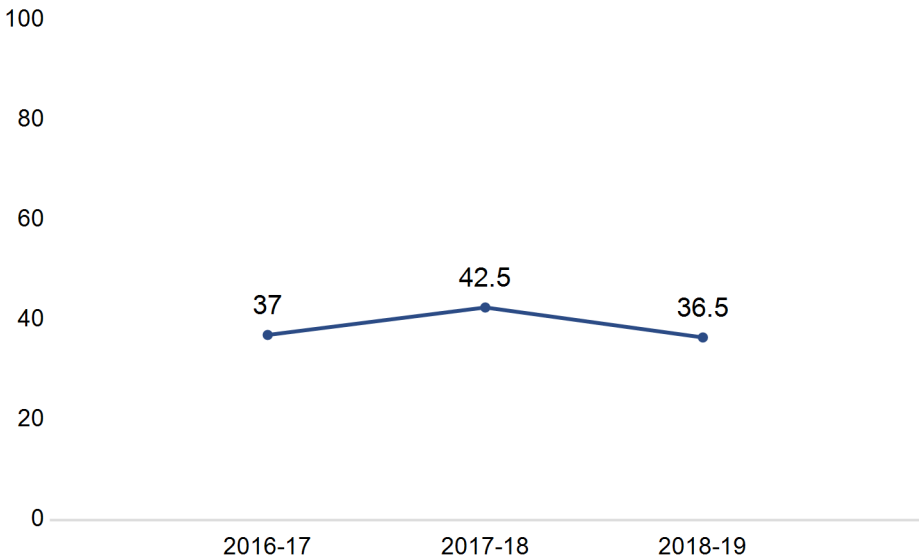
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	40.5	41	47	37	42.5	36.5
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Somerset School
(35-3670-080)
Grades Offered: 05-06
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	47	50	50	Met Standard	36.5	39	50	Not Met
White	40	55	50	Met Standard	47	46.5	52	Met Standard
Hispanic	49	52	49	Met Standard	36	37.5	47	Not Met
Black or African American	45	44	45	Met Standard	27	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	24	59	59	**	47	47	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	51	54	53	N	39	38	50	N
Male	40.5	47	47	N	36	39	51	N
Economically Disadvantaged Students	47	49	48	Met Standard	36	39	46	Not Met
Students with Disabilities	37.5	37.5	43	Not Met	37.5	39	45	Not Met
English Learners	48.5	49.5	52	Met Standard	39	42	50	Not Met
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



Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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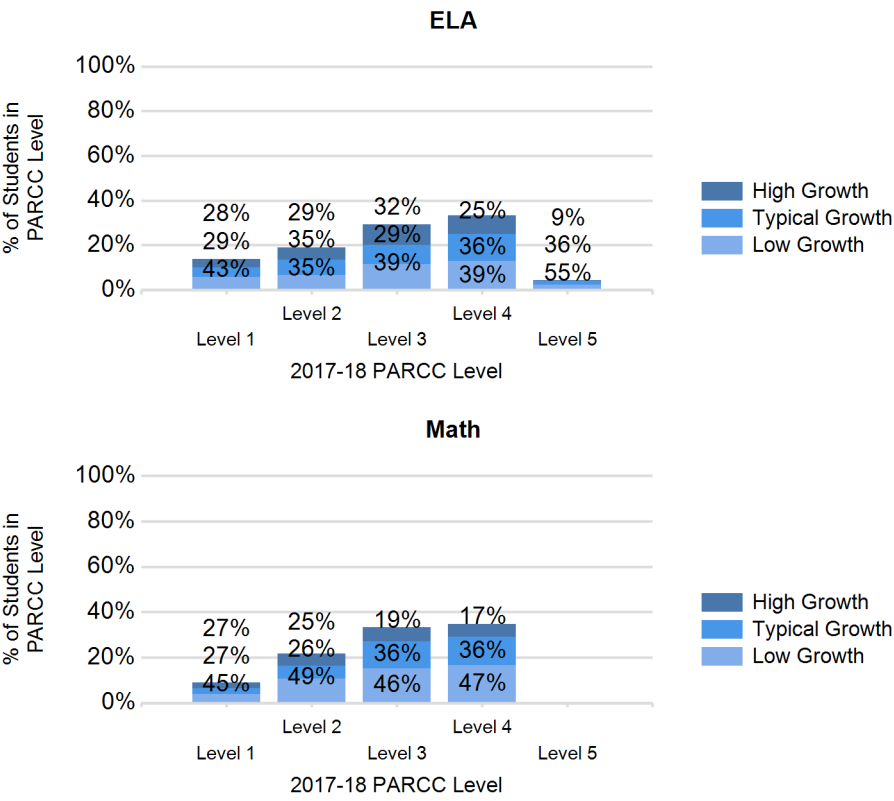
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

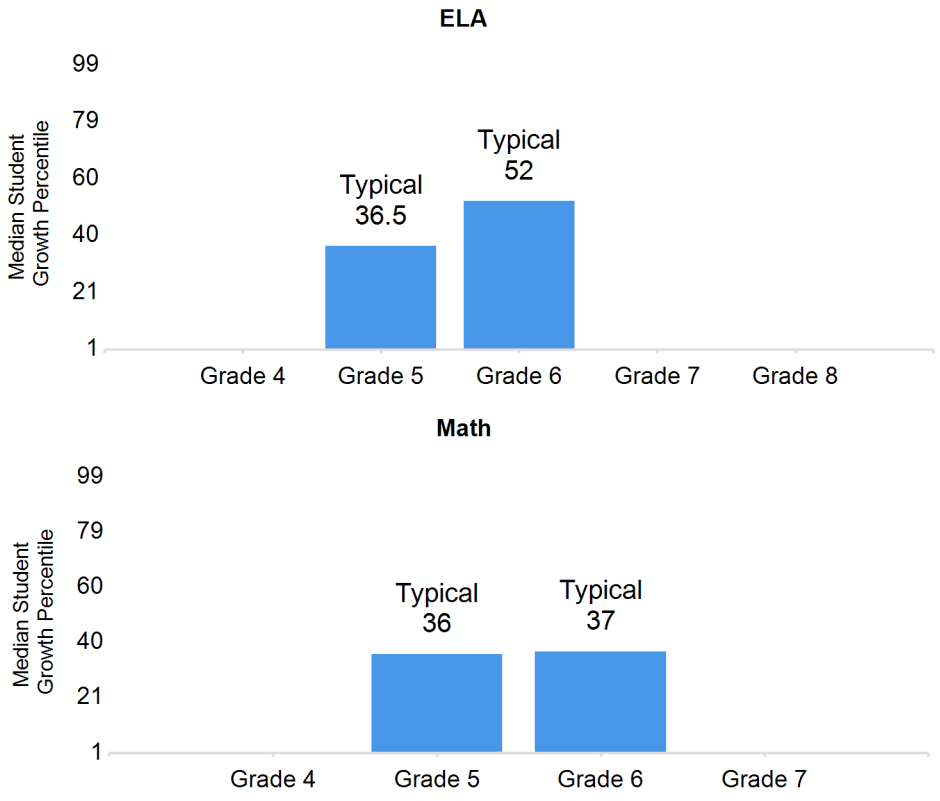
Student Growth by Performance Level

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



Student Growth by Grade

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



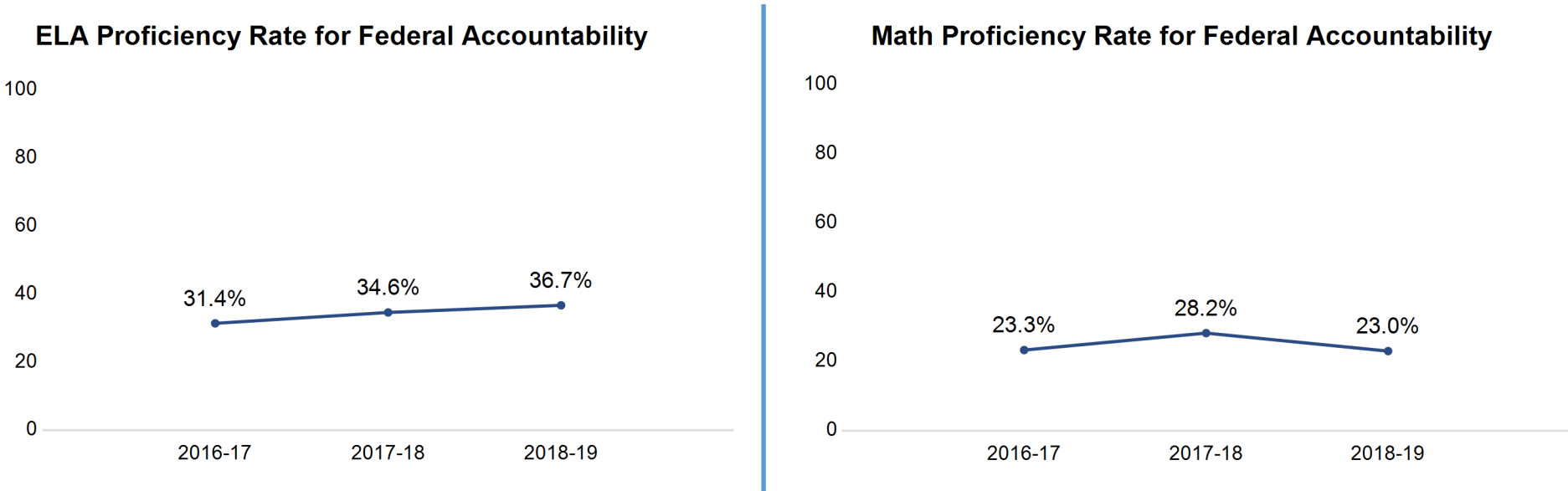


Somerset School
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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.9%	98.7%	99.4%	96.9%	98.3%	99.4%
Proficiency Rate for Federal Accountability	31.4%	34.6%	36.7%	23.3%	28.2%	23.0%
Annual Target	30.9%	33.5%	36.1%	29.1%	31.8%	34.4%
Met Annual Target?	Met Target	Met Target	Met Target	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Somerset School
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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	498	99.4	36.7	40.1	57.9	36.7	36.1	Met Target
White	54	98.3	46.3	*	66.9	46.3	53.3	Met Target†
Hispanic	324	99.7	33.0	36.4	43.9	33.0	32.1	Met Target
Black or African American	99	99.0	39.4	40.1	38.5	39.4	32.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	18	100.0	61.1	60.7	82.9	61.1	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	238	99.2	45.4	47.8	64.8	45.4		
Male	260	99.6	28.8	33.0	51.3	28.8		
Economically Disadvantaged Students	315	99.7	31.4	34.0	40.0	31.4	30	Met Target
Non-Economically Disadvantaged Students	183	98.9	45.9	48.8	67.9	45.9		
Students with Disabilities	105	100.0	10.5	*	22.7	10.5	13.5	Met Target†
Students without Disabilities	393	99.3	43.8	*	65.1	43.8		
English Learners	80	100.0	*	*	29.3	*	15.5	Not Met
Non-English Learners	418	99.3	*	*	60.6	*		
Homeless Students	*	*	*	40.0	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

