NJ SCHOOL PERFORMANCE REPORT

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Bound Brook School District
Principal Name	Mr. Edward Smith
Address	111 West Union Avenue Bound Brook, NJ 08805
Phone Number	732-652-7950
Email Address	esmith@bbrook.k12.nj.us
Website	https://bbhs.bbrook.org/
Twitter	https://twitter.com/BbhsCrusaders

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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	180	184	163
10	142	139	153
11	121	121	133
12	132	125	128
Total	575	569	577

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	42.5%	42.0%	44.7%
Male	57.5%	58.0%	55.3%
Economically Disadvantaged Students	63.3%	60.8%	65.0%
Students with Disabilities	10.6%	12.7%	13.9%
English Learners	12.7%	12.5%	11.3%
Homeless Students	0.3%	1.1%	1.5%
Students in Foster Care	0.3%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	20.2%	18.0%	17.0%
Hispanic	62.4%	66.0%	65.1%
Black or African American	14.8%	12.9%	14.7%
Asian	1.4%	1.5%	1.5%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	1.0%	1.4%	1.2%

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	565	561	569
Shared Time Students	18	15	15
Full Time Equivalent	574	569	577

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.

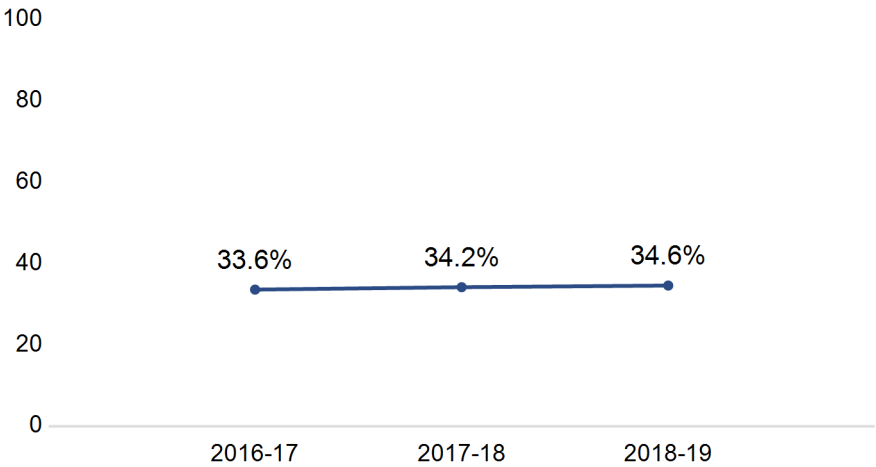| Home Language	% of Students
Spanish	55.9%
English	38.9%
Arabic	1.9%
Other Languages	3.2%

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

Math Proficiency Rate for Federal Accountability
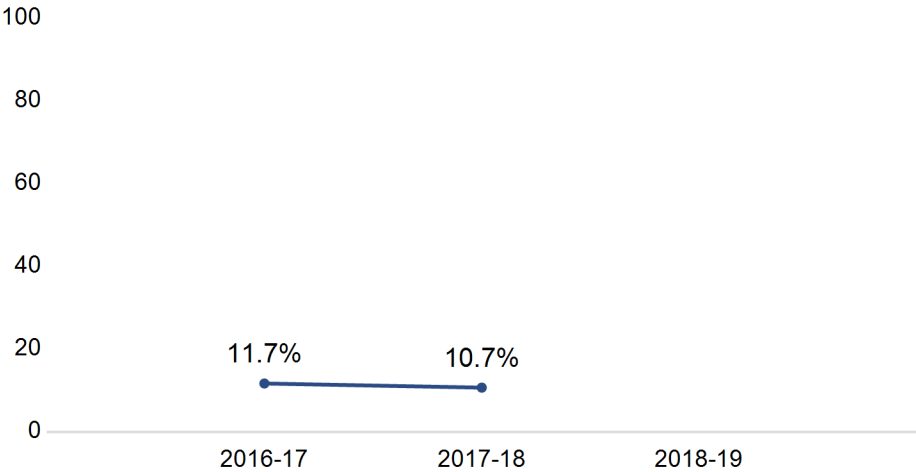
Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.5%	95.2%	95.4%	99.1%	96.4%	96.0%
Proficiency Rate for Federal Accountability	33.6%	34.2%	34.6%	11.7%	10.7%	*
Annual Target	39.3%	41.5%	43.6%	14.6%	18.1%	21.5%
Met Annual Target?	Not Met	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.

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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	306	95.4	34.6	36.4	57.9	34.6	43.6	Not Met
White	44	97.9	56.8	58.5	66.9	56.8	46.2	Met Target
Hispanic	213	94.7	30.0	33.2	43.9	29.9	40.6	Not Met
Black or African American	42	97.7	33.3	30.0	38.5	33.3	50	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	129	94.9	45.0	45.2	64.8	44.9		
Male	177	95.7	27.1	29.0	51.3	27.1		
Economically Disadvantaged Students	214	96.0	30.8	32.5	40.0	*	39.5	Not Met
Non-Economically Disadvantaged Students	92	94.0	43.5	46.9	67.9	*		
Students with Disabilities	45	88.5	*	*	22.7	*	17.1	Not Met
Students without Disabilities	261	96.7	*	*	65.1	*		
English Learners	46	95.8	*	*	29.3	*	9.9	Not Met
Non-English Learners	260	95.3	*	*	60.6	*		
Homeless Students	*	*	*	34.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.
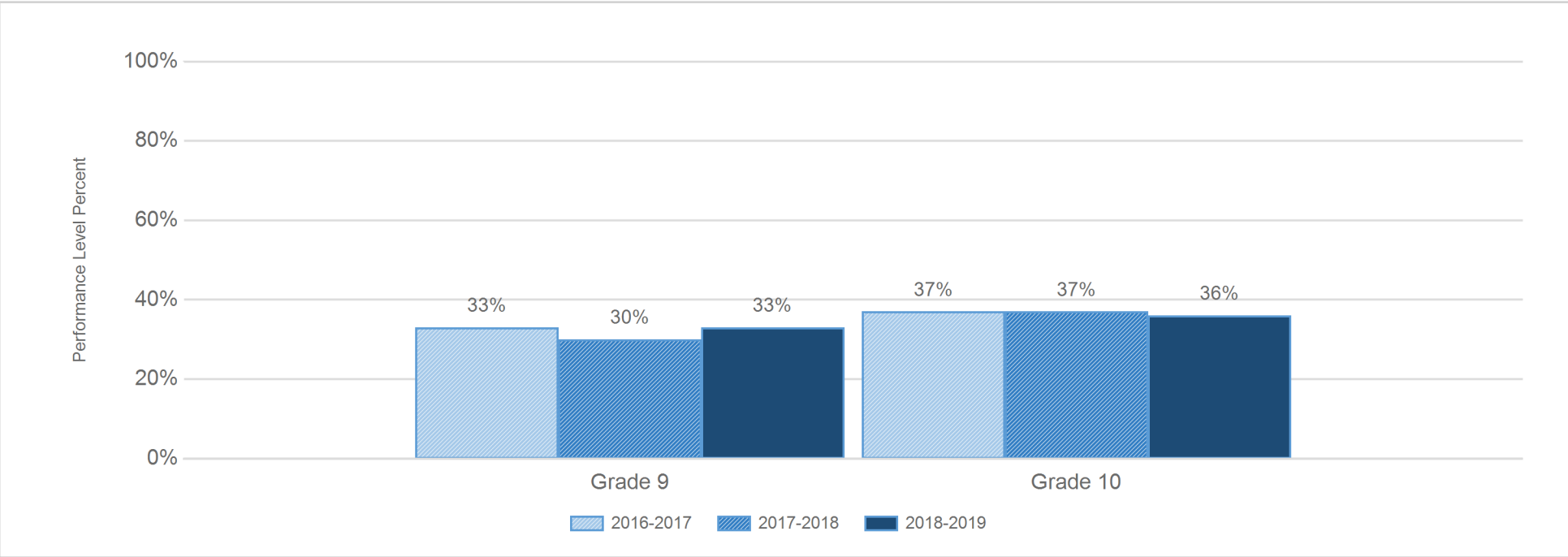
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English Language Arts Assessment - Performance Trends

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.

Grade 9: 2016-2017: 33%, 2017-2018: 30%, 2018-2019: 33%
Grade 10: 2016-2017: 37%, 2017-2018: 37%, 2018-2019: 36%

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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	156	730	730	753	22%	17%	28%	*	*	33%	56%
White	20	756	756	762	*	*	*	*	*	65%	65%
Hispanic	114	725	725	737	24%	18%	33%	*	*	25%	40%
Black or African American	19	725	725	732	*	*	0%	*	*	42%	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	66	737	737	760	17%	15%	29%	*	*	39%	63%
Male	90	725	725	746	27%	18%	27%	*	*	29%	49%
Economically Disadvantaged Students	118	728	728	734	*	*	25%	*	*	32%	36%
Non-Economically Disadvantaged Students	38	735	735	762	*	*	34%	*	*	37%	65%
Students with Disabilities	21	702	702	717	48%	*	*	*	*	10%	17%
Students without Disabilities	135	734	734	760	19%	*	*	*	*	37%	63%
English Learners	21	685	685	693	*	*	*	*	*	*	*
Non-English Learners	135	737	737	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%

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English Language Arts Assessment - Performance by Grade: Grade 10

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	154	728	728	757	27%	18%	19%	*	*	36%	58%
White	26	748	748	767	*	*	*	*	*	50%	67%
Hispanic	100	728	728	738	27%	18%	20%	*	*	35%	43%
Black or African American	24	708	708	733	50%	*	*	*	*	25%	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	64	742	742	766	19%	16%	*	*	*	52%	66%
Male	90	719	719	749	33%	19%	*	*	*	24%	51%
Economically Disadvantaged Students	99	723	723	735	32%	*	19%	*	*	29%	40%
Non-Economically Disadvantaged Students	55	737	737	767	18%	*	20%	*	*	47%	67%
Students with Disabilities	24	686	686	711	*	*	*	*	*	*	19%
Students without Disabilities	130	736	736	765	*	*	*	*	*	*	65%
English Learners	17	693	693	687	*	*	*	*	*	*	*
Non-English Learners	137	733	733	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%

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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	304	96.0	*	*	44.5	*	21.5	Not Met
White	42	97.8	26.2	39.8	54.1	26.2	30.9	Met Target†
Hispanic	214	95.6	*	*	28.8	*	18.3	Not Met
Black or African American	41	97.7	*	10.1	23.0	*	20.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	128	97.7	*	*	44.9	*		
Male	176	94.7	*	*	44.2	*		
Economically Disadvantaged Students	213	95.6	*	*	26.3	*	19.5	Not Met
Non-Economically Disadvantaged Students	91	96.9	*	*	54.9	*		
Students with Disabilities	41	93.3	*	*	17.4	*	12.4	Not Met
Students without Disabilities	263	96.4	*	*	50.0	*		
English Learners	46	90.2	*	*	25.0	*	15.3	Not Met
Non-English Learners	258	97.0	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
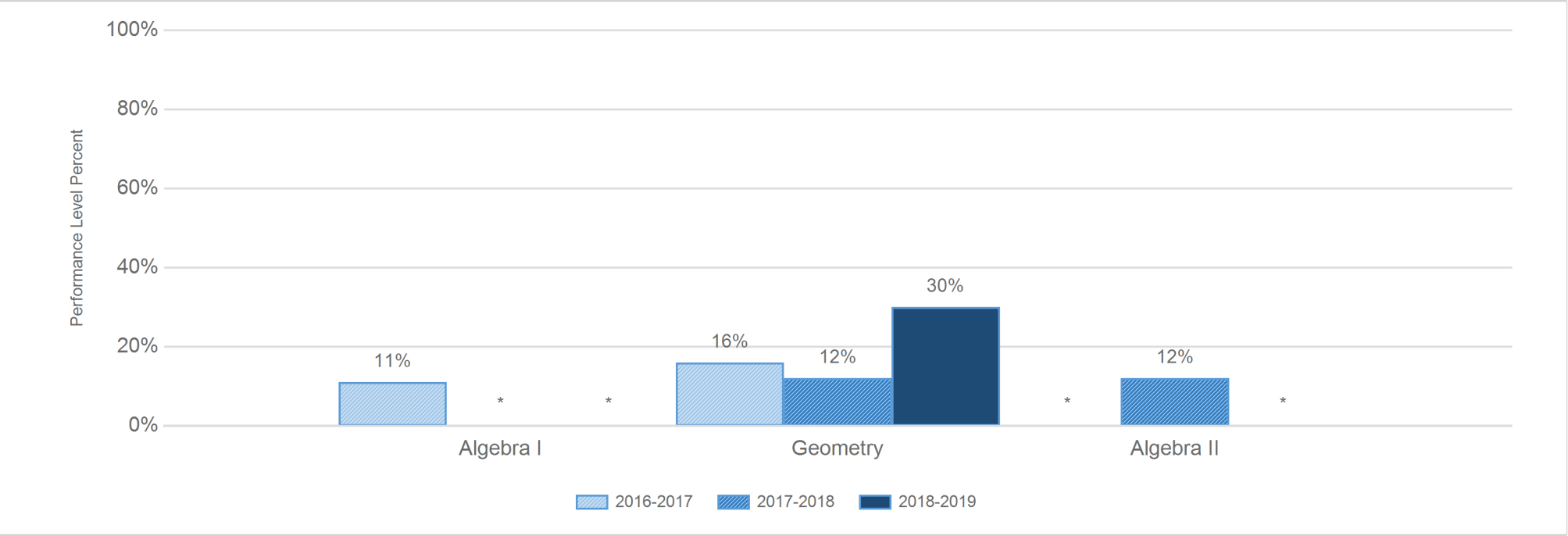
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Mathematics Assessment – Performance Trends

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 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	160	713	719	744	*	*	*	*	*	*	42%
White	14	737	*	752	*	*	*	*	*	43%	53%
Hispanic	125	711	716	728	*	*	*	*	*	*	24%
Black or African American	19	710	*	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	63	713	719	745	*	*	*	*	*	*	44%
Male	97	713	719	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	116	711	715	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	44	720	729	752	*	*	*	*	*	*	52%
Students with Disabilities	23	703	703	717	*	*	*	*	*	*	12%
Students without Disabilities	137	715	722	748	*	*	*	*	*	*	47%
English Learners	31	700	700	710	*	*	*	*	*	*	*
Non-English Learners	129	716	723	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

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Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	27	729	729	737	*	*	*	*	*	30%	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	15	729	729	724	*	*	*	*	*	27%	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	N	745	N	N	N	N	N	N	46%
Female	15	726	726	738	*	*	*	*	*	27%	36%
Male	12	733	733	736	*	*	*	*	*	33%	34%
Economically Disadvantaged Students	17	721	721	722	*	*	*	*	*	18%	16%
Non-Economically Disadvantaged Students	10	743	743	743	*	*	*	*	*	50%	43%
Students with Disabilities	*	*	*	712	*	*	*	*	*	*	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	27	729	729	738	*	*	*	*	*	30%	*
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	121	701	701	755	*	*	*	*	*	*	58%
White	23	704	704	758	*	*	*	*	*	*	62%
Hispanic	75	700	700	731	*	*	*	*	*	*	34%
Black or African American	18	697	697	725	*	*	*	*	*	*	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	*	*	*	761	*	*	*	*	*	*	65%
Female	51	700	700	752	*	*	*	*	*	*	55%
Male	70	702	702	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	83	702	702	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	38	700	700	761	*	*	*	*	*	*	65%
Students with Disabilities	11	691	691	715	*	*	*	*	*	*	25%
Students without Disabilities	110	702	702	756	*	*	*	*	*	*	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	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	*

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
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

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	34.0%	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.

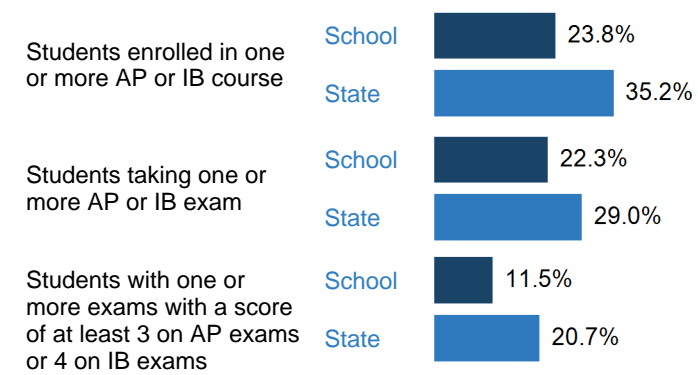| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	28	*	*
3-4	27	*	*
5 or more	11	*	*

Bound Brook High School

(35-0490-020)

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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 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.

- LEVEL 4
- LEVEL 3
- LEVEL 2
- LEVEL 1

2018-2019
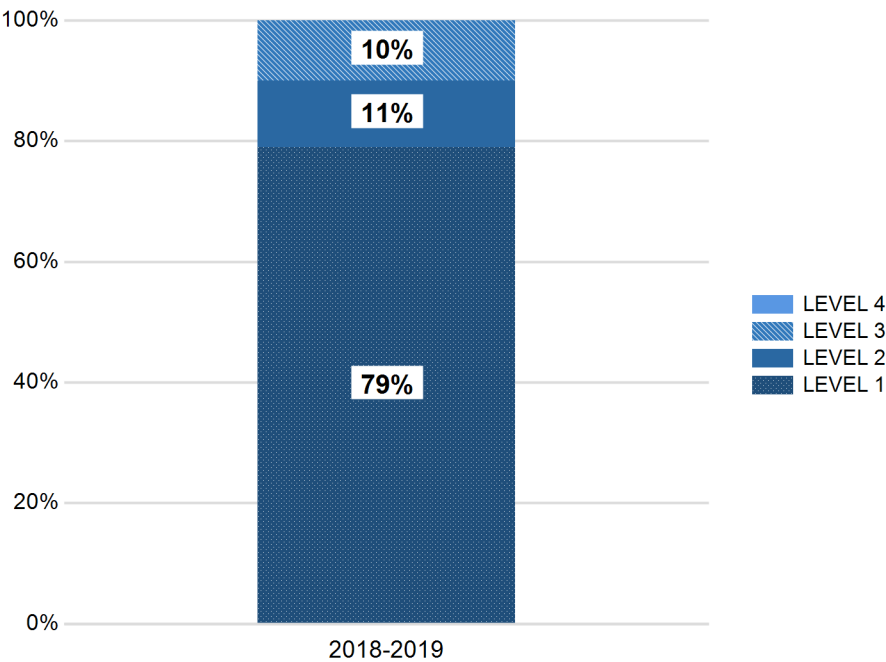
NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	79	11	10	0
White	60	20	20	0
Hispanic	87	6	6	0
Black or African American	82	14	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	84	11	5	0
Male	75	11	14	0
Economically Disadvantaged Students	83	12	5	0
Non-Economically Disadvantaged Students	74	11	16	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N

NJ SCHOOL PERFORMANCE REPORT

Bound Brook High School
(35-0490-020)
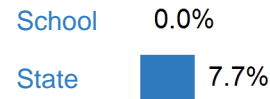Grades Offered: 09-12
2018-2019

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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam 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	97.2%	84.5%
12th graders taking SAT in 2018-19 or prior years	99.6%	72.1%
12th graders taking ACT in 2018-19 or prior years	N	19.6%

PSAT, SAT, & ACT - Performance

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

Participation Type	School 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	409	476	Grade 10: 430 Grade 11: 460	32%	61%
PSAT 10/NMSQT - Math	417	477	Grade 10: 480 Grade 11: 510	20%	43%
SAT - Reading and Writing	472	539	480	42%	70%
SAT - Math	464	541	530	30%	53%
ACT - Reading	N	25	N	N	66%
ACT - English	N	24	N	N	81%
ACT - Math	N	24	N	N	65%
ACT - Science	N	24	N	N	57%

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2018-2019

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

AP/IB Coursework – Participation and Performance

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

Students enrolled in one or more AP or IB course
- School 23.8%
- State 35.2%

Students taking one or more AP or IB exam
- School 22.3%
- State 29.0%

Students with one or more exams with a score of at least 3 on AP exams or 4 on IB exams
- School 11.5%
- State 20.7%

Dual Enrollment Coursework - Participation

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

Students enrolled in one or more dual enrollment course
- School 29.2%
- State 19.0%
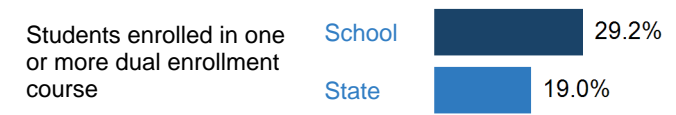
AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Calculus AB	17	15
AP English Language and Composition	18	17
AP English Literature and Composition	21	20
AP Spanish Language	12	10
AP Statistics	0	19
AP U.S. History	32	21
Total Exams taken		102
Exams with scores of at least 3 on AP exams or 4 on IB exams		37

Bound Brook High School

(35-0490-020)

Grades Offered: 09-12

2018-2019

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

Career and Technical Education Participation

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)