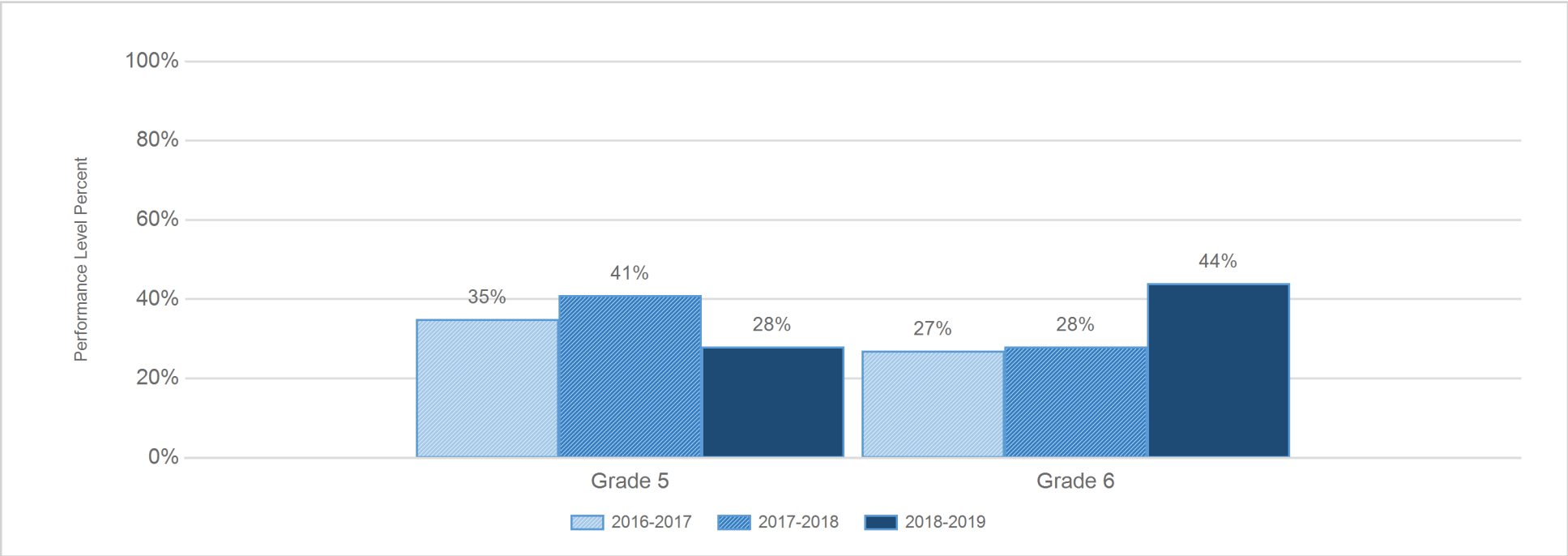


Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	237	732	732	756	15%	27%	29%	*	*	28%	58%
White	29	742	742	764	*	*	*	*	*	45%	68%
Hispanic	150	727	727	743	19%	29%	30%	*	*	23%	44%
Black or African American	48	740	740	739	*	23%	35%	*	*	33%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	102	738	738	761	11%	25%	29%	*	*	35%	64%
Male	135	727	727	750	19%	30%	29%	*	*	23%	52%
Economically Disadvantaged Students	150	728	728	740	17%	33%	27%	*	*	23%	39%
Non-Economically Disadvantaged Students	87	738	738	766	13%	17%	33%	*	*	37%	69%
Students with Disabilities	47	702	702	724	*	*	*	*	*	*	23%
Students without Disabilities	190	739	739	762	*	*	*	*	*	*	65%
English Learners	13	699	699	713	*	*	*	*	*	*	11%
Non-English Learners	224	734	734	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Somerset School
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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	270	740	740	754	15%	15%	26%	39%	5%	44%	56%
White	29	743	743	762	*	*	*	*	*	45%	65%
Hispanic	178	738	738	743	17%	16%	26%	*	*	42%	43%
Black or African American	51	744	744	738	*	*	27%	*	*	45%	36%
Asian, Native Hawaiian, or Pacific Islander	12	758	758	780	*	*	*	*	*	75%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	139	748	748	762	11%	13%	24%	*	*	53%	64%
Male	131	733	733	748	20%	18%	27%	*	*	35%	48%
Economically Disadvantaged Students	172	734	734	740	*	17%	26%	*	*	38%	39%
Non-Economically Disadvantaged Students	98	751	751	763	*	12%	26%	*	*	54%	67%
Students with Disabilities	59	708	708	722	47%	22%	*	*	*	15%	19%
Students without Disabilities	211	749	749	761	6%	13%	*	*	*	52%	64%
English Learners	13	700	700	710	*	*	*	*	*	*	*
Non-English Learners	257	742	742	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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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	508	99.4	23.0	21.2	44.5	23.0	34.4	Not Met
White	55	98.3	36.4	35.8	54.1	36.4	52	Not Met
Hispanic	331	99.7	18.7	18.0	28.8	18.7	30	Not Met
Black or African American	99	99.0	27.3	22.2	23.0	27.3	31.5	Met Target†
Asian, Native Hawaiian, or Pacific Islander	20	100.0	35.0	30.3	76.5	35.0	41.4	Met Target†
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	241	99.2	24.5	21.7	44.9	24.5		
Male	267	99.6	21.7	20.8	44.2	21.7		
Economically Disadvantaged Students	322	99.7	16.5	17.5	26.3	16.5	30.3	Not Met
Non-Economically Disadvantaged Students	186	99.0	34.4	26.5	54.9	34.4		
Students with Disabilities	105	100.0	*	*	17.4	*	15.1	Not Met
Students without Disabilities	403	99.3	*	*	50.0	*		
English Learners	90	100.0	*	*	25.0	*	26.6	Not Met
Non-English Learners	418	99.3	*	*	46.5	*		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

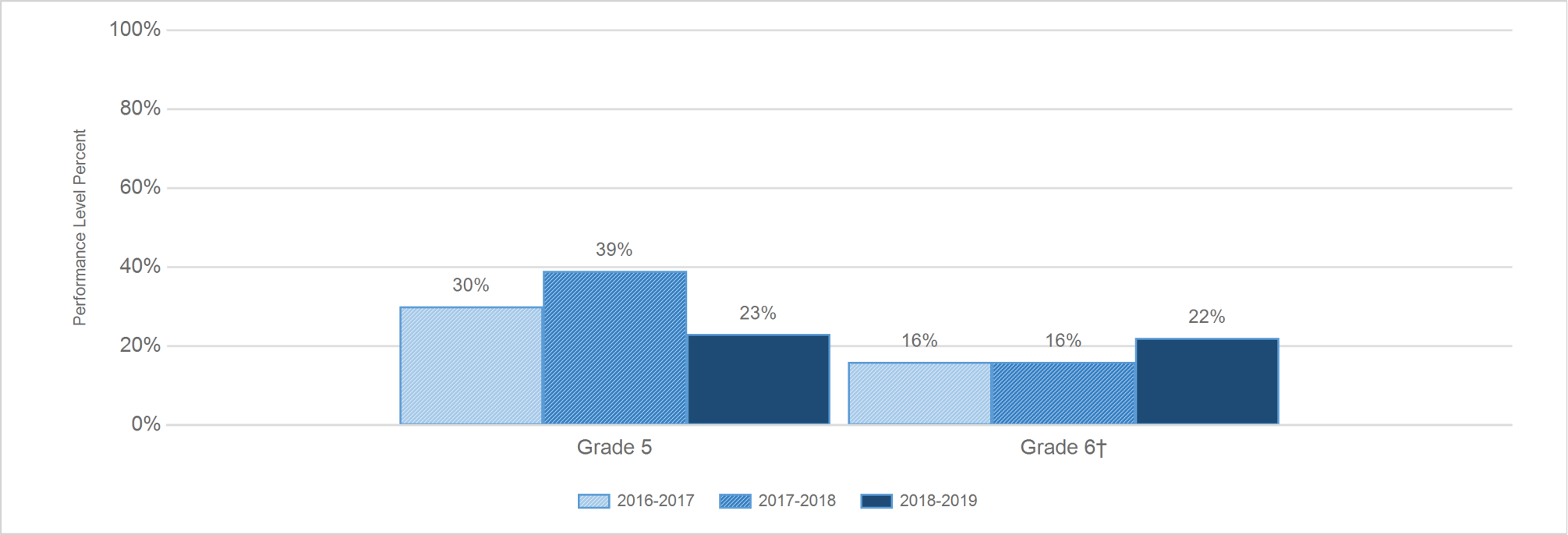


Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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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 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	250	726	726	747	14%	36%	27%	*	*	23%	47%
White	29	742	742	755	*	*	*	*	*	52%	58%
Hispanic	162	722	722	735	15%	40%	30%	*	*	15%	30%
Black or African American	48	728	728	729	*	29%	*	31%	0%	31%	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	104	729	729	747	*	35%	34%	*	*	23%	47%
Male	146	724	724	747	*	37%	22%	*	*	23%	47%
Economically Disadvantaged Students	159	723	723	732	16%	40%	30%	*	*	14%	27%
Non-Economically Disadvantaged Students	91	732	732	757	12%	29%	22%	*	*	37%	59%
Students with Disabilities	47	712	712	725	*	*	*	*	*	*	19%
Students without Disabilities	203	729	729	752	*	*	*	*	*	*	52%
English Learners	26	702	702	718	*	*	*	*	*	*	12%
Non-English Learners	224	729	729	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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	277	727	727	741	16%	29%	33%	*	*	22%	41%
White	30	730	730	749	*	*	37%	*	*	20%	51%
Hispanic	183	725	725	729	18%	28%	32%	*	*	21%	24%
Black or African American	51	729	729	722	*	27%	33%	*	*	24%	19%
Asian, Native Hawaiian, or Pacific Islander	13	745	745	769	*	*	*	*	*	38%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	141	729	729	742	15%	29%	31%	*	*	25%	42%
Male	136	726	726	740	17%	29%	35%	*	*	20%	40%
Economically Disadvantaged Students	178	724	724	726	18%	30%	35%	*	*	17%	21%
Non-Economically Disadvantaged Students	99	734	734	750	12%	27%	29%	*	*	31%	53%
Students with Disabilities	59	710	710	716	*	*	*	*	*	*	12%
Students without Disabilities	218	732	732	746	*	*	*	*	*	*	46%
English Learners	20	699	699	709	*	*	*	*	*	*	*
Non-English Learners	257	730	730	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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DLM Alternate Assessment - Participation

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

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

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	32.0%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	30	90.0%	10.0%
3-4	12	75.0%	25.0%
5 or more	*	*	*



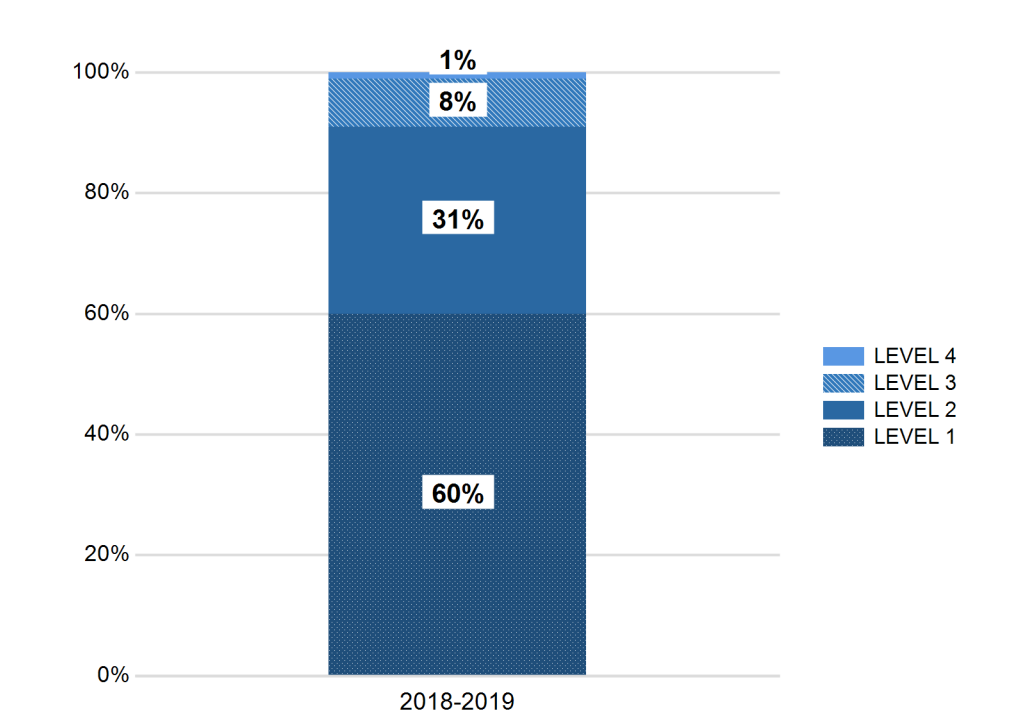
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	60	31	8	1
White	38	28	31	3
Hispanic	68	26	6	0
Black or African American	50	46	2	2
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	57	34	8	1
Male	62	29	9	1
Economically Disadvantaged Students	66	28	6	0
Non-Economically Disadvantaged Students	48	37	12	2
Students with Disabilities	89	11	0	0
Students without Disabilities	53	36	10	1
English Learners	86	14	0	0
Non-English Learners	57	33	9	1
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

Report Key:

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

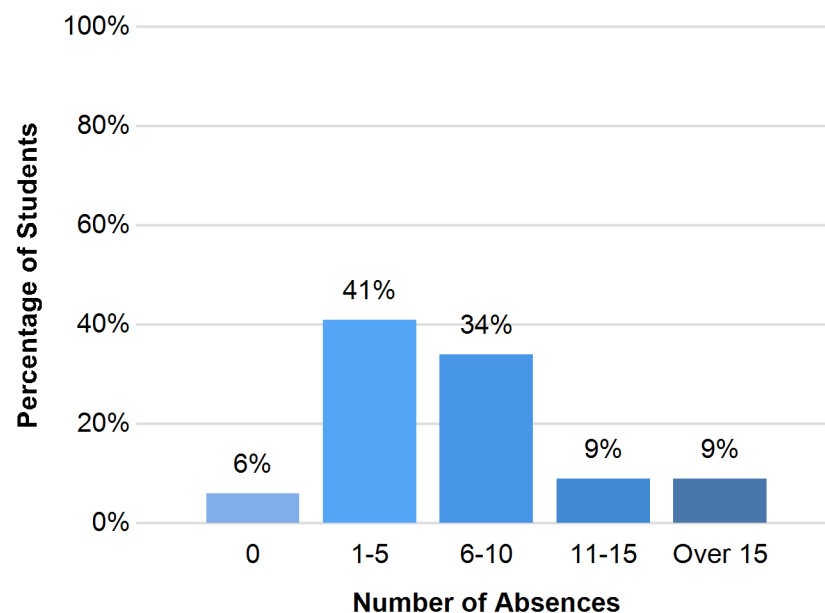
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	29	5.5	8.0	Met
White	5	8.6	8.0	Not Met
Hispanic	18	5.2	8.0	Met
Black or African American	6	6.0	8.0	Met
Asian, Native Hawaiian, or Pacific	0	0	8.0	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	5.7		
Male	15	5.4		
Economically Disadvantaged Students	22	6.4	8.0	Met
Students with Disabilities	5	5.0	8.0	Met
English Learners	6	13.3	8.0	Not Met
Homeless Students	*	*		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





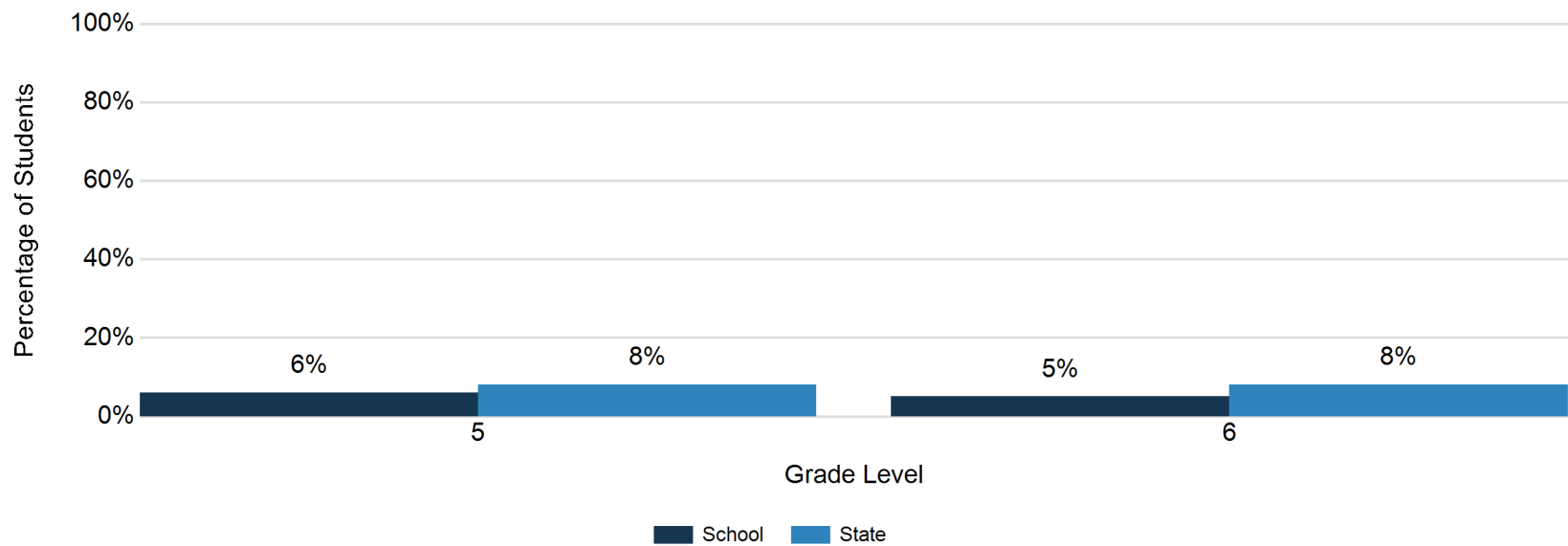
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Chronic Absenteeism by Grade

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





Somerset School

(35-3670-080)

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Total Unique Incidents	7
Incidents Per 100 Students Enrolled	1.32

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	2	6
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	2	2
Disability	0	0	0
Other	2	5	7
No Identified Nature	2		2

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)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	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

*

**Somerset School**

(35-3670-080)

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2018-2019

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	6 Hrs 15 Mins
Shared Time - Instructional Time	6 Hrs. 15 Mins.

Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.4:1



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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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	53	118,214
Average years experience in public schools	10.4	12.1
Average years experience in district	9.7	10.8
Percentage of Teachers with 4 or more years experience in the district	77.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	265:1	127:1
Teachers to Administrators	27:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



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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	47.1%	75.5%	50.0%	48.4%	77.1%	54.9%
Male	52.9%	24.5%	50.0%	51.6%	22.9%	45.1%
White	11.3%	81.1%	50.0%	42.4%	83.6%	77.4%
Hispanic	65.2%	13.2%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.9%	5.7%	50.0%	15.0%	6.6%	13.9%
Asian	4.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.2%	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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	Low Performing Student Group (ATSI)
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	Low Performing Student Group (ATSI)

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	31.4%	34.6%	36.7%
Math Proficiency	23.3%	28.2%	23.0%
ELA Growth	40	41	47
Math Growth	37	42	36
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		25.0%	32.0%
Chronic Absenteeism	7.3%	5.6%	5.5%

† 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.



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

<div>A blue megaphone icon with a circular sound wave emanating from the top.</div> <div>Highlights:</div>	<ul style="list-style-type: none">• 2018/19 Sustainable NJ Schools Bronze Certification• Recognized by the American Heart Association and the NY Giants for actively participating in the NFL Play 60 program in an effort to battle childhood obesity.
<div>A blue lightbulb icon with a yellow glow and several short lines radiating from the top to represent light.</div> <div>Mission, Vision, Theme:</div>	<p>At Somerset Intermediate School, we are committed to teaching the whole child. We expect our students to explore the opportunities provided to them and with the support of the North Plainfield Public School District, we are committed to developing and maintaining a world class learning environment by providing a relevant, integrated, and progressive curriculum that will foster continued intellectual, physical, social and emotional growth in all students in order to prepare them to succeed in our dynamic, diverse, and technological society while also developing in them an appreciation for the humanistic and aesthetic aspects of life. Our school philosophy is driven by four distinctive pillars of student character. Caring, Appreciation, Respect and Determination are traits and values that we embed in our students and make up the core principles of our school. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.</p>





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 <p>Courses, Curriculum, Instruction:</p>	<p>Somerset Intermediate School offers a diverse curriculum that supports student growth. Students are able to identify their personal goals through rigorous coursework tailored to meet their individual needs. A hands-on approach is embedded throughout the curriculum and is highlighted in the Readers/ Writers workshop model, hands on science inquiry, application of mathematics, and the impact of social studies / American history. Computer technology is an integral part of the school's curriculum and the students make use of their one to one digital devices throughout the day in the 6th grade, while the devices used in 5th grade are distributed from class to class. Students receiving accommodations and who possess Individual Educational Plans have opportunities to learn through a variety of resources and instructional settings. Basic skills and English as a second language/bilingual instruction are additional programs offered and help to reeducate identified learning deficiencies.</p>
 <p>Clubs and Activities:</p>	<p>Clubs include: Computer Club, Entrepreneur Club, Student Council, Literary Magazine, Chorus, Art Club, Homework Club, G.E.M.S, Tumblers and Drama Club. Other activities: Talent Show, School Dances, Career Day, Multicultural Fair, Sensational Science Day, Spelling Bee, Family Math Night, and spelling bees.</p>



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<div>An icon consisting of three stylized human figures in blue, arranged with one in front and two slightly behind it.</div> <div>Staff and Professional Learning:</div>	<p>Somerset School recognizes the responsibility of all stakeholders to invest in the support of each educator in all domains of professional learning. This is exemplified by an embedded coach model for Reader's Workshop. Responsive classroom is also available to all staff. Lastly, an on-going district effort, is the Google Coaching Model, in which school-based Google coaches actively train classroom teachers and building staff on the advanced use technology as it relates to pedagogy.</p>
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(35-3670-080)
Grades Offered: 05-06
2018-2019

Report Key:
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N No Data is available to display
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School Narrative

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

 <div>Student Supports and Services:</div>	<p>Direct services are provided by means such as education, counseling, consultation and individual assessment. In addition, student support services personnel provide in-service training, parent education, community collaboration and carry out student service program management.</p>
 <div>Student Health and Wellness:</div>	<p>Somerset School provides a balanced nutritional food program through Maschio's Food Services. Students also have physical education and health classes that provide total wellness education for all students. Students also participate in daily physical activities such as coordinated physical education classes as well as recess.</p>
 <div>Parent and Community Involvement:</div>	<p>Somerset Intermediate School has a active PTO consisting of parents as well as a teacher representative. The Somerset PTO supports our student activities and events by offering refreshments, supplies and man power.</p>






Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers As part of a state and national school of character, school climate surveys are given using a three-pronged approach: staff, students and parents. School climate surveys are disseminated to our school community through our school-based Safety Team who regularly collects data and analyzes how changes can be effectuated in order to improve school culture and climate.</p>
<div>  <div>Facilities:</div> </div>	<p>Somerset School was built in 1909 and renovated in 2004. Along with the renovation project came many school facility improvements such as: modern science labs, interactive whiteboard technology throughout the building, large air-conditioned gymnasium, updated art room, computer lab with approximately 32 Mac Computers, air-conditioned media room and an all purpose room used for assemblies, cafeteria and student social. Approximately 60% of the school is air-conditioned</p>
<div>  <div>School Safety:</div> </div>	<p>The School Safety Team consists of the principal, teachers, school nurse and student counselor. The school based Safety Team regularly collects data and analyzes how change can be effectuated in order to improve school culture and climate. In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis.</p>




Somerset School
(35-3670-080)
Grades Offered: 05-06
2018-2019

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School Narrative

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 <div>Technology and STEM:</div>	Robotics and Computer Classes are offered to all 5th and 6th grade students. Students are exposed to using Interactive boards in the classroom and all 6th grade students have been assigned a personal Chromebook. As an extracurricular activity, G.E.M.S. (Girls Excelling in Math and Science) Club has been an active club for the past five years . The purpose of GEMS is to encourage our students to pursue careers in science, technology, engineering and mathematics. GEMS focuses on five overarching goals that drives girls towards success: invite, entice, encourage, explore, and experience. We also offer a Math Homework Club, that runs twice a week before and after school and a Computer Club that helps to show the students the value of learning to code.
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Stony Brook School
(35-3670-090)
Grades Offered: PK-04
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 School
(35-3670-090)
Grades Offered: PK-04
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	Somerset
District	North Plainfield School District
Principal Name	Ms. Catherine Kobylarz
Address	269 Grove Street North Plainfield, NJ 07060-4005
Phone Number	908-769-6063
Email Address	catherine_kobylarz@nplainfield.org
Website	https://npsbe.nplainfield.org/



Stony Brook School
(35-3670-090)
Grades Offered: PK-04
2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	0	15	14
KG	49	47	46
1	37	48	47
2	48	39	53
3	48	52	42
4	55	53	51
Total	237	254	253

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	43.9%	47.6%	45.8%
Male	56.1%	52.4%	54.2%
Economically Disadvantaged Students	69.6%	78.3%	68.8%
Students with Disabilities	23.6%	20.9%	26.5%
English Learners	0.4%	3.1%	15.0%
Homeless Students	0.0%	0.8%	0.8%
Students in Foster Care	0.0%	0.4%	0.8%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	7.6%	7.1%	7.9%
Hispanic	70.5%	70.1%	72.3%
Black or African American	16.9%	15.7%	13.0%
Asian	3.4%	4.7%	5.5%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	1.3%	1.6%	0.8%
Two or More Races	0.4%	0.8%	0.4%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	0	15	14
KG - Half Day	0	0	0
KG - Full Day	49	47	46

Enrollment by Home Language

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

Home Language	% of Students
Spanish	50.6%
English	43.1%
Urdu	3.2%
Arabic	1.2%
Other Languages	2.0%



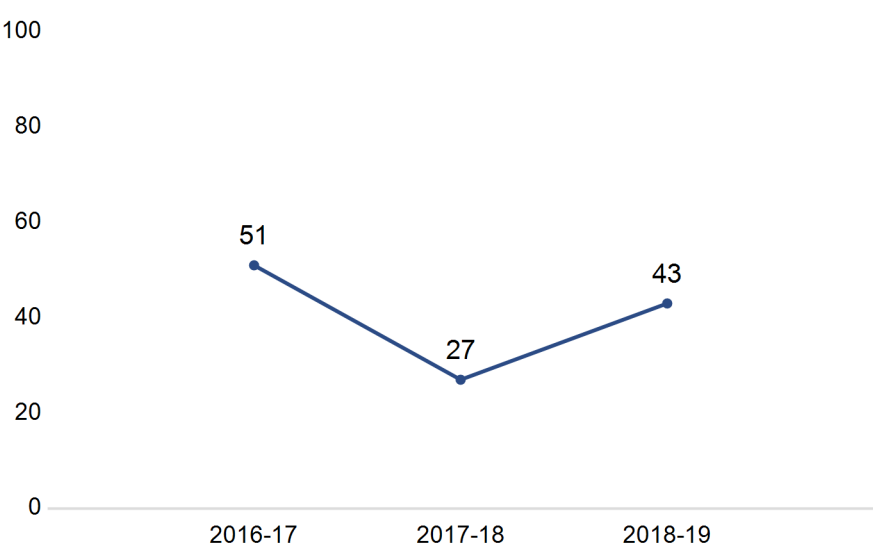
Stony Brook School
 (35-3670-090)
 Grades Offered: PK-04
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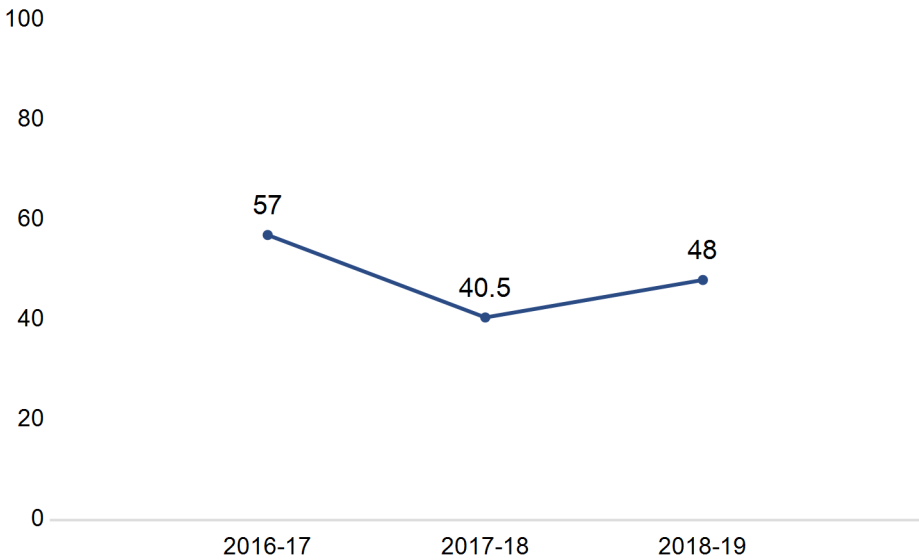
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	27	43	57	40.5	48
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Stony Brook School

(35-3670-090)

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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	43	50	50	Met Standard	48	39	50	Met Standard
White	*	55	50	**	*	46.5	52	**
Hispanic	43	52	49	Met Standard	45	37.5	47	Met Standard
Black or African American	*	44	45	**	*	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	53	54	53	N	62.5	38	50	N
Male	30	47	47	N	46	39	51	N
Economically Disadvantaged Students	43.5	49	48	Met Standard	56	39	46	Met Standard
Students with Disabilities	23	37.5	43	Not Met	46	39	45	Met Standard
English Learners	35	49.5	52	**	37	42	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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 2018-2019