School   0.0%

State   7.7%

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

School   *

State   10.3%

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

School   0.0%

State   3.3%

Bound Brook High School

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2018-2019

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

Bound Brook High School

(35-0490-020)

Grades Offered: 09-12

2018-2019

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Industry-Valued Credentials

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

Students Earning Industry-Valued Credentials

School   *

State | 0.9%

Industry-Valued Credentials by Career Cluster

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

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Agriculture, Food & Natural Resources	*		
Architecture & Construction	*		
Arts, AV Technology & Communications	*		
Health Science	*		
Hospitality & Tourism	*		
Human Services	*	*	*
Law, Public Safety, Corrections & Security	*		
Transportation, Distribution & Logistics	*		
Total (All Clusters)	15	*	*

Bound Brook High School

(35-0490-020)

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2018-2019

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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	86	1	12	0	0	0	0
10	17	27	49	7	0	1	0
11	7	66	14	32	4	11	1
12	1	20	4	20	13	14	11
Total	111	114	79	59	17	26	12
Enrolled in AP/IB Course					17	0	0
Enrolled in Dual Enrollment Course	0	0	0	29	17	26	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	16	7	0	0	79	14
10	125	24	0	0	7	11
11	21	107	0	0	7	20
12	13	10	0	0	51	61
Total	175	148	0	0	144	106
Enrolled in AP/IB Course	0	0		0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

Bound Brook High School

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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	4	154	0	0	4	0
10	6	148	0	0	2	7
11	109	34	0	0	1	15
12	16	44	0	0	4	12
Total	135	380	0	0	11	34
Enrolled in AP/IB Course	0	32	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	56	31	0	0	0	0	0
10	35	38	0	0	0	0	0
11	68	28	0	0	0	0	0
12	37	11	0	0	0	0	0
Total	196	108	0	0	0	0	0
Enrolled in AP/IB Course	12	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	79	21	0	0	0	0	0

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

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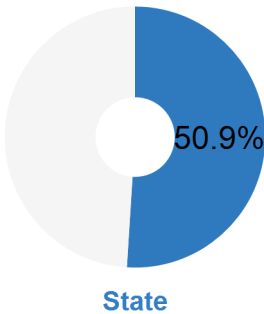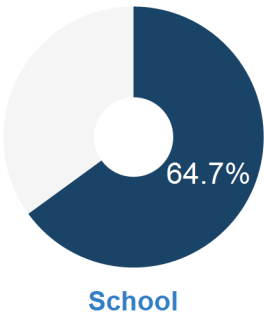***** Data is not displayed in order to protect student privacy
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Computer Science and Information Technology – Course Participation

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

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

Bound Brook High School

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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
Italian	*
Spanish	21
Total	*

NJ SCHOOL PERFORMANCE REPORT

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

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Visual and Performing Arts – Course Participation

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

Grades 9-12:

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

64.7%

School

50.9%

State

Students enrolled in one or more classes by discipline:

MUSIC
School — 47.5%
State — 17.6%

DANCE
School — 0.0%
State — 2.3%

DRAMA
School — 0.0%
State — 3.9%

VISUAL ARTS
School — 29.7%
State — 32.9%

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

Graduation Rate Trends and Progress

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

4-Year Graduation Rate Trends

Cohort 2017	Cohort 2018	Cohort 2019
81.1%	77.3%	75.2%

5-Year Graduation Rate Trends
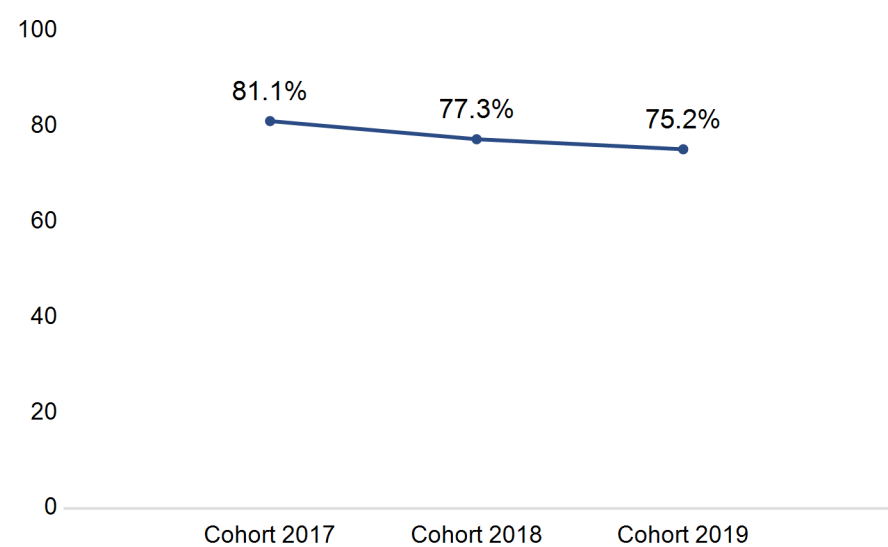
Cohort 2016	Cohort 2017	Cohort 2018
87.8%	84.2%	81.7%
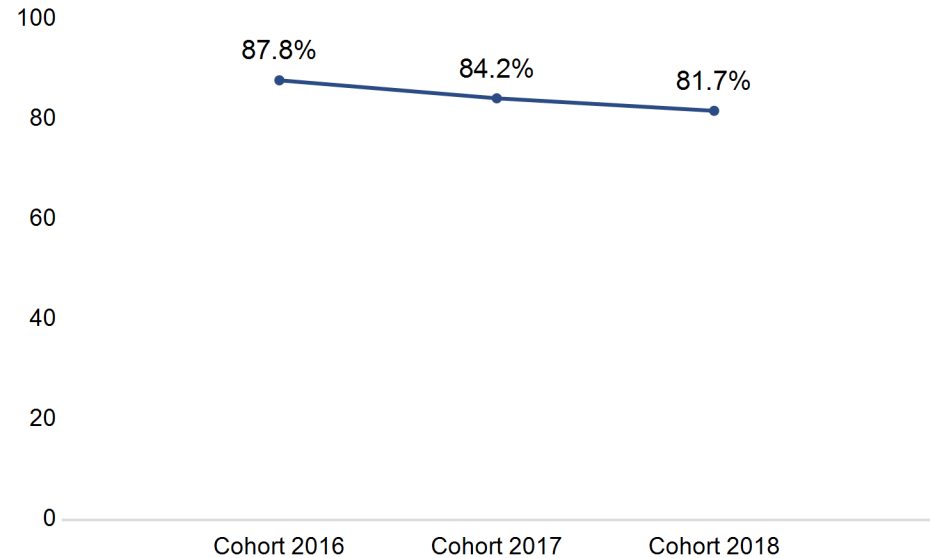
Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	81.1%	77.3%	75.2%	87.8%	84.2%	81.7%
Annual Target	79.2%	80.0%		87.4%	87.8%	
Met Annual Target?	Met Target	Not Met		Met Target	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%

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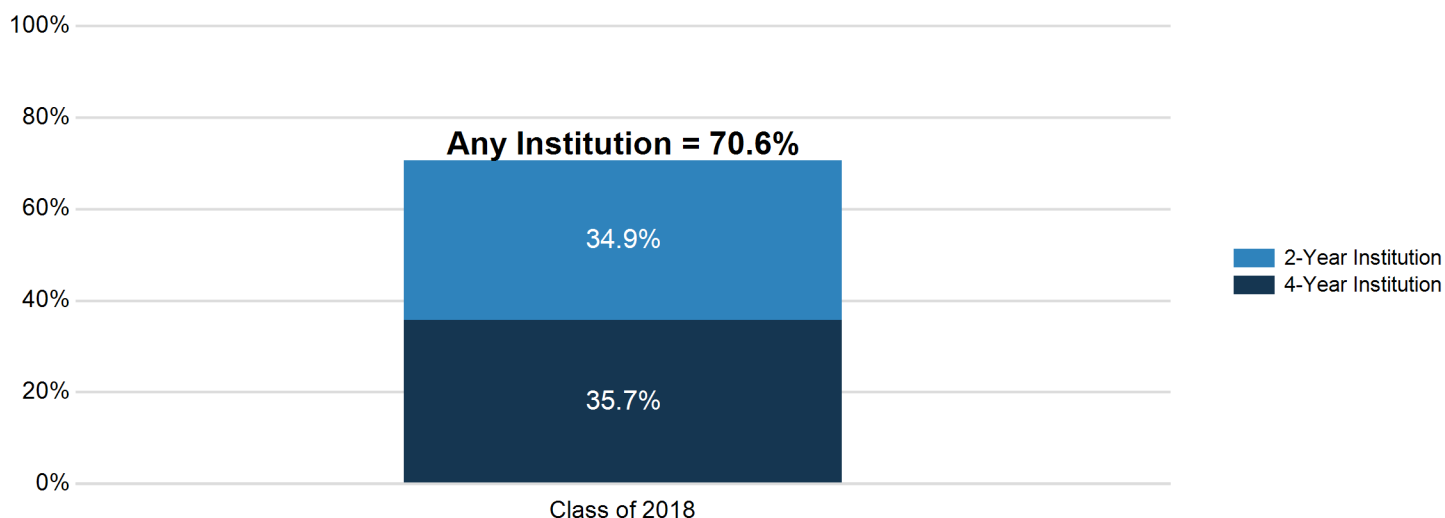2018-2019

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

Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	75.2%	90.6%	81.7%	92.5%	77.3%	80.0%	Not Met	84.2%	87.8%	Not Met
White	90.3%	94.9%	88.5%	95.9%	82.1%	81.7%	Met Target	89.5%	82.4%	Met Target
Hispanic	71.1%	84.5%	79.8%	87.3%	75.0%	80.0%	Not Met	81.2%	89.1%	Not Met
Black or African American	72.4%	83.3%	81.0%	87.1%	80.0%	87.4%	Not Met	*	N	N
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	79.2%	92.8%	81.7%	94.4%	78.0%			92.1%		
Male	71.6%	88.5%	81.7%	90.8%	76.8%			79.4%		
Economically Disadvantaged Students	72.1%	84.0%	83.0%	87.3%	80.0%	77.2%	Met Target	82.2%	88.2%	Not Met
Students with Disabilities	43.8%	79.2%	90.0%	83.8%	81.8%	**	**	68.8%	**	**
English Learners	44.4%	75.4%	50.0%	80.1%	33.3%	N	N	44.4%	**	**
Homeless Students	*	74.6%	*	78.3%	*			N		
Students in Foster Care	*	57.6%	*	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	71.0%	41.9%
Substitute Competency Test	17.7%	40.3%
Portfolio Appeals Process	6.5%	11.3%
Alternate Requirements specified in IEP	4.8%	6.5%
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	4.2%	1.2%
2017-2018	4.2%	1.2%
2016-2017	3.6%	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.

Postsecondary Enrollment 16 months after Graduation

Any Institution = 70.6%

- 2-Year Institution: 34.9%
- 4-Year Institution: 35.7%

Class of 2018

Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.9%
% Enrolled in 4-Year Institution	35.7%
% Enrolled in Any Postsecondary Institution	70.5%

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

Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	66.1%	69%	31%
White	70.4%	57.9%	42.1%
Hispanic	59.7%	86%	14%
Black or African American	72.7%	37.5%	62.5%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	58.6%	78%	22%
Students with Disabilities	20%	100%	0%
English Learners	*	*	*

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.

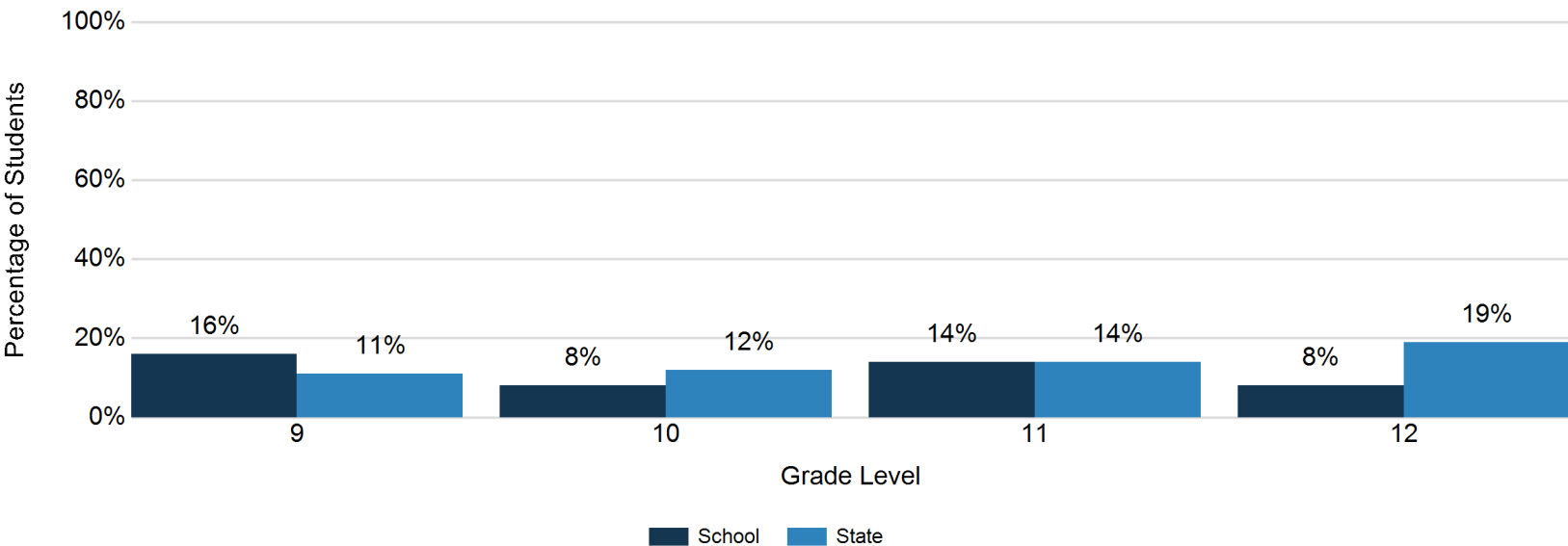| Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	70.5%	49.5%	50.5%	78%	22%	80.2%	19.8%
White	76.9%	30%	70%	85%	15%	65%	35%
Hispanic	70.1%	57.4%	42.6%	80.3%	19.7%	86.9%	13.1%
Black or African American	57.1%	37.5%	62.5%	50%	50%	75%	25%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	N	N	N	N	N	N	N
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	67.1%	60.8%	39.2%	80.4%	19.6%	92.2%	7.8%
Students with Disabilities	50%	75%	25%	87.5%	12.5%	87.5%	12.5%
English Learners	30%	33.3%	66.7%	33.3%	66.7%	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	70	11.7	14.2	Met
White	11	10.4	14.2	Met
Hispanic	43	11.2	14.2	Met
Black or African American	12	13.3	14.2	Met
Asian, Native Hawaiian, or Pacific	2	18.2	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	33	12.4		
Male	37	11.1		
Economically Disadvantaged Students	56	14.6	14.2	Not Met
Students with Disabilities	22	22.4	14.2	Not Met
English Learners	5	7.7	14.2	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.

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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	5
Weapons	1
Vandalism	2
Substances	12
Harassment, Intimidation, Bullying (HIB)	10
Total Unique Incidents	29
Incidents Per 100 Students Enrolled	5.03

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	16	2.8%
Out-of-School Suspensions	20	3.5%
Any Suspension	22	3.8%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
112

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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	7:30 AM
Typical End Time	2:52 PM
Length of School Day	7 Hrs 22 Mins
Full Time - Instructional Time	6 Hrs 40 Mins
Shared Time - Instructional Time	6 Hrs. 40 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	8.6	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	52.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	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	12:1
Students to Administrators	192:1	121:1
Teachers to Administrators	16:1	10:1
Students to Librarians/Media Specialists		964:1
Students to Nurses		386:1
Students to Counselors		276:1
Students to Child Study Team Members		241:1

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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	44.7%	54.2%	33.3%	48.4%	77.1%	54.9%
Male	55.3%	45.8%	66.7%	51.6%	22.9%	45.1%
White	17.0%	93.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	65.1%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	14.7%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	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

Teacher — 50%
Admin — N/A

Master's Degree

Teacher — 48%
Admin — 100%

Doctoral Degree

Teacher — 2%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	80.1%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	85.4%

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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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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	33.6%	34.2%	34.6%
Math Proficiency	11.7%	10.7%	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	81.1%	77.3%	75.2%
5-Year Graduation Rate†	87.8%	84.2%	81.7%
Progress toward English Language Proficiency		42.3%	34.0%
Chronic Absenteeism	9.5%	10.9%	11.7%

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

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

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

Report Key:
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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Met Target†	Met	No
White	Met Target	Met Target†	Met Target	Met Target	n/a	Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	Not Met	Not Met	Not Met	N	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	Not Met	Met Target	Not Met	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	Not Met	Not Met	N	**	**	Met	No

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

NJ SCHOOL PERFORMANCE REPORT

Bound Brook High School
(35-0490-020)
Grades Offered: 09-12
2018-2019

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School Narrative

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

Highlights:	• AVID Initiative (Advancement Via Individual Determination), which helps teachers shift from delivering content to facilitating learning, resulting in an inquiry-based, student-centric classroom. • Continue to utilize Restorative Practices, which serves as a foundation for building a community of learners. • Participate in the Bridge to Employment program, to learn about careers available in the health care sector.
Mission, Vision, Theme:	Bound Brook High School is a supportive, multicultural community that provides an innovative and academically challenging educational program while offering a variety of extracurricular and social opportunities that encourage lifelong learning.
Awards, Recognition, Accomplishments:	Bound Brook High School was nominated for The Schools of Opportunity Recognition Program, which recognizes public high schools around the nation that are creating remarkable opportunities to learn for all their students.

Bound Brook High School

(35-0490-020)

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2018-2019

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Courses, Curriculum, Instruction:	The curriculum offered to Bound Brook students is aligned to State requirements and diversified based upon students' needs and interests. It includes, but is not limited to the following: Language Arts Literacy, Science, Social Studies, Financial, Economic, Business, and Entrepreneurial Literacy, Health, Safety, and Physical Education, Visual and Performing Arts, World Languages, Technological Literacy, and 21st Century Life and Career/Technical Education.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cheerleading (Coed), Cross Country (Boys & Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed) Fall: Football, Boys Soccer, Girls Soccer, Boys Cross Country, Girls Cross Country, Girls Tennis, Cheerleading. Winter: Boys Basketball, Girls Basketball, Wrestling. Spring: Baseball, Softball, Boys Track and Field, Girls Track and Field, Boys Tennis.
Clubs and Activities:	Literary Magazine, Robotics, Book Club, Project Graduation, Stagecrafters, Art Club, National Art Honor Society, Academic League, Student Council, Yearbook, Powder Puff, National Honor Society, Interact, Peer Leadership, Junior Statesmen of America (JSA), Debate Club, Drama Club, Spanish Club, Spanish Honor Society, Girls Who Code, Spanish Club.

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2018-2019

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Before and After School Programs:	Youth College Readiness Program: Offers workshops focused on specific topics that supplement curriculum in preparation for Colleges. Bridge to Employment: Offers opportunities to meet with professionals learn about a range of careers available in the health care sector. AVID-Advancement Via Individual Determination-fosters a safe, open culture, high expectations for teachers and students, and collaboration among all staff.
Postsecondary Information:	Bound Brook High School works in conjunction with the Raritan Valley Community College to offer concurrent enrollment classes in English, Mathematics, and Computer Science, which provides college courses to students at the high school as part of their academic day. Successful completion of concurrent enrollment courses fulfills high school graduation requirements and grants college credit to students.

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Student Supports and Services:	Student support and services includes Intervention and Intervention Services (I&RS), 504, Individualized Education Plan (IEP), English as a Second Language (ESL) Program, National Honor Society Tutoring, Study Hall, Senior Portfolio Remediation, Life Skills, Transition Classes, and Restorative Circles/Groups.
Parent and Community Involvement:	The BBHS Booster Club was formed to help support the efforts of a sports team or organization. Support is shown in many ways, including volunteering time, raising money, and contributing funds to better enhance the athletic department's performance. The PTO Council Organization composed of multiple stakeholders in district, that meets monthly and serve as key communicators and representatives of the school and community to discuss the issues, problems, and district improvement initiatives. The Bilingual-Parent Advisory Committee facilitates parent workshops from Diabetes Awareness to Cancer Screenings, and Adult ELL classes through a consortium.

Bound Brook High School

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Though Exchange Survey, Focus Group, Principal's Weekly Survey, and Self-identified Needs Survey, Professional Development Survey
Facilities:	The Bound Brook High School building approximately 110 years old. That said, a public referendum was passed on September 30, 2014 for renovations and infrastructure upgrades in an attempt to continue to provide an educational environment and programs capable of accommodating the academic, social, vocational and emotional needs of its diverse student population.
School Safety:	Through the upgrades in the building in terms of the installation of new cameras, visitor system, and access control and panic buttons, it is evident that the high school is fully committed to a learning environment that is safe and secure, cultivated by a culture of trust and collaboration.

Bound Brook High School

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Technology and STEM:	Brook High School aims to provide tools and resources to the 21st Century Learner. Excellence in education requires that technology is seamlessly integrated throughout the educational program. For example, our Academies (Engineering and Bio-Medical): Project Lead the Way is a four-year sequential program of technical classes designed to promote the use of Mathematics, Science and Technology.