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

Low Growth: Less than 35

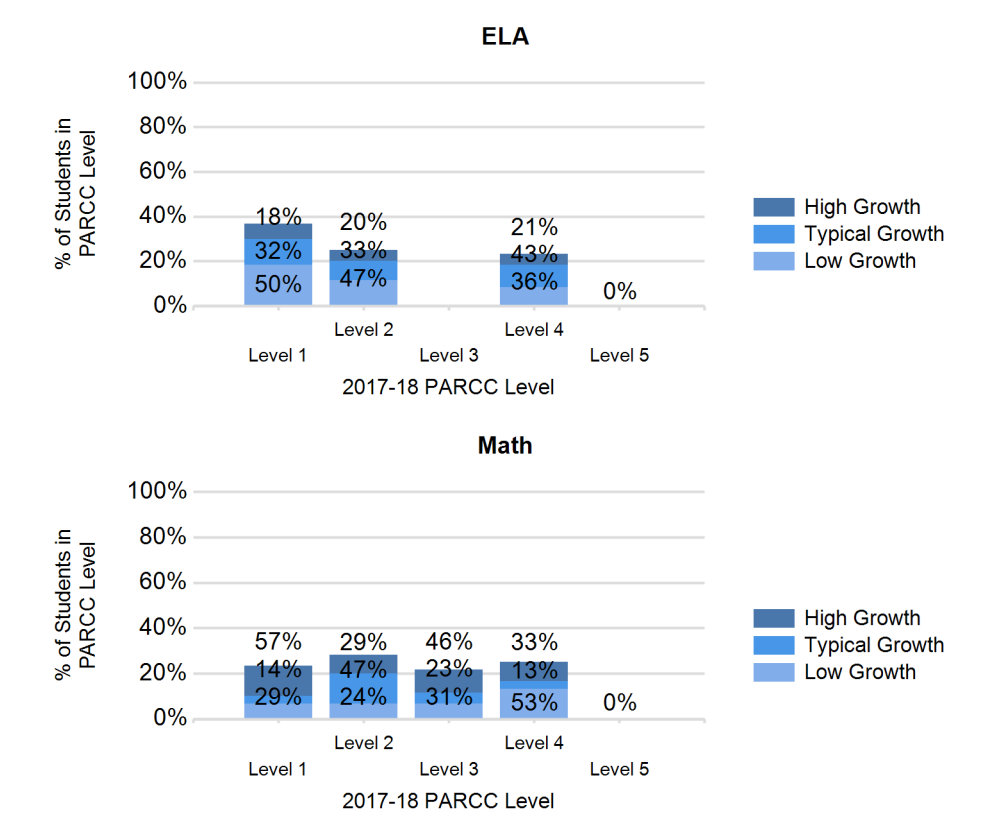
Typical Growth: Between 35 and 65

High Growth: Greater than 65

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

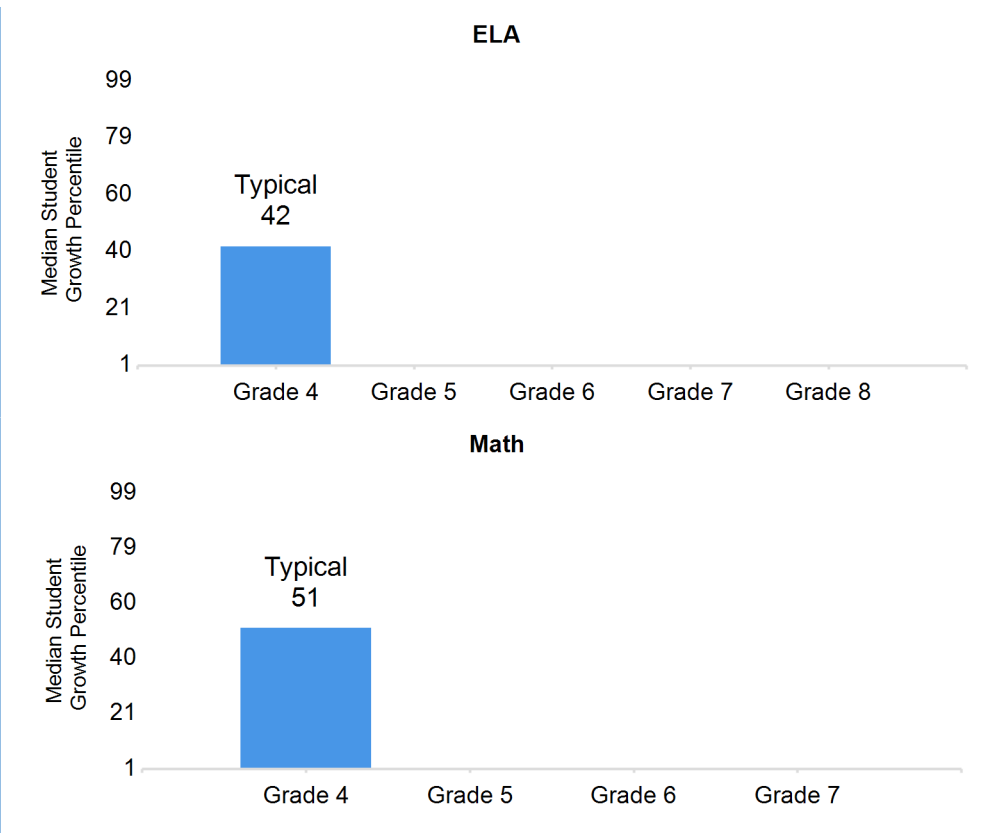
Student Growth by Performance Level

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



Student Growth by Grade

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



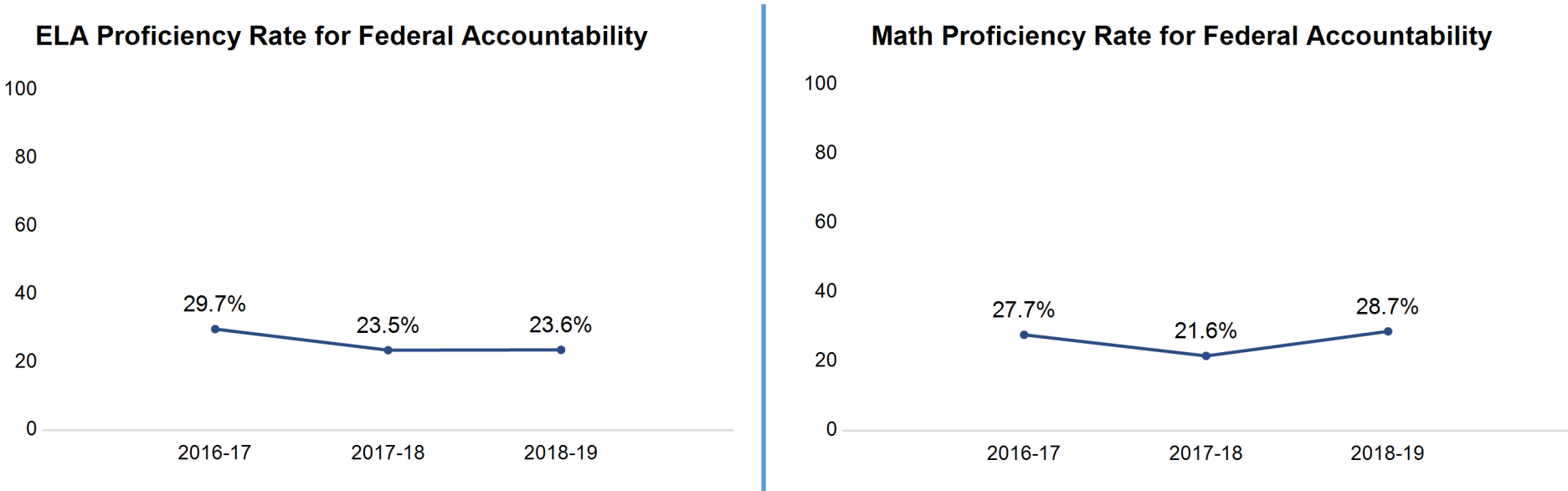


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	100.0%	97.3%	99.1%	100.0%	97.3%	99.1%
Proficiency Rate for Federal Accountability	29.7%	23.5%	23.6%	27.7%	21.6%	28.7%
Annual Target	27.8%	30.5%	33.2%	28.7%	31.4%	34.1%
Met Annual Target?	Met Target	Not Met	Not Met	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	106	99.1	23.6	40.1	57.9	23.6	33.2	Not Met
White	12	100.0	16.7	*	66.9	16.7	**	**
Hispanic	84	98.9	25.0	36.4	43.9	25.0	32.1	Met Target†
Black or African American	*	*	*	40.1	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	50	100.0	24.0	47.8	64.8	24.0		
Male	56	98.3	23.2	33.0	51.3	23.2		
Economically Disadvantaged Students	76	98.7	19.7	34.0	40.0	19.7	33.5	Not Met
Non-Economically Disadvantaged Students	30	100.0	33.3	48.8	67.9	33.3		
Students with Disabilities	37	97.4	*	*	22.7	*	11.3	Not Met
Students without Disabilities	69	100.0	*	*	65.1	*		
English Learners	25	100.0	12.0	*	29.3	12.0	N	N
Non-English Learners	81	98.8	27.2	*	60.6	27.2		
Homeless Students	*	*	*	40.0	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

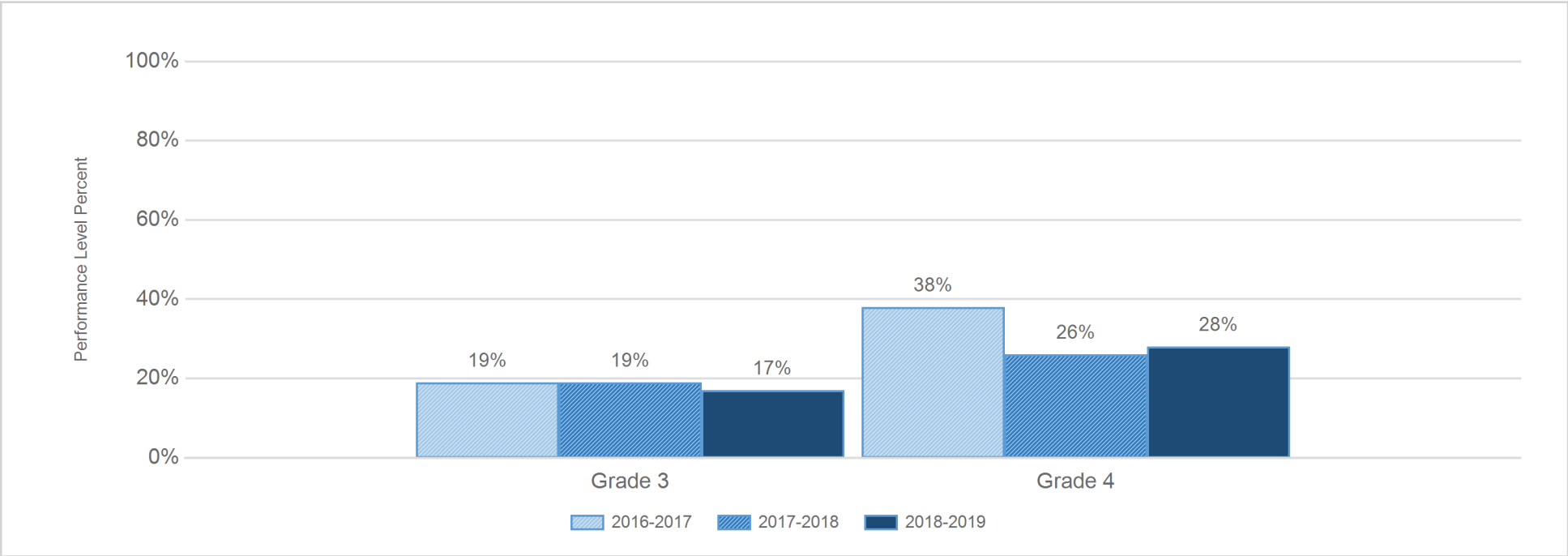


Stony Brook School
 (35-3670-090)
 Grades Offered: PK-04
 2018-2019

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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	46	718	722	748	37%	24%	22%	*	*	17%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	38	720	717	734	37%	*	*	*	*	21%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	23	718	727	753	*	*	*	*	*	17%	55%
Male	23	718	718	743	*	*	*	*	*	17%	46%
Economically Disadvantaged Students	34	712	714	731	*	*	*	*	*	15%	33%
Non-Economically Disadvantaged Students	12	733	734	759	*	*	*	*	*	25%	61%
Students with Disabilities	10	693	687	719	*	*	*	*	*	*	24%
Students without Disabilities	36	725	731	754	*	*	*	*	*	*	56%
English Learners	*	*	687	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	725	738	755	34%	*	*	28%	0%	28%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	47	723	733	743	36%	*	*	28%	0%	28%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	27	725	743	760	*	*	*	*	*	30%	62%
Male	34	725	734	750	*	*	*	*	*	26%	53%
Economically Disadvantaged Students	44	720	732	740	*	*	*	*	*	23%	40%
Non-Economically Disadvantaged Students	17	738	748	765	*	*	*	*	*	41%	69%
Students with Disabilities	25	694	*	725	*	*	*	*	*	*	25%
Students without Disabilities	36	747	*	761	*	*	*	*	*	*	64%
English Learners	*	*	708	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	741	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%



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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	108	99.1	28.7	21.2	44.5	28.7	34.1	Met Target†
White	12	100.0	16.7	35.8	54.1	16.7	**	**
Hispanic	86	98.9	29.1	18.0	28.8	29.1	34.3	Met Target†
Black or African American	*	*	*	22.2	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	50	100.0	26.0	21.7	44.9	26.0		
Male	58	98.5	31.0	20.8	44.2	31.0		
Economically Disadvantaged Students	78	98.8	26.9	17.5	26.3	26.9	33.5	Met Target†
Non-Economically Disadvantaged Students	30	100.0	33.3	26.5	54.9	33.3		
Students with Disabilities	37	97.4	*	*	17.4	*	15	Not Met
Students without Disabilities	71	100.0	*	*	50.0	*		
English Learners	27	100.0	14.8	*	25.0	14.8	N	N
Non-English Learners	81	98.8	33.3	*	46.5	33.3		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