Bound Brook High School

(35-0490-020)

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Other Information	Block Scheduling: The high school continues to utilize an A/B Block Schedule, which has a tremendous impact on student learning by fostering the use of innovative teaching strategies and differentiation that will address multiple learning styles, and create an improved atmosphere in the building. 1:1 Chromebook Initiative: to provide tools and resources to the 21st Century Learner. School of Choice: Enables approved choice districts to enroll 9-12th grade students who do not reside within their districts without cost to their parents.

NJ SCHOOL PERFORMANCE REPORT

Community Middle School

(35-0490-302)

Grades Offered: 07-08

2018-2019

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:

Community Middle School

(35-0490-302)

Grades Offered: 07-08

2018-2019

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School Contact Information

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

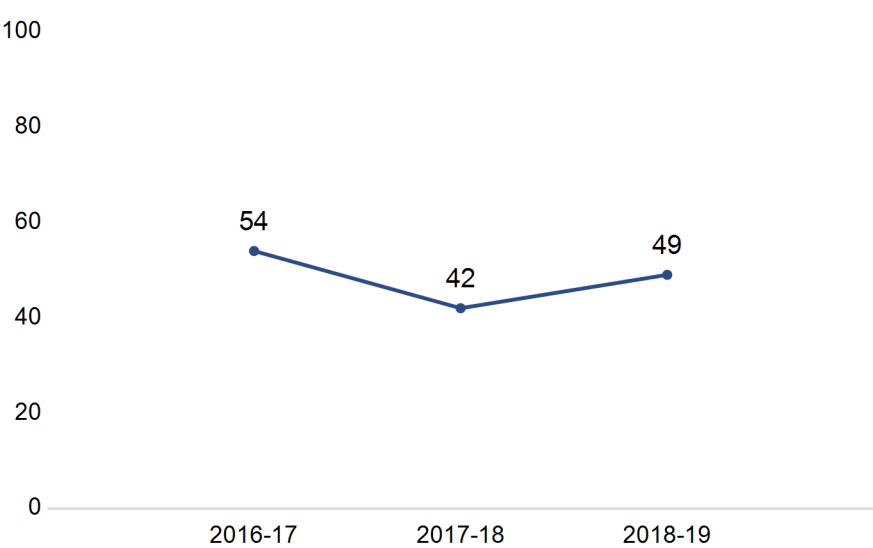| Type	Contact Information
County	Somerset
District	Bound Brook School District
Principal Name	Dr. Joseph Santicerma
Address	120 East Second Street Bound Brook, NJ 08805
Phone Number	732-852-1131
Email Address	jsanticerma@bbrook.org
Website	https://bbcms.bbrook.org/
Twitter	https://twitter.com/cmsknights

Community Middle School

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
7	120	134	131
8	118	112	129
Total	239	246	262

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.3%	45.9%	40.5%
Male	52.7%	54.1%	59.5%
Economically Disadvantaged Students	79.9%	79.7%	75.6%
Students with Disabilities	13.0%	10.6%	19.5%
English Learners	11.3%	11.8%	12.2%
Homeless Students	1.3%	3.7%	0.8%
Students in Foster Care	0.0%	0.4%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	11.7%	9.8%	12.2%
Hispanic	74.9%	75.6%	72.9%
Black or African American	11.3%	11.4%	10.3%
Asian	1.3%	1.2%	1.5%
Native Hawaiian or Pacific Islander	0.0%	0.4%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.8%	1.6%	2.3%

Enrollment by Home Language

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

Home Language	% of Students
Spanish	63.7%
English	33.2%
Other Languages	3.1%

Community Middle School

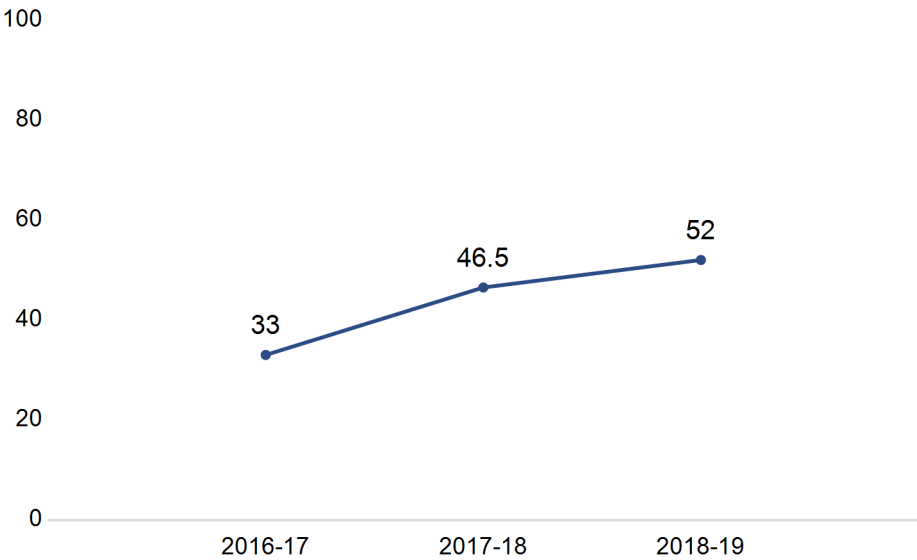(35-0490-302)

Grades Offered: 07-08

2018-2019

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	42	49	33	46.5	52
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

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Community Middle School

(35-0490-302)

Grades Offered: 07-08

2018-2019

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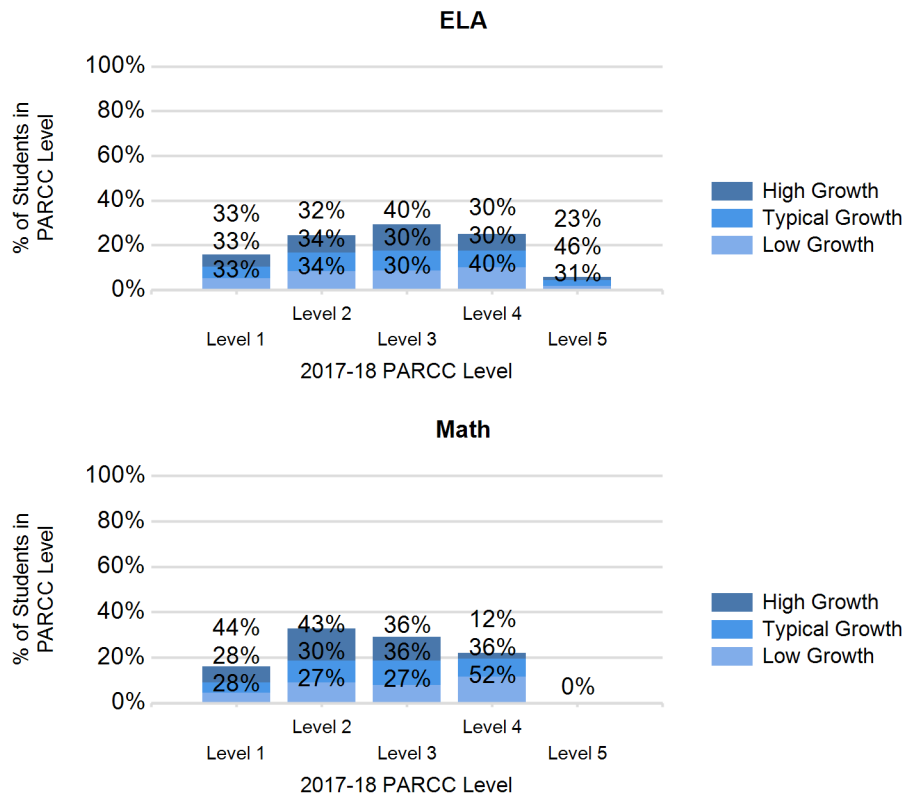* **†** This indicates a table specific note, see note below table