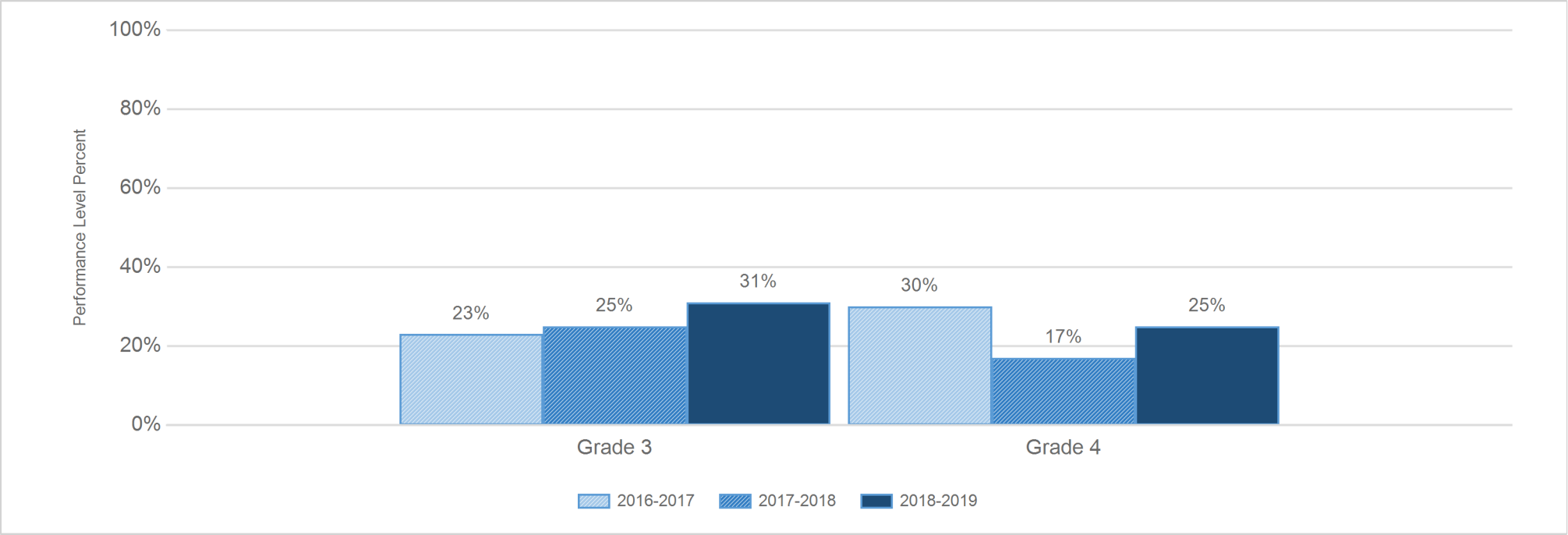


Stony Brook School
 (35-3670-090)
 Grades Offered: PK-04
 2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



Stony Brook School
 (35-3670-090)
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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	49	729	733	752	*	*	27%	31%	0%	31%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	41	730	731	739	*	*	*	32%	0%	32%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	23	730	737	751	*	*	*	*	*	30%	54%
Male	26	728	730	752	*	*	*	*	*	31%	56%
Economically Disadvantaged Students	36	729	730	737	*	*	*	*	*	31%	37%
Non-Economically Disadvantaged Students	13	730	738	761	*	*	*	*	*	31%	67%
Students with Disabilities	10	707	703	731	*	*	*	*	*	*	31%
Students without Disabilities	39	735	740	756	*	*	*	*	*	*	60%
English Learners	*	*	711	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	739	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Stony Brook 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	63	725	733	749	19%	29%	27%	25%	0%	25%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	49	724	729	737	*	33%	*	*	*	24%	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	27	724	732	749	*	*	*	*	*	22%	50%
Male	36	726	734	749	*	*	*	*	*	28%	52%
Economically Disadvantaged Students	46	722	730	734	*	*	*	*	*	22%	32%
Non-Economically Disadvantaged Students	17	733	738	759	*	*	*	*	*	35%	63%
Students with Disabilities	25	705	*	726	*	*	*	*	*	*	25%
Students without Disabilities	38	738	*	754	*	*	*	*	*	*	56%
English Learners	*	*	706	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	736	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%



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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	*	*

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	41.7%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	23	*	*
3-4	*	*	*
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 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

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
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Stony Brook School

(35-3670-090)

Grades Offered: PK-04

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.

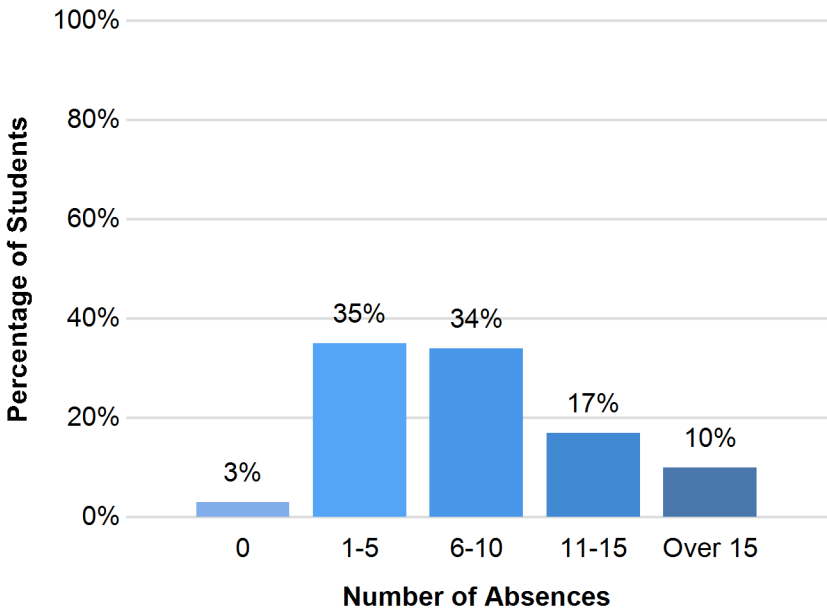
Chronic Absenteeism

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	23	8.1	9.2	Met
White	0	0	9.2	Met
Hispanic	20	9.0	9.2	Met
Black or African American	1	3.6	9.2	Met
Asian, Native Hawaiian, or Pacific	2	18.2	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	8.4		
Male	11	7.7		
Economically Disadvantaged Students	15	7.1	9.2	Met
Students with Disabilities	4	5.7	9.2	Met
English Learners	3	6.1	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





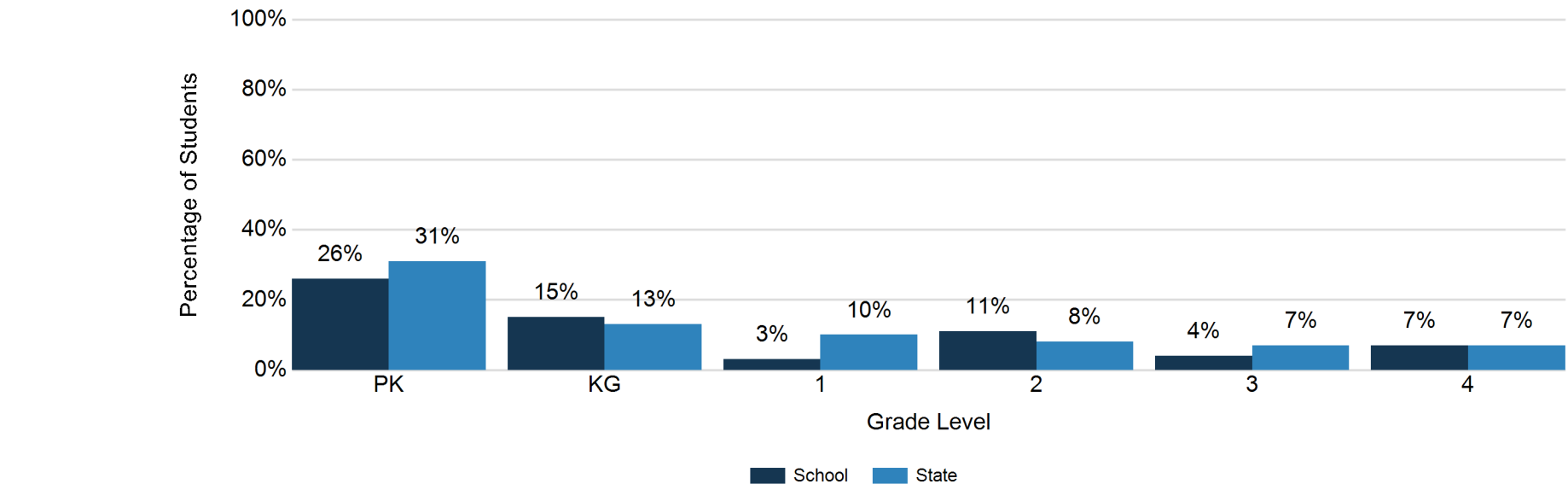
Stony Brook School
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories. In addition to the 2018-19 data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available CRDC data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.79

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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



Stony Brook School
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School Day

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

Category	School
Typical Start Time	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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



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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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	21	118,214
Average years experience in public schools	7.8	12.1
Average years experience in district	6.4	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	253:1	127:1
Teachers to Administrators	21:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



Stony Brook School
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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	45.8%	100.0%	100.0%	48.4%	77.1%	54.9%
Male	54.2%	0.0%	0.0%	51.6%	22.9%	45.1%
White	7.9%	90.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	72.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	13.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	5.5%	9.5%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.8%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.4%	0.0%	0.0%	2.1%	0.2%	0.2%



Stony Brook School
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2018-2019

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Key terms for staff data:

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

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	96.7%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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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. For additional information, the [NJDOE ESSA Accountability webpage](#) includes a [list of all schools requiring comprehensive or targeted support](#) and improvement with the amount of School Improvement Aid (SIA) funds received and information on [exit criteria](#) for identified schools.

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

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



Stony Brook School
 (35-3670-090)
 Grades Offered: PK-04
 2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	29.7%	23.5%	23.6%
Math Proficiency	27.7%	21.6%	28.7%
ELA Growth	51	27	43
Math Growth	57	40	48
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	41.7%
Chronic Absenteeism	5.0%	6.6%	8.1%

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Stony Brook School was recognized by the Rotary Club of North Plainfield as an officially chartered Youth Service Club for its ideal of Service Above Self. Stony Brook School was recognized for two Promising Practices by Character.org. The first practice focused on College & Career Readiness. The second practice highlighted Peer Leadership. Stony Brook School was recognized as a State and National School of Character from Character Ed.org.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>Stony Brook School's mission is to live, learn and grow together; to appreciate and respect our rich, cultural heritage and to understand the importance of celebrating the community. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>Stony Brook School was awarded bronze level certification as a Sustainable NJ School.</p>





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 <div>Courses, Curriculum, Instruction:</div>	<p>Stony Brook School is the home of the district's Gifted & Talented Program for Grades K-6. This program offers enrichment to the identified students and seeks to support higher level skills in additional grades. Stony Brook's curriculum offers a comprehensive academic program for PreK-Grade 4 students. Technology enriches the curriculum through the use of the interactive white boards in each classroom and student chrome books. The standards based curriculum consists of Reader's Workshop, Mathematics, Science, Social Studies, World Language, Music, Art, Physical Education, Health, Computer Coding and Library/Media blocks of instructional time every week. In addition there is a full range of support services for identified students.</p>
 <div>Clubs and Activities:</div>	<p>Extracurricular activities are recognized as important educational components. The SB Band, the SB Chorus, the Peer Patrol, the Student Council, the Early Act Club, Afterschool Art, the Computer Club and the Extended Day program offer students the opportunity for academic and social gain under the watchful and encouraging eyes of their teachers. Some students have been given the opportunity to participate in volunteer programs such as JumpRope for Heart, seasonal Food Drives and Girls on the Run.</p>





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 <div>Before and After School Programs:</div>	The Breakfast Program is offered to students interested. After school clubs and activities include the Extended Day Program.
 <div>Staff and Professional Learning:</div>	Teachers and administrators participate in a high degree of professional development yearly. New teachers entering the district are invited to attend a week of Induction Training. Afterschool professional development classes titled, "For NP by NP" are presented by supervisors and master teachers. Tuition reimbursement is offered for pre-approved classes. Teachers participate in Professional Learning Communities and School Based Planning Teams. Educational Consultants for Literacy Coaching are also part of the PD Team.



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Student Supports and Services:

Supports and services are provided in varying levels based on the needs of the individual student. Stony Brook School has a full time Guidance Counselor, a School Nurse, an Academic Support Team and a Department of Special Services. The Intervention and referral services team meets twice a month to assist students with academic, behavioral or health difficulties. All instruction is targeted and differentiated based on student data and growth. Progress reports, conferences and report cards inform parents of student progress.



Student Health and Wellness:

Student health and wellness is an important component of the school's culture. A full time School Nurse offers a multitude of programs to promote student health. Nutritional breakfast and lunch programs are offered daily. A full time physical education /health teacher provides educational classes on strategies for promoting student wellness with supervised recess activities daily.



Parent and Community Involvement:

Parent and community involvement has been extensive at Stony Brook School. The PTA offers monthly meetings, providing parent information and outreach to all families. Classrooms have a group of homeroom parents offering assistance for each classroom. Stony Brook participates in a "Safe Routes to School Program" in which community leaders and police officers participate. Officers of the NP Police Dept. also visit the schools daily. The Parent Portal offers an array of information regarding students and their progress. The Honeywell Instant Alert system keeps families informed of important events and school closings. Stony Brook School offers a website available to all families with updated information on school happenings. A monthly calendar is sent home to each family which includes dates for after school events, the Principal's Corner, the School Spirit theme of the month, the CORE Value Word of the month and the Jumpstart Program's Word of the Week.






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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers A school climate survey is conducted yearly and has become an important component in the school's decision policies on safety. The results have been shared with staff at the faculty meetings, parents during the PTA meetings and students while working with their guidance counselors. Questions focus on safety issues and parent concerns. Parents have been comforted in knowing that school safety drills are conducted monthly.</p>
 <p>Facilities:</p>	<p>"Stony Brook School was established in 1950 as the third elementary building in the growing town of North Plainfield. The smallest of the three elementary schools, the building contains 15 classrooms, one library media center and a gymnasium/auditorium/lunchroom. Office areas include a main office, a nurse's office, guidance office, academic support office, and special services office. The building is partially air conditioned. Unique features include a backcourt yard beautifully decorated with recycled art projects, a Free Library station and benches for family gatherings during student dismissal."</p>
 <p>School Safety:</p>	<p>School and student safety is a primary concern at Stony Brook School. Fire and Security Drills are practiced monthly with reports describing each event forwarded to the Security Resource Officer. Stony Brook has a Crisis Team, and a Security Team which meet regularly throughout the year to address areas of student safety/concerns. Security cameras positioned strategically inside and outside of the school offer constant vigilance. The security monitor is located in the main office and runs throughout each day. Entrance and dismissal procedures were shared with all families at the beginning of each year and are enforced daily. Parents or family members requesting to remove a student early must follow district protocol which includes showing identification and signing the student out. Outdoor recess is monitored by a physical education teacher and two paraprofessionals. Officers of the NP Police Dept. also visit the school daily.</p>




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 <div>Technology and STEM:</div>	<p>Technology is embedded into the curriculum through the use of the interactive boards, chrome books and iPads. As a 21st century tool, technology offers enrichment and enhancement to every lesson and utilized as extensively as possible. STEM/computer classes are offered each week both in the classroom and in the library. Stony Brook has an afterschool computer club focused on robotics. The teams enter the Jr. Lego competition every year sponsored by the North Plainfield Public Library. Trained staff members have received their Google Certification and offer tips to the staff to support the use of Google Classroom and other Google programs available to staff members in order to enhance student achievement.</p>
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 <div>Other Information</div>	<p>Stony Brook School's doors open at 7:30 am offering a nutritious breakfast program for students. The first bell rings at 8:15am as students are escorted from the gym to their classrooms for homeroom. Morning announcements begin promptly at 8:25 and include a daily pledge of allegiance, a patriotic song, a morning jumpstart containing the Character Education CORE Value word of the week and daily birthday acknowledgements. Classes begin at 8:30am with a morning meeting greeting & daily activity. Students are involved in 150 minutes of Language Arts/Reading and 60 minutes of Mathematics daily. Throughout the week, the academic program includes classes in Social Studies, Science, PE/Health, Choral Music, Art, Library, World Language and Computers. Lunch is served daily followed by a supervised recess period. Each classroom contains an interactive board, iPads and access to Chrome books for a high level of technology integration. All instruction is standards based using best practices for instruction. The school motto is, "READ! READ! READ!" Uniforms are not worn. A dedicated staff and caring parents support students as they begin their lifelong journey in education.</p>
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West End School
(35-3670-110)
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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	Somerset
District	North Plainfield School District
Principal Name	Dr. Filipe Luis
Address	447 Greenbrook Road North Plainfield, NJ 07060-1738
Phone Number	908-769-6083
Email Address	filipe_luis@nplainfield.org
Website	https://npwee.nplainfield.org/
Facebook	https://www.facebook.com/westendnplainfield
Twitter	https://twitter.com/NPSD_WestEnd



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	7	5	8
KG	106	87	101
1	96	105	82
2	93	98	105
3	117	100	94
4	121	112	96
Total	540	507	486

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	49.3%	51.0%
Male	53.1%	50.7%	49.0%
Economically Disadvantaged Students	62.2%	59.4%	58.4%
Students with Disabilities	12.2%	12.4%	14.4%
English Learners	18.3%	20.1%	23.5%
Homeless Students	0.0%	0.2%	0.6%
Students in Foster Care	0.4%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.2%	19.3%	16.3%
Hispanic	59.3%	58.0%	62.3%
Black or African American	19.4%	19.3%	18.7%
Asian	3.7%	3.0%	1.6%
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	0.4%	0.4%	1.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	7	5	0
PK - Full Day	0	0	8
KG - Half Day	0	0	0
KG - Full Day	106	87	101

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	54.5%
Spanish	42.0%
Arabic	1.4%
Other Languages	2.1%



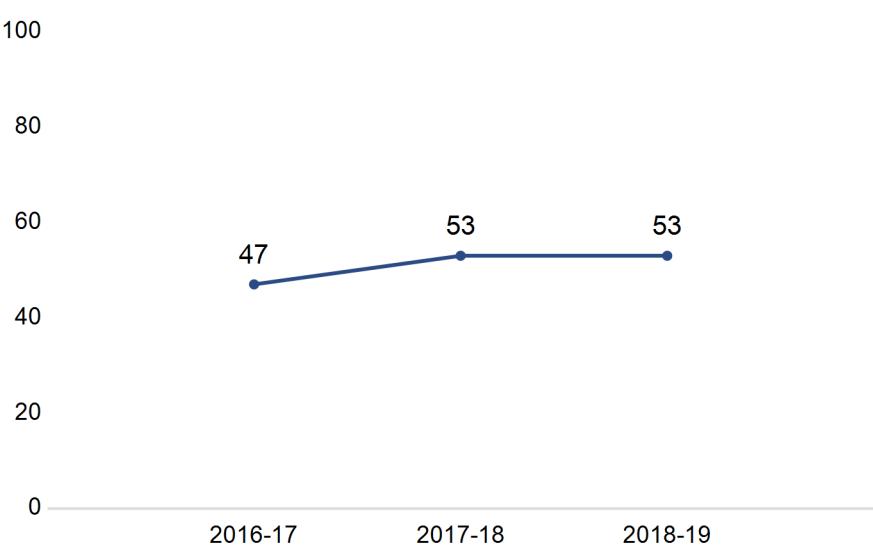
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2018-2019

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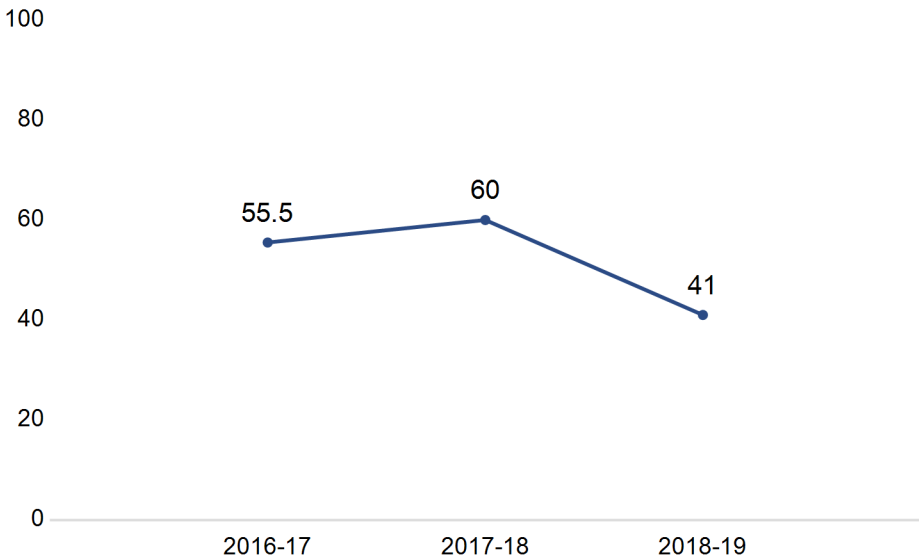
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	47	53	53	55.5	60	41
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	53	50	50	Met Standard	41	39	50	Met Standard
White	55	55	50	**	51.5	46.5	52	**
Hispanic	52.5	52	49	Met Standard	40	37.5	47	Met Standard
Black or African American	47	44	45	**	39.5	36	43	**
Asian, Native Hawaiian, or Pacific Islander	*	59	59	**	*	47	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	50	54	53	N	27.5	38	50	N
Male	54.5	47	47	N	50	39	51	N
Economically Disadvantaged Students	56.5	49	48	Met Standard	46	39	46	Met Standard
Students with Disabilities	*	37.5	43	**	*	39	45	**
English Learners	50	49.5	52	**	45.5	42	50	Met Standard
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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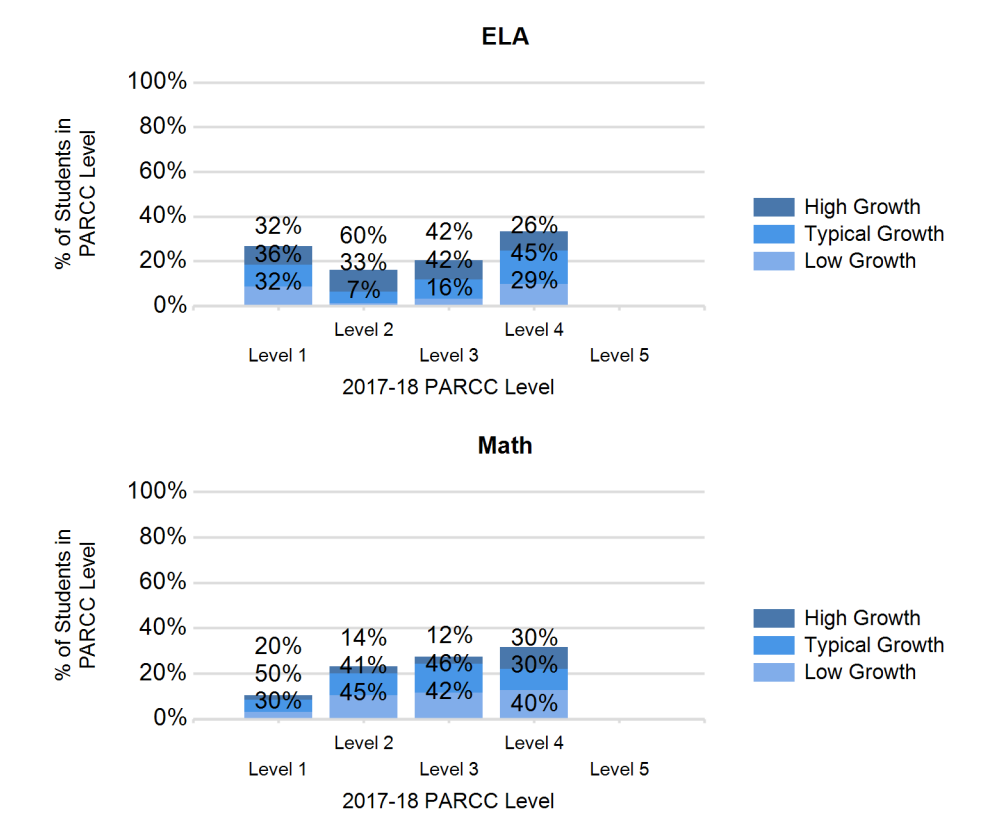
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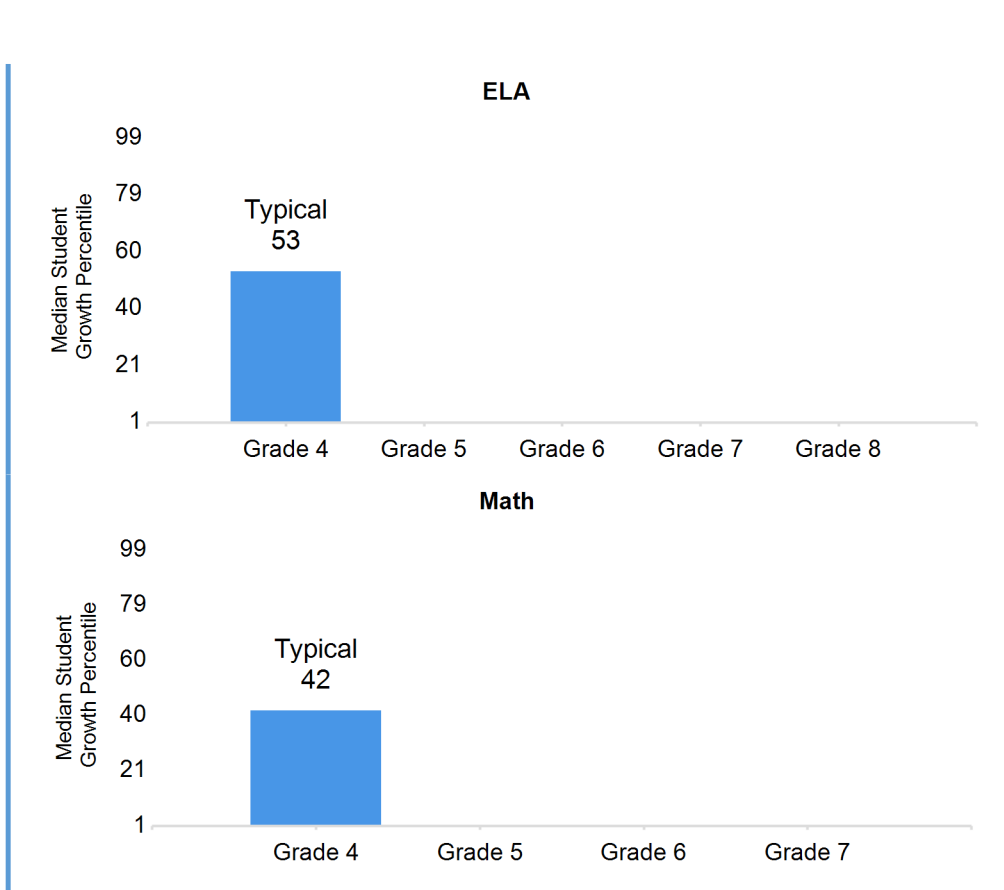
Student Growth by Performance Level

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.



Student Growth by Grade

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



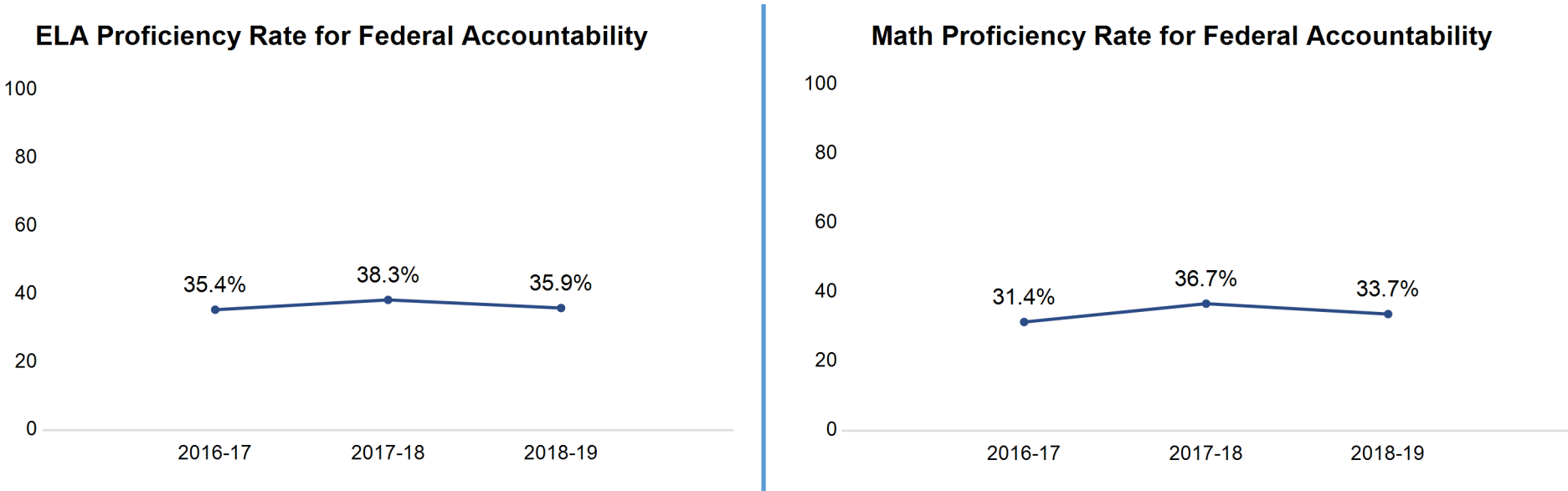


West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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 and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.5%	96.2%	99.0%	97.5%	96.3%	99.0%
Proficiency Rate for Federal Accountability	35.4%	38.3%	35.9%	31.4%	36.7%	33.7%
Annual Target	34.5%	36.9%	39.3%	32.2%	34.7%	37.2%
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.