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

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

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

Student Growth

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

Student Group	ELA: 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	49	50	50	Met Standard	52	61	50	Met Standard
White	50.5	56	50	Met Standard	48.5	51	52	**
Hispanic	50	50	49	Met Standard	56.5	62	47	Met Standard
Black or African American	38	47	45	Not Met	45	46	43	**
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48	55	53	N	54	62	50	N
Male	49	49	47	N	52	58	51	N
Economically Disadvantaged Students	48.5	50	48	Met Standard	54	59	46	Met Standard
Students with Disabilities	31	33	43	Not Met	33	44	45	Not Met
English Learners	68	50	52	Exceeds Standard	58	60.5	50	Met Standard
Homeless Students	*	62	43	N	*	22	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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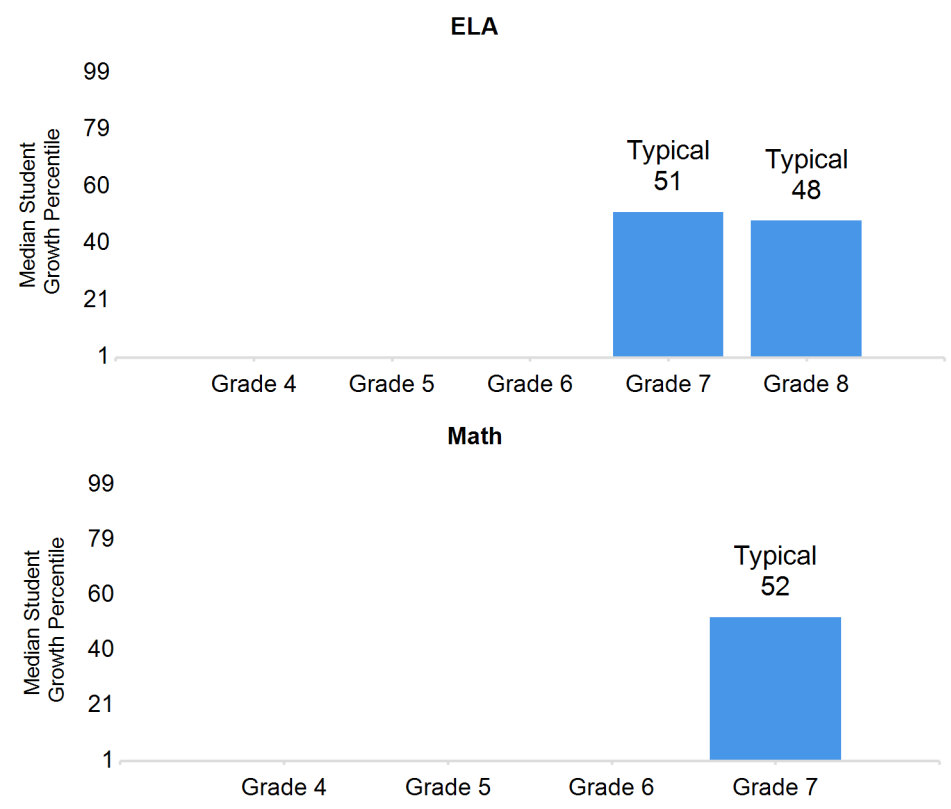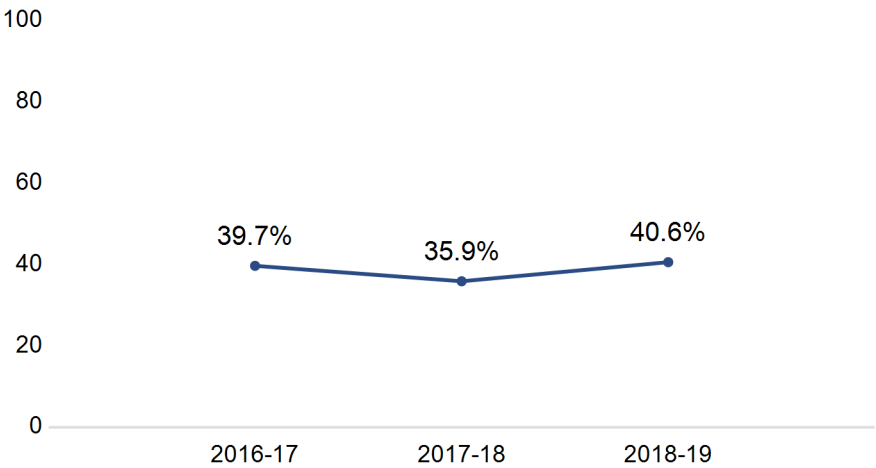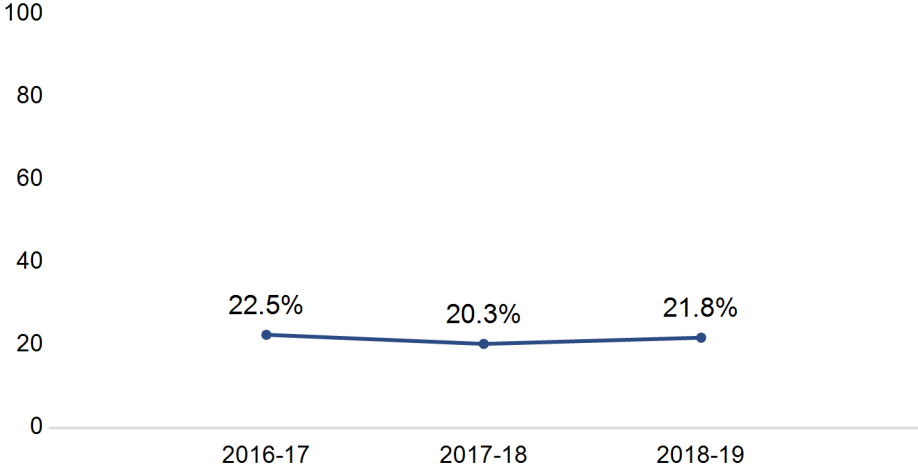
Student Growth by Performance Level

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

ELA

% of Students in PARCC Level

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	33%	33%	33%
Level 2	32%	34%	34%
Level 3	40%	30%	30%
Level 4	30%	30%	40%
Level 5	23%	46%	31%

Math

% of Students in PARCC Level

2017-18 PARCC Level	High Growth	Typical Growth	Low Growth
Level 1	44%	28%	28%
Level 2	43%	30%	27%
Level 3	36%	36%	27%
Level 4	12%	36%	52%
Level 5	0%		

Student Growth by Grade

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

ELA

Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
			Typical 51	Typical 48

Math

Median Student Growth Percentile

Grade 4	Grade 5	Grade 6	Grade 7
			Typical 52

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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

39.7%   35.9%   40.6%

2016-17   2017-18   2018-19

Math Proficiency Rate for Federal Accountability

22.5%   20.3%   21.8%

2016-17   2017-18   2018-19

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.0%	98.8%	99.2%	98.4%	98.8%	99.2%
Proficiency Rate for Federal Accountability	39.7%	35.9%	40.6%	22.5%	20.3%	21.8%
Annual Target	43.5%	45.4%	47.4%	31.3%	33.8%	36.4%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.
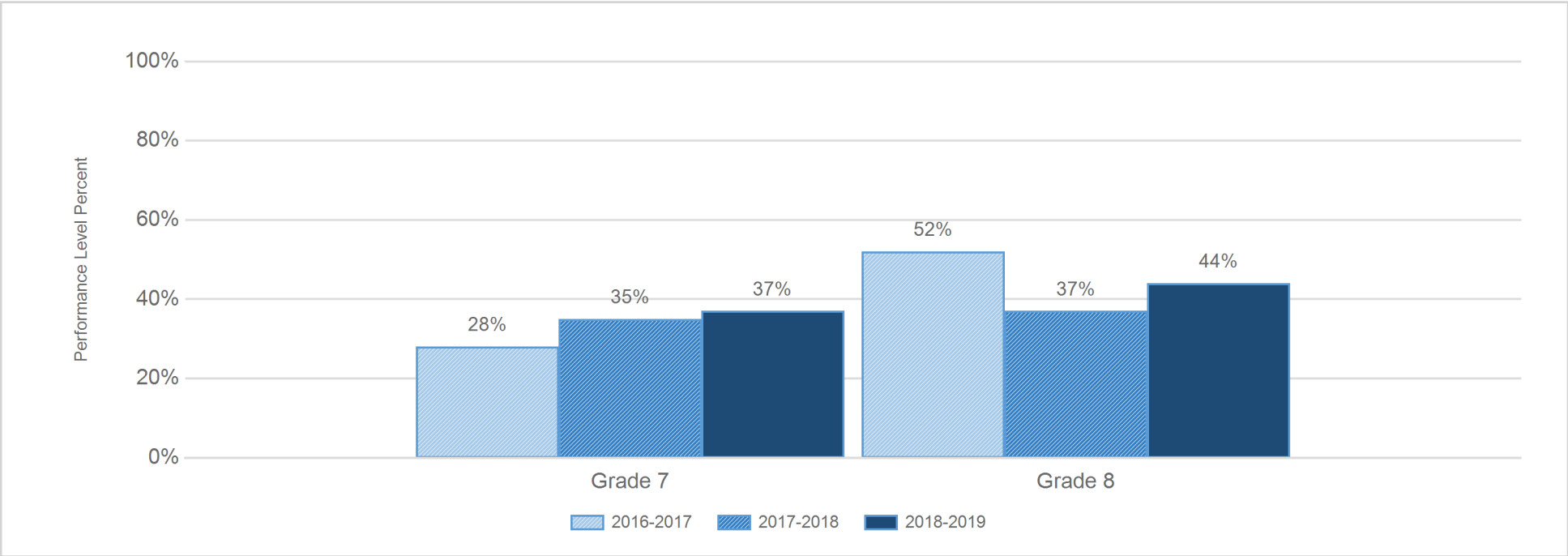
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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	251	99.2	40.6	36.4	57.9	40.6	47.4	Not Met
White	30	100.0	63.3	58.5	66.9	63.3	65.1	Met Target†
Hispanic	181	98.9	38.1	33.2	43.9	38.1	43.7	Met Target†
Black or African American	28	100.0	25.0	30.0	38.5	25.0	37.8	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.1	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	103	100.0	46.6	45.2	64.8	46.6		
Male	148	98.7	36.5	29.0	51.3	36.5		
Economically Disadvantaged Students	191	99.5	36.1	32.5	40.0	36.1	42.9	Not Met
Non-Economically Disadvantaged Students	60	98.4	55.0	46.9	67.9	55.0		
Students with Disabilities	46	100.0	*	*	22.7	*	17.7	Not Met
Students without Disabilities	205	99.1	*	*	65.1	*		
English Learners	49	98.0	24.5	*	29.3	24.5	18.9	Met Target
Non-English Learners	202	99.5	44.6	*	60.6	44.6		
Homeless Students	*	*	*	34.8	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

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NJ SCHOOL PERFORMANCE REPORT

Community Middle School
(35-0490-302)
Grades Offered: 07-08
2018-2019

Report Key:
 * Data is not displayed in order to protect student privacy
 ** Accountability calculations require 20 or more students
 N No Data is available to display
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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.

Grade 7: 2016-2017 28%, 2017-2018 35%, 2018-2019 37%
Grade 8: 2016-2017 52%, 2017-2018 37%, 2018-2019 44%

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NJ SCHOOL PERFORMANCE REPORT

Community Middle School
(35-0490-302)
Grades Offered: 07-08
2018-2019

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	129	734	734	761	17%	22%	24%	29%	8%	37%	63%
White	19	744	744	769	*	*	*	*	*	42%	72%
Hispanic	91	733	733	747	14%	25%	23%	*	*	37%	50%
Black or African American	13	723	723	741	*	*	*	*	*	15%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	50	745	745	769	*	24%	28%	*	*	42%	71%
Male	79	728	728	753	*	20%	22%	*	*	34%	55%
Economically Disadvantaged Students	101	731	731	743	*	*	*	*	*	35%	45%
Non-Economically Disadvantaged Students	28	746	746	771	*	*	*	*	*	46%	73%
Students with Disabilities	22	697	697	720	*	*	*	*	*	*	22%
Students without Disabilities	107	742	742	769	*	*	*	*	*	*	71%
English Learners	13	700	700	706	*	*	*	*	*	15%	12%
Non-English Learners	116	738	738	763	*	*	*	*	*	40%	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%

NJ SCHOOL PERFORMANCE REPORT

Community Middle School

(35-0490-302)

Grades Offered: 07-08

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	126	737	737	762	17%	17%	22%	*	*	44%	63%
White	13	765	765	770	0%	*	*	*	*	85%	72%
Hispanic	91	735	735	747	19%	18%	24%	*	*	40%	49%
Black or African American	15	724	724	741	*	*	*	*	*	33%	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	54	744	744	771	*	*	22%	*	*	52%	71%
Male	72	732	732	753	*	*	22%	*	*	38%	55%
Economically Disadvantaged Students	92	732	732	743	*	*	*	*	*	38%	45%
Non-Economically Disadvantaged Students	34	750	750	772	*	*	*	*	*	59%	72%
Students with Disabilities	22	693	693	721	*	*	*	*	*	*	22%
Students without Disabilities	104	746	746	770	*	*	*	*	*	*	71%
English Learners	12	700	700	708	*	*	*	*	*	*	12%
Non-English Learners	114	741	741	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%

Community Middle School

(35-0490-302)