West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	198	99.0	35.9	40.1	57.9	35.9	39.3	Met Target†
White	*	*	*	*	66.9	*	47.2	Met Target
Hispanic	122	100.0	27.9	36.4	43.9	27.9	35.5	Not Met
Black or African American	*	*	*	40.1	38.5	*	43.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	60.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	97	100.0	40.2	47.8	64.8	40.2		
Male	101	98.1	31.7	33.0	51.3	31.7		
Economically Disadvantaged Students	104	99.1	26.9	34.0	40.0	26.9	35.5	Not Met
Non-Economically Disadvantaged Students	94	99.0	45.7	48.8	67.9	45.7		
Students with Disabilities	26	93.1	*	*	22.7	*	21.7	Not Met
Students without Disabilities	172	100.0	*	*	65.1	*		
English Learners	57	100.0	12.3	*	29.3	12.3	22.6	Not Met
Non-English Learners	141	98.6	45.4	*	60.6	45.4		
Homeless Students	*	*	*	40.0	29.1	*		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

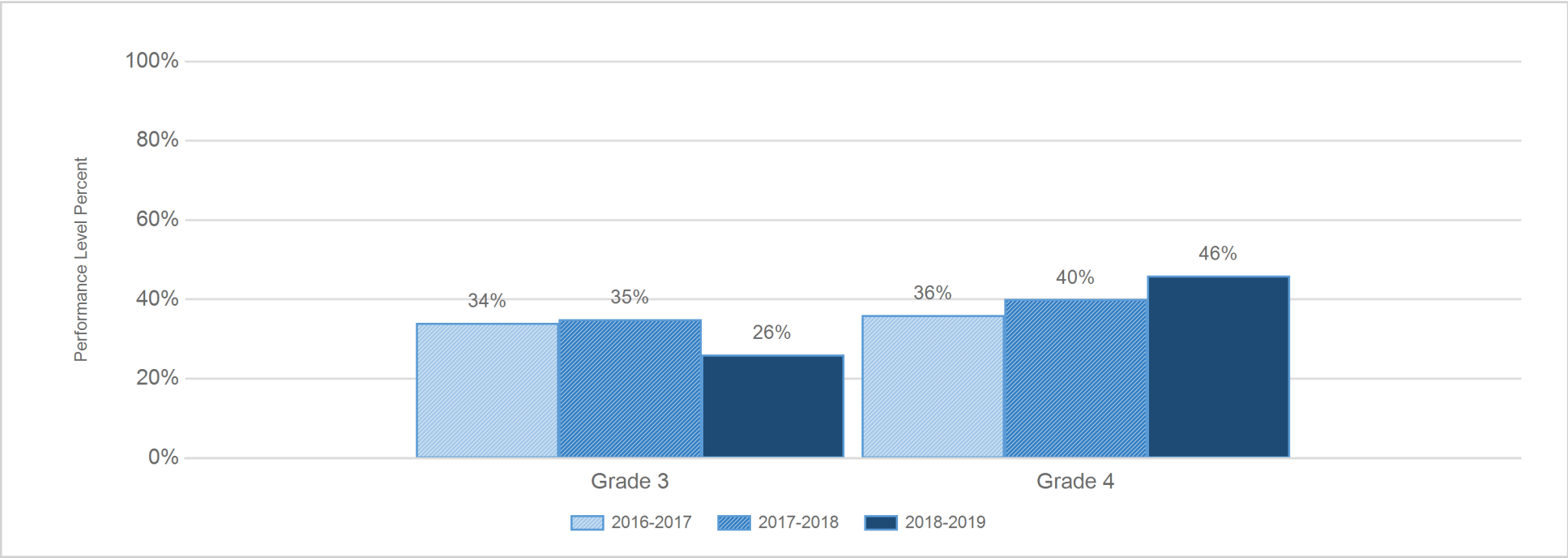


West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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

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.





West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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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	101	721	722	748	34%	13%	28%	*	*	26%	50%
White	*	*	*	757	*	*	*	*	*	*	60%
Hispanic	63	713	717	734	40%	*	30%	*	*	17%	36%
Black or African American	20	727	*	731	*	*	*	*	*	20%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	N	756	N	N	N	N	N	N	58%
Female	52	727	727	753	25%	*	29%	*	*	27%	55%
Male	49	715	718	743	43%	*	27%	*	*	24%	46%
Economically Disadvantaged Students	52	712	714	731	44%	*	25%	*	*	17%	33%
Non-Economically Disadvantaged Students	49	731	734	759	22%	*	31%	*	*	35%	61%
Students with Disabilities	17	680	687	719	82%	0%	*	*	*	12%	24%
Students without Disabilities	84	730	731	754	24%	15%	*	*	*	29%	56%
English Learners	25	684	687	713	*	*	*	*	*	*	17%
Non-English Learners	76	733	730	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



West End School
(35-3670-110)
Grades Offered: PK-04
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	100	744	738	755	12%	*	33%	*	*	46%	57%
White	20	758	*	763	*	*	*	*	*	60%	67%
Hispanic	61	738	733	743	16%	*	34%	*	*	39%	44%
Black or African American	*	*	747	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	46	749	743	760	*	*	24%	*	*	57%	62%
Male	54	740	734	750	*	*	41%	*	*	37%	53%
Economically Disadvantaged Students	54	735	732	740	*	*	35%	*	*	35%	40%
Non-Economically Disadvantaged Students	46	755	748	765	*	*	30%	*	*	59%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	14	705	708	720	*	*	*	*	*	*	17%
Non-English Learners	86	751	741	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



West End School
(35-3670-110)
Grades Offered: PK-04
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	199	99.0	33.7	21.2	44.5	33.7	37.2	Met Target†
White	37	97.4	54.1	35.8	54.1	54.1	44	Met Target
Hispanic	122	100.0	25.4	18.0	28.8	25.4	35.8	Not Met
Black or African American	*	*	*	22.2	23.0	*	37.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	30.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	98	100.0	31.6	21.7	44.9	31.6		
Male	101	98.1	35.6	20.8	44.2	35.6		
Economically Disadvantaged Students	105	99.1	31.4	17.5	26.3	31.4	32.7	Met Target†
Non-Economically Disadvantaged Students	94	99.0	36.2	26.5	54.9	36.2		
Students with Disabilities	26	93.1	*	*	17.4	*	29	Not Met
Students without Disabilities	173	100.0	*	*	50.0	*		
English Learners	58	100.0	13.8	*	25.0	13.8	17.4	Met Target†
Non-English Learners	141	98.6	41.8	*	46.5	41.8		
Homeless Students	*	*	*	20.0	17.1	*		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

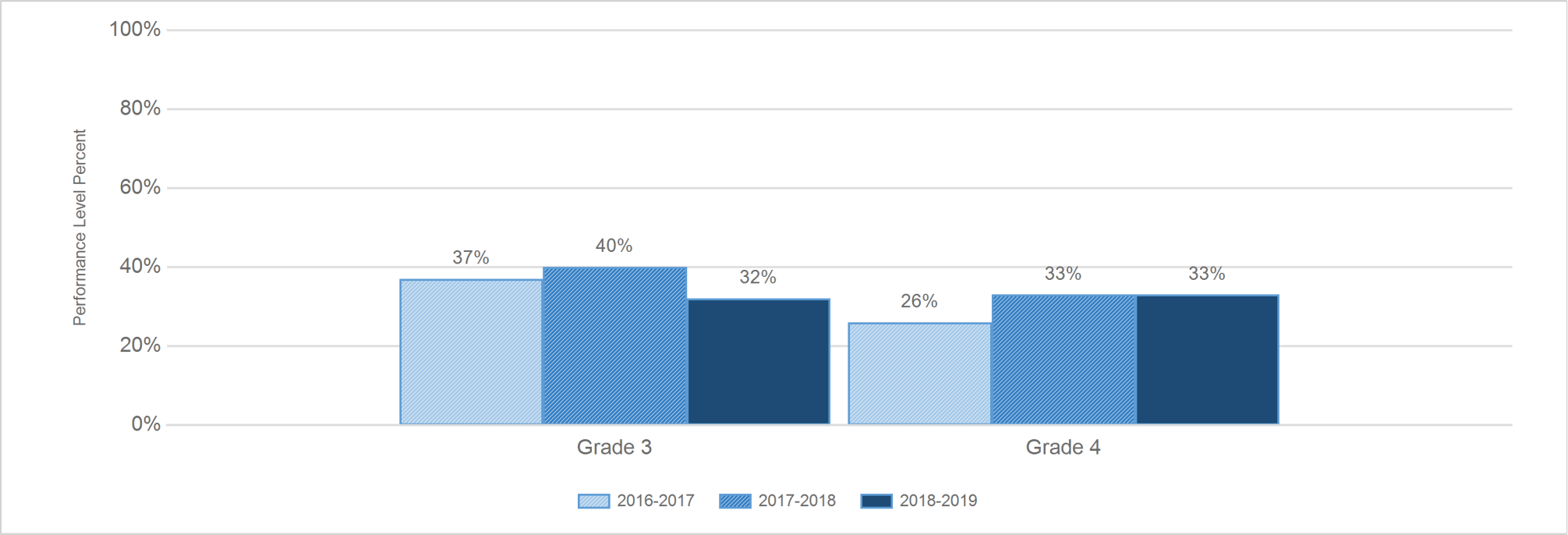


West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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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.



West End School
(35-3670-110)
Grades Offered: PK-04
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	102	731	733	752	15%	19%	34%	*	*	32%	55%
White	*	*	*	760	*	*	*	*	*	*	66%
Hispanic	63	727	731	739	17%	21%	38%	*	*	24%	40%
Black or African American	20	732	*	735	*	*	*	*	*	45%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	N	758	N	N	N	N	N	N	62%
Female	53	736	737	751	*	*	32%	*	*	36%	54%
Male	49	726	730	752	*	*	37%	*	*	29%	56%
Economically Disadvantaged Students	53	728	730	737	*	*	34%	*	*	30%	37%
Non-Economically Disadvantaged Students	49	735	738	761	*	*	35%	*	*	35%	67%
Students with Disabilities	17	694	703	731	*	*	*	*	*	*	31%
Students without Disabilities	85	739	740	756	*	*	*	*	*	*	60%
English Learners	26	714	711	728	*	*	*	*	*	*	26%
Non-English Learners	76	737	739	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



West End School
(35-3670-110)
Grades Offered: PK-04
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	102	734	733	749	14%	25%	28%	*	*	33%	51%
White	20	752	*	757	*	*	*	*	*	55%	62%
Hispanic	63	727	729	737	19%	27%	29%	25%	0%	25%	36%
Black or African American	*	*	737	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	47	730	732	749	*	28%	32%	*	*	26%	50%
Male	55	738	734	749	*	22%	25%	*	*	40%	52%
Economically Disadvantaged Students	56	729	730	734	*	27%	25%	*	*	30%	32%
Non-Economically Disadvantaged Students	46	740	738	759	*	22%	33%	*	*	37%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	16	705	706	722	*	*	*	*	*	13%	18%
Non-English Learners	86	740	736	751	*	*	*	*	*	37%	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%



West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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DLM Alternate Assessment - Participation

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

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

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	39.7%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	55	*	*
3-4	51	*	*
5 or more	*	*	*



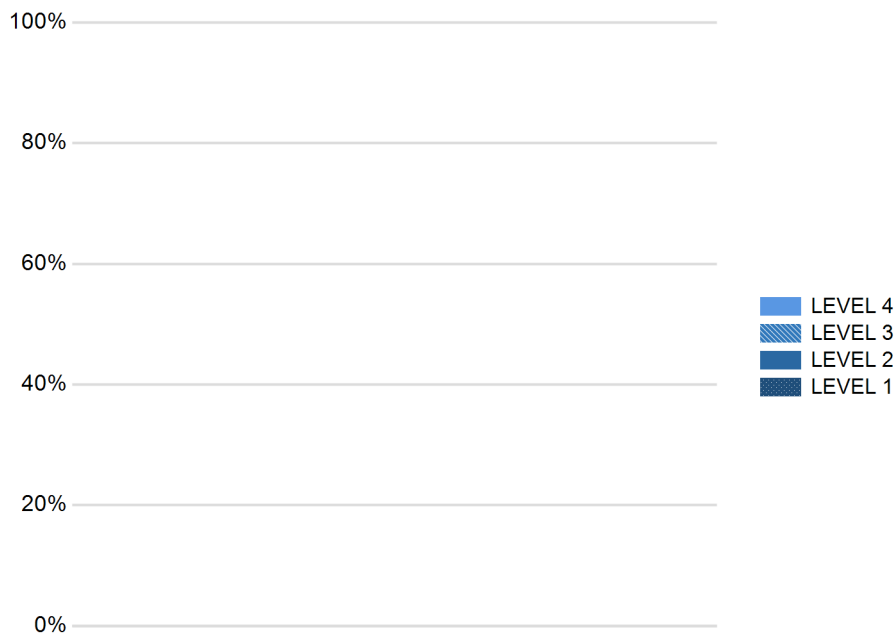
West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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

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

NJSLA Science Assessment: Grade 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

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
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West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

Report Key:

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

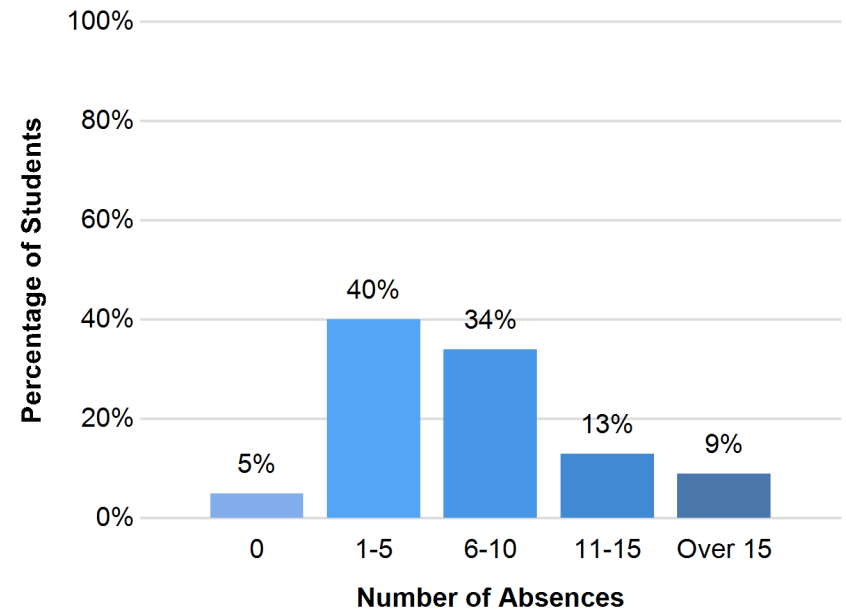
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.2	9.2	Met
White	3	3.8	9.2	Met
Hispanic	24	7.7	9.2	Met
Black or African American	4	4.2	9.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	10	4.0		
Male	21	8.4		
Economically Disadvantaged Students	23	7.8	9.2	Met
Students with Disabilities	11	13.3	9.2	Not Met
English Learners	9	7.6	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





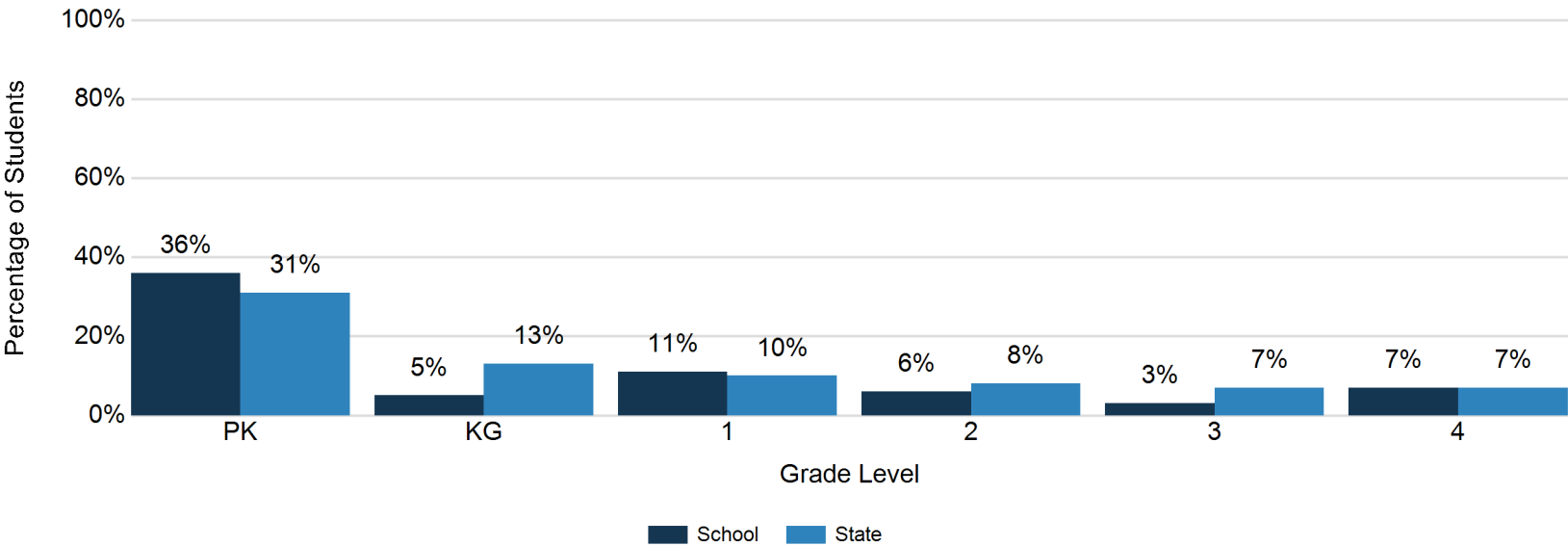
West End School
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities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

Chronic Absenteeism by Grade

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





West End School

(35-3670-110)

Grades Offered: PK-04

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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	1
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.82

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	*	*
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	8:25 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 10 Mins
Full Time - Instructional Time	5 Hrs 25 Mins
Shared Time - Instructional Time	5 Hrs. 25 Mins.

Device Ratios

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

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



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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. Information on the [percentage of teachers identified as potentially teaching out-of-field](#) is also available by school and district.

Category	Teachers in School	Teachers in State
Total Number of teachers	48	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	7.8	10.8
Percentage of Teachers with 4 or more years experience in the district	66.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	26	9,530
Average years experience in public schools	15.0	16.0
Average years experience in district	11.3	12.0
Percentage of Administrators with 4 or more years experience in the district	69.2%	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	11:1
Students to Administrators	243:1	127:1
Teachers to Administrators	24:1	12:1
Students to Librarians/Media Specialists		1656:1
Students to Nurses		552:1
Students to Counselors		276:1
Students to Child Study Team Members		237:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.0%	91.7%	50.0%	48.4%	77.1%	54.9%
Male	49.0%	8.3%	50.0%	51.6%	22.9%	45.1%
White	16.3%	79.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	62.3%	20.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	18.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.6%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	87.6%	90.5%
2017-18 Administrators: Same district 2018-19	84.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.4%	38.3%	35.9%
Math Proficiency	31.4%	36.7%	33.7%
ELA Growth	47	53	53
Math Growth	56	60	41
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		51.6%	39.7%
Chronic Absenteeism	3.7%	7.7%	6.2%

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



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Annually, NJDOE will identify schools in the following federal category:
Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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



Highlights:

- West End School hosts a Dual Language Academy (Grades K-2) that brings together native English speakers and English Language Learners with daily instruction in English and Spanish.
- Students are involved in a literacy curriculum (Reading&Writing Workshop, Foundations) that allow the teacher to focus on the complex work of observing students' progress and teaching into their needs
- Recognized as a National School of Character and a NJ School of Character



Mission, Vision, Theme:

To achieve our vision as a learning community, West End School is characterized by: * An atmosphere where empowerment extends to children and adults in order to draw on each other's strengths; * A commitment to foster positive self-esteem; * A positive learning environment dedicated to high academic and social standards; * A dedication to the development of critical and creative thinking; * A respect for individual and cultural diversity. We strive to meet our students where they are, and grow them to be successful as people when they leave our doors.



Awards, Recognition, Accomplishments:

*Our school is proud to create an exciting environment for children that is focused on the district's core values of Caring, Appreciation, Respect, and Determination. As a result of our communities' efforts, West End Elementary School has been recognized as a National School of Character! *Our school is part of an elite group of schools that have achieved the prestigious Sustainable Jersey for Schools certification. Schools that earn the certification are considered by their peers, state government, experts, and civic organizations in New Jersey to be among the leading schools in the state. *West End School hosts a Dual Language Academy (Grades K-2) that is an innovative educational program that brings together native English speakers and English Language Learners with daily instruction in two languages.



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Courses, Curriculum, Instruction:	The language arts program encompasses reading literature and informational text, foundational skills, speaking and listening, language (spelling, grammar, and vocabulary) and writing (crafting narrative, informational, and opinion pieces as well as practicing handwriting). The understandings and skills of each strand of the common core state standards are not isolated, but integrated, interactive, and embedded in all subject areas across the curriculum.
Clubs and Activities:	Students at West End Elementary School are invited to participate in a variety of co-curricular clubs and activities offered both before and after school. We are proud of the music program, which consists of our school Band and Chorus. Beyond music, West End Elementary School offers students the chance to participate in clubs and activities including Art, Safety Patrol, Sports, Student Council, and Technology clubs.



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Before and After School Programs:

Families who wish to participate in the breakfast program, may be dropped off at the designated breakfast door. We invite and encourage families to look into the breakfast program, especially for those who drop off their children early. Klubhouse Kids provides a paid after-care program for school-age children until 6:00 PM. Students who are in need of additional academic support are also invited to a weekly program that focuses on language arts and math skills.



Staff and Professional Learning:

Workshops offered through "For North Plainfield, By North Plainfield" are developed and coordinated to address the professional development needs of district staff while simultaneously cultivating teacher leadership and in-district turnkey efforts. Our districts also aligns itself with experts in the various fields to help coach our staff members to best implement the recommended strategies. The program focus and workshop offerings are in line with department and district professional development objectives and collaboration goals.



Postsecondary Information:

"College and Career Readiness" is a theme at the elementary school level that is integrated through our character program. This program will ensure that the Pre K- Grade 4 students will be involved in the competencies, habits and skills necessary to begin the processes and knowledge necessary to understand college and career readiness opportunities.



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Student Supports and Services:

Our School Counselor provides aid to teachers, parents, and students as needed by providing information on appropriate resources within and outside the district, and acts as a liaison among the school, community agencies, parents, and children as the situation demands. Academic Support for students who demonstrate a need to improve targeted skills in language arts or mathematics is available.



Student Health and Wellness:

*Our school has access to a certified school nurse who provides preventative emergency and referral services; organizes dental, visual, and auditory exams and screenings; and acts as a resource to the classroom teachers and school community. *Food Services provides both breakfast and lunch for students. Information on the cost is sent home each year. Children may bring lunch or purchase lunch and/or milk at school.



Parent and Community Involvement:

Parents are encouraged to get involved by joining and becoming an active member of the Parent Teacher Association (PTA). The PTA works to support the children and staff. They are part of the building's programs and initiatives and are an integral component of the learning community at West End Elementary School. The district also facilitates special education parent groups and ESL advisory groups during the school year to discuss topics of interest identified by parents. Families and Schools Together Work for Children (FAST) program works to encourage families to be involved in their children's education, to enhance their academic progress, and to feel welcome in public schools. At West End Elementary, we use this sponsored program to hosts events to connect our families and community to our school. Each year West End holds three events to showcase our accomplishments, provide outreach to families, and/or promote academic progress.






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 <div>Climate Surveys:</div>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Our students, parents/guardians, and teachers are asked to complete an online survey that focuses on a range of issues, inclusive of student safety, positive student relationships, and access to resources in the school. The data collected is reviewed and used by our Safety Team to better meet the needs of our students. Through these discussions, our Character Education lessons are prepared to ensure that relevant topics are instructed to our student population.</p>
 <div>Facilities:</div>	<p>Our Maintenance/Custodial Department is focused on short term and long term objectives to ensure that we provide the safest and most updated environment possible for our students. Recent projects have been done our school roof, recess area and classrooms.</p>
 <div>School Safety:</div>	<p>Along with our school resource officer, our district has a strong relationship with the local police and fire department. With our collaborative approach, we practice monthly drills through the Standard Response Protocol. Our school safety team gathers feedback after each drill which allows us to make further improvements. In agreement with the local police, the district allows for unannounced visits by law enforcement on a daily basis.</p>





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2018-2019

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

School Narrative

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

 <div>Technology and STEM:</div>	<p>We encourage our staff and students to learn through real world experiences. Similarly , we believe technology integration is at its best when a child or a teacher does not stop to think that he or she is using a technology tool -- it is second nature. Our young learners are often more actively engaged in projects when technology tools are a seamless part of the learning process. Technology tools and ideas that emerge daily are: *Project-Based Activities *Game-Based Learning and Assessment *Learning with different technology devices *Instructional Tools like Interactive Whiteboards and Student Response Systems *Web-Based Projects, Explorations, and Research *Collaborative Online Tools like Google Suites</p>
 <div>Early Childhood Education:</div>	<p>As a recipient of the Preschool Education Aid (PEA) grant, the North Plainfield School District offers a comprehensive full-day preschool program to four-year old North Plainfield residents. The preschool program is provided free to all North Plainfield residents enrolling a child that is four years old, on or before, October 15, 2019. The program provides for a structured 6-hour academic school day with class size limited to 15 students. All students participating in the preschool program are provided a free nutritionally balanced breakfast and lunch embedded into the daily schedule. The North Plainfield Preschool is held at four locations: (2) District Schools and (2) contracted Private Providers. Placement in one of the two district school locations is limited to (1) 15-student classroom in each location with current combined Private Provider capacity at 105 students. Timing of completed registration may result in placement on a wait list, if capacity has been reached.</p>




West End School
(35-3670-110)
Grades Offered: PK-04
2018-2019

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School Narrative

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<div></div> <div>Other Information</div>	<p>While there are many things to be excited about at West End, we are proud to share the following: Our school and district are focused on providing a curriculum that is aligned to best practices. We concentrate our efforts in supporting staff to understand the programs that are being delivered and how to create lessons that will help our students make connections for optimal learning. Recognition as a National School of Character by Character.org for: Community is Unity: A Multifaceted Community Outreach Program - Our program is a community outreach approach that embraces the opportunity to work and build partnerships with our families. West End has initiated a multitude of strategies to foster parent/guardian involvement and engagement which is associated with students' academic performance and social competence. This allows us to reach out to our sub groups of families to unlock the potential and create impact for our school community. West End Leader Readers: Building Reading & Relationships - Leader Readers is a cross-grade literacy/mentoring program that builds reading skills, relationships and character while promoting leadership in character education themed meetings of older and younger students. To create this exciting environment for children, the school involves its children in a school-wide Character Education based on our district's core value of Caring, Appreciation, Respect, Determination. These concepts will be studied through projects, guest speakers, literature reviews, assemblies, and home involvement. Through this program, the children develop ethical decision-making skills and will create a code of behavior that empowers them to change the world for the better, starting with themselves and then spreading to others.</p>
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