Grades Offered: 07-08

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	252	99.2	21.8	*	44.5	21.8	36.4	Not Met
White	30	100.0	43.3	39.8	54.1	43.3	60.9	Not Met
Hispanic	182	99.0	18.1	*	28.8	18.1	30.1	Not Met
Black or African American	28	100.0	10.7	10.1	23.0	10.7	34.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	104	100.0	19.2	*	44.9	19.2		
Male	148	98.7	23.6	*	44.2	23.6		
Economically Disadvantaged Students	192	99.5	17.7	*	26.3	17.7	31.4	Not Met
Non-Economically Disadvantaged Students	60	98.5	35.0	*	54.9	35.0		
Students with Disabilities	46	100.0	*	*	17.4	*	14.8	Not Met
Students without Disabilities	206	99.1	*	*	50.0	*		
English Learners	50	98.2	10.0	*	25.0	10.0	11.3	Met Target†
Non-English Learners	202	99.5	24.8	*	46.5	24.8		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

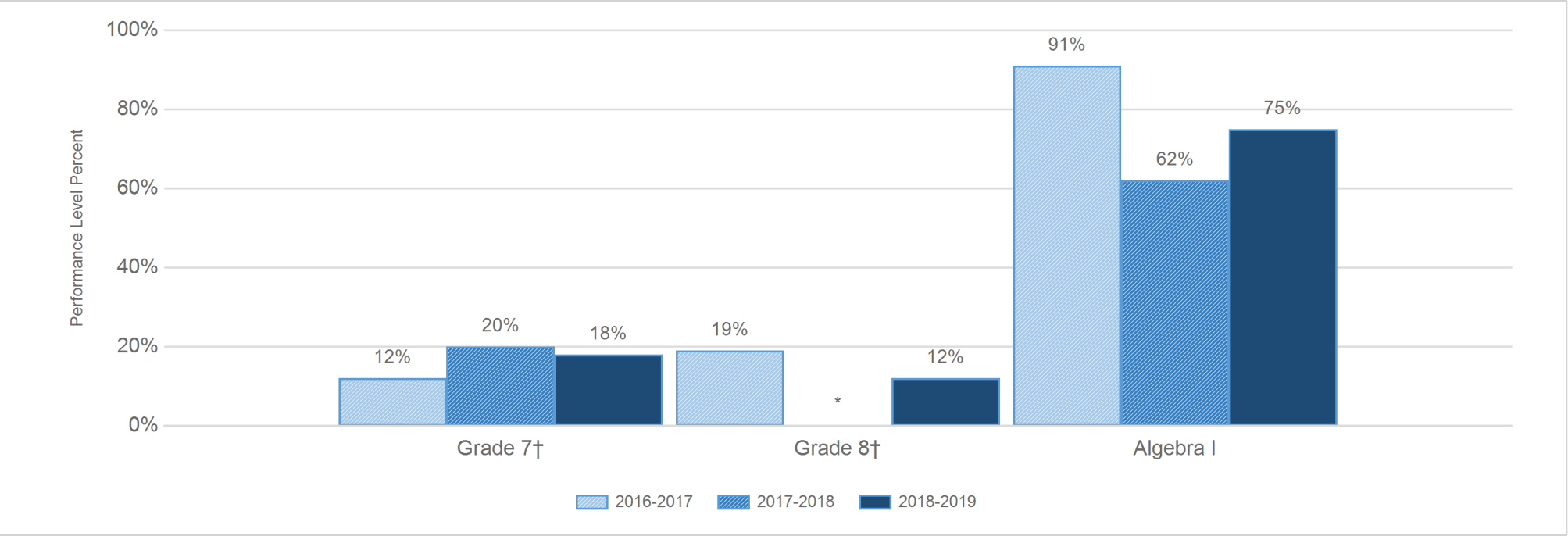**NJ SCHOOL PERFORMANCE REPORT**

Community Middle School
(35-0490-302)
Grades Offered: 07-08
2018-2019

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Mathematics Assessment – Performance Trends

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

Chart: Performance Level Percent by grade/course across three years (2016-2017, 2017-2018, 2018-2019):
- Grade 7†: 12%, 20%, 18%
- Grade 8†: 19%, *, 12%
- Algebra I: 91%, 62%, 75%

† 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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NJ SCHOOL PERFORMANCE REPORT

Community Middle School

(35-0490-302)

Grades Offered: 07-08

2018-2019

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	132	727	727	744	14%	30%	38%	*	*	18%	42%
White	19	735	735	751	*	*	*	*	*	37%	53%
Hispanic	94	726	726	733	13%	28%	48%	12%	0%	12%	26%
Black or African American	13	715	715	727	*	*	*	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	51	731	731	744	*	33%	39%	*	*	20%	42%
Male	81	725	725	743	*	28%	37%	*	*	17%	42%
Economically Disadvantaged Students	102	726	726	731	*	28%	*	*	*	17%	24%
Non-Economically Disadvantaged Students	30	730	730	751	*	37%	*	*	*	23%	53%
Students with Disabilities	22	703	703	718	*	*	*	*	*	*	13%
Students without Disabilities	110	732	732	749	*	*	*	*	*	*	48%
English Learners	15	720	720	716	*	*	*	*	*	*	10%
Non-English Learners	117	728	728	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%

NJ SCHOOL PERFORMANCE REPORT

Community Middle School

(35-0490-302)

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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	105	713	713	728	33%	30%	25%	12%	0%	12%	29%
White	*	*	*	737	*	*	*	*	*	*	38%
Hispanic	79	715	715	722	33%	28%	25%	14%	0%	14%	22%
Black or African American	14	689	689	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	747	N	N	N	N	N	N	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	46	714	714	731	*	*	*	*	*	*	31%
Male	59	713	713	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	82	712	712	719	*	*	*	*	*	12%	20%
Non-Economically Disadvantaged Students	23	719	719	735	*	*	*	*	*	13%	36%
Students with Disabilities	22	685	685	707	*	*	*	*	*	*	10%
Students without Disabilities	83	721	721	734	*	*	*	*	*	*	35%
English Learners	14	705	705	706	*	*	*	*	*	*	10%
Non-English Learners	91	715	715	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%

NJ SCHOOL PERFORMANCE REPORT

Community Middle School

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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	24	759	719	744	*	*	*	75%	0%	75%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	15	756	716	728	*	0%	*	73%	0%	73%	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	N	N	*	752	N	N	N	N	N	N	51%
Female	10	754	719	745	*	*	*	*	*	60%	44%
Male	14	762	719	743	*	*	*	*	*	86%	41%
Economically Disadvantaged Students	11	756	715	727	*	*	*	*	*	64%	23%
Non-Economically Disadvantaged Students	13	761	729	752	*	*	*	*	*	85%	52%
Students with Disabilities	N	N	703	717	N	N	N	N	N	N	12%
Students without Disabilities	24	759	722	748	*	*	*	75%	0%	75%	47%
English Learners	N	N	700	710	N	N	N	N	N	N	*
Non-English Learners	24	759	723	745	*	*	*	75%	0%	75%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%

Community Middle School

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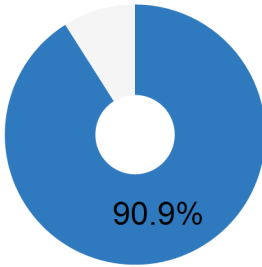
DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
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	52.4%	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	12	*	*
3-4	14	85.7%	14.3%
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 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.
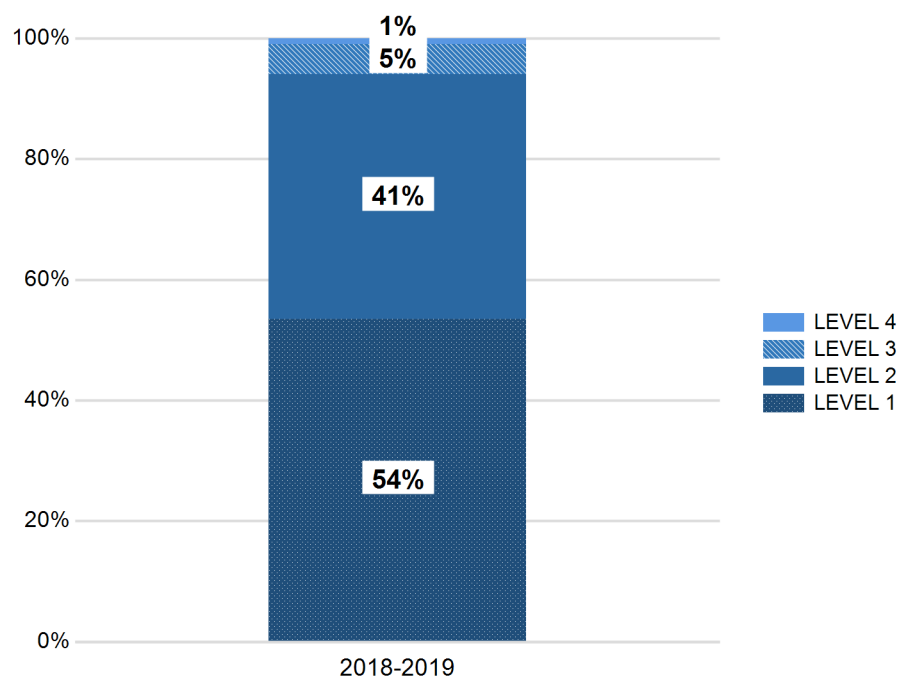
NJSLA Science Assessment: Grade 8

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.

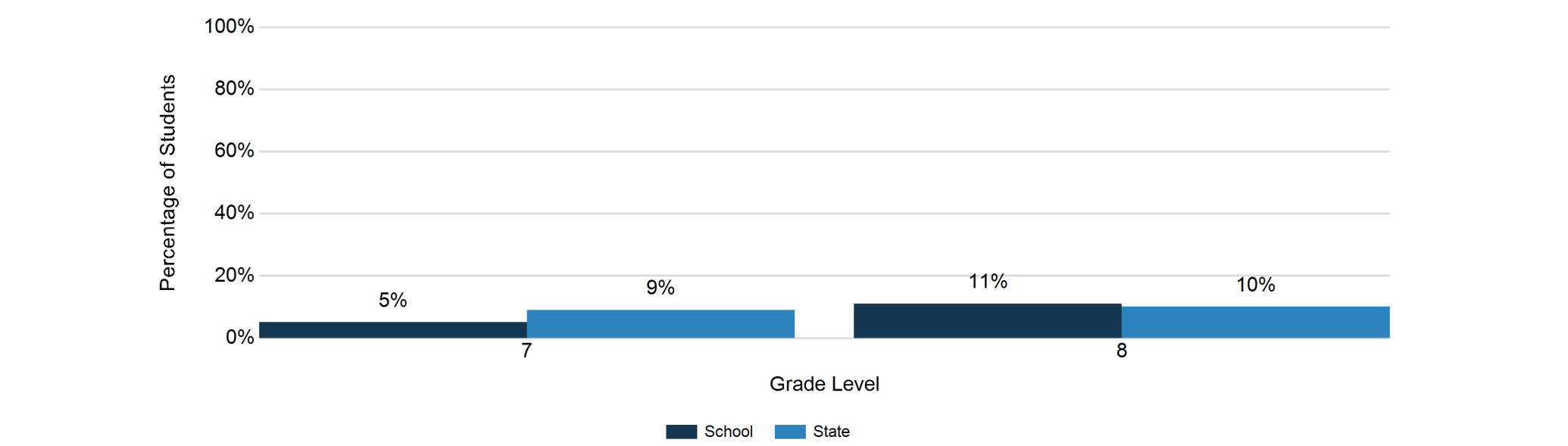| Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	54	41	5	1
White	14	71	14	0
Hispanic	55	42	3	0
Black or African American	86	14	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	63	34	4	0
Male	46	46	6	1
Economically Disadvantaged Students	62	33	4	0
Non-Economically Disadvantaged Students	29	62	6	3
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	86	14	0	0
Non-English Learners	50	44	5	1
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	131
8	0	0	96
Total	0	0	227

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	137	0	0	0	0	0	0
8	129	0	0	0	0	0	0
Total	266	0	0	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: 100.0%
State: 90.9%

Students enrolled in one or more classes by discipline:

		Percentage
MUSIC	School	100.0%
	State	65.1%
DANCE	School	0.0%
	State	2.2%
DRAMA	School	0.0%
	State	7.1%
VISUAL ARTS	School	100.0%
	State	70.0%

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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	22	8.3	9.5	Met
White	3	9.4	9.5	Met
Hispanic	9	4.7	9.5	Met
Black or African American	10	35.7	9.5	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	11.2		
Male	10	6.4		
Economically Disadvantaged Students	19	9.5	9.5	Met
Students with Disabilities	12	21.4	9.5	Not Met
English Learners	0	0	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.

Community Middle School

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Grades Offered: 07-08

2018-2019

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

Chronic Absenteeism by Grade

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

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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	8
Weapons	5
Vandalism	2
Substances	4
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	23
Incidents Per 100 Students Enrolled	8.78

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	4
Vandalism	1
Substances	3
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	4	4
No Identified Nature	32		32

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	49	18.7%
Any Suspension	49	18.7%
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
326

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School Day

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

Category	School
Typical Start Time	7:55 AM
Typical End Time	2:43 PM
Length of School Day	6 Hrs 48 Mins
Full Time - Instructional Time	6 Hrs 20 Mins
Shared Time - Instructional Time	6 Hrs. 20 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	1.0:1

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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	7.0	12.1
Average years experience in district	4.8	10.8
Percentage of Teachers with 4 or more years experience in the district	47.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	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	12:1
Students to Administrators	131:1	121:1
Teachers to Administrators	11:1	10:1
Students to Librarians/Media Specialists		964:1
Students to Nurses		386:1
Students to Counselors		276:1
Students to Child Study Team Members		241:1

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Teachers: All classroom teachers
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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	40.5%	66.7%	0.0%	48.4%	77.1%	54.9%
Male	59.5%	33.3%	100.0%	51.6%	22.9%	45.1%
White	12.2%	81.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	72.9%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	10.3%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	1.5%	4.8%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.3%	0.0%	0.0%	2.1%	0.2%	0.2%

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 43%
Admin — N/A

Master's Degree

Teacher — 52%
Admin — 100%

Doctoral Degree

Teacher — 5%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	80.1%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	82.8%

Overview	Demographic	Student Growth	Academic Achievement	College and Career Readiness	Climate and Environment	Staff	Per-Pupil Expenditures	Accountability	Narrative

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

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

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ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	39.7%	35.9%	40.6%
Math Proficiency	22.5%	20.3%	21.8%
ELA Growth	54	42	49
Math Growth	33	46	52
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		28.6%	52.4%
Chronic Absenteeism	9.0%	13.2%	8.3%

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

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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	Not Met	Met Standard	Met Standard	Met Target	Met	Yes
White	Met Target†	Not Met	Met Standard	**	n/a	Met	No
Hispanic	Met Target†	Not Met	Met Standard	Met Standard	n/a	Met	No
Black or African American	Met Target†	Not Met	Not Met	**	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
English Learners	Met Target	Met Target†	Exceeds 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).

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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:	• Pearson Digits Grades 7 and 8, Pearson Algebra I, Pearson Social Studies, Collections English Language Arts, Science Dimensions • Technology:1:1 Chromebooks with all content available through digital platform; Promethean Boards, Google Classroom • MS National Honor Society, MS National Junior Arts Honor Society, MS newspaper, MS Robotics, MS band, MS yearbook, student council, running club, wrestling, Boys and Girls basketball, softball, girls
Mission, Vision, Theme:	Bound Brook Community Middle School embraces the responsibility to support and guide students along their academic journey as they develop the skills, problem-solving strategies, and desire to release their individual learning potential. We maintain high academic expectations in the context of a supportive school environment where all students feel welcomed, respected, and are encouraged to provide feedback and leadership as vital stakeholders within the school community.
Awards, Recognition, Accomplishments:	Robotics partnership with Ethicon and Picatinny Arsenal STEM program, Partnership with Rutgers Graduate School of Education, Partnership with Restorative practices, participation of the GEOY process for teachers and education specialists

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Courses, Curriculum, Instruction:	Math - Pearson Digits grades 7 & 8 and Algebra I Grade 8, Social Studies - Pearson World History, Language Arts - Collections Series - English Language Arts grades 7 & 8, Science - Houghton Mifflin Harcourt - Science Dimensions grades 7 & 8, Physical Education, Music / Band, Art, Technology, and Spanish.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Softball (Girls), Volleyball (Girls), Wrestling (Coed) Volleyball, Wrestling, Girls Basketball, Boys Basketball, softball, baseball
Clubs and Activities:	Robotics, MS National Junior Honor Society, MS National Junior Arts Honor Society, MS Music, MS Band, MS Newspaper, MS Yearbook, MS Student Council, MS Washington, DC Trip Fundraising Club, MS Running club

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Before and After School Programs:	Before and After School tutoring opportunities for students as well with Title 1 and McKinney Vento Initiatives. Middle Earth After School Program.
Staff and Professional Learning:	In-District PD offerings, such as SIOP, Restorative Practices, Mental Health, Mindfulness, Linkit / Data collection and analysis, Out-of-District PD offerings, and faculty meetings twice per month with PD focus.

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Student Supports and Services:	English Language Learners: Push-in and Pull-out supports with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with Special Education Teachers, Self-Contained settings, Support with Instructional Aides. Support and service for struggling students: After school tutoring and pull-out speech. Intervention and Referral Services: Assisting students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	Nutritionally balanced breakfast after the bell program, Follow NJ wellness programguidelines for snacks with sugar as the first ingredient, walking school bus, vision,hearing, scoliosis screenings, physical education. Physical Education Program -Various sports-related activities, health and wellness program delivered through healthclass, Running Club, Middle School Sports - Wrestling, boys and girls basketball,softball, and baseball
Parent and Community Involvement:	Parent Teacher Organization, District partnerships with RWJ to provide parent information sessions, District Parent Academy for Student Success (P.A.S.S.) information sessions, School Safety Team, Genesis Parent Portal online, Partnership with local Police and Fire Departments, Municipal Alliance and Youth Services Commissions.

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Climate Surveys:	Is a Climate Survey Used: Yes Various surveys are sent district-wide in order to address an array of issues related to climate and culture.
Facilities:	The original school was opened in 1920 as a Catholic elementary school, was renovated and expanded in the 1950s and 1960s. The school closed in 2011 and was purchased by the BBSD, renovated and reopened in 2015. There is a library, two science classrooms, art room, gymnasium, cafeteria, 17 classrooms, faculty room, main office suite and nurse's office. The building is fully air conditioned and has updated electrical, lighting, partial plumbing, walls, floors, restroom facilities.
School Safety:	Community Middle School has a School Safety Team that meets quarterly to assist in the implementation of the District and Building Safety Plans.

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Technology and STEM:	The Community Middle School aims to provide tools and resources to the 21st Century Learner. We operate on a 1:1 Chromebook initiative and all classrooms have been updated with Promethean Boards.

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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.

i **Other Information**	Doors open 7:50 and School Hours 8:00 - 2:52. School safety information follow guidelines provided through the state of New Jersey. Technology - Students are 1:1 Chromebooks - classroom sets, all teachers utilize Chromebooks, and all classrooms have Promethean Boards. Communication to the parents, staff and students is sent via the School website: https://bbcms.bbrook.org/, Parentlink and district flyers.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(35-0490-301)
Grades Offered: 02-03
2018-2019

Report Key:
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

School Contact Information

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

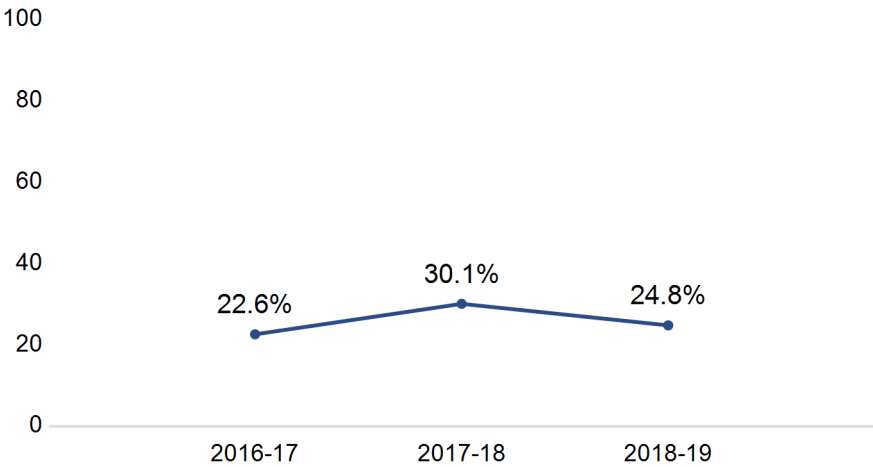| Type	Contact Information
County	Somerset
District	Bound Brook School District
Principal Name	Ms. Erika Clarke
Address	60 West High Street Bound Brook, NJ 08805
Phone Number	732-652-7930
Email Address	eclarke@bbrook.org
Website	https://www.bbrook.org/
Twitter	https://twitter.com/lafayette_es

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
2	152	134	131
3	139	147	136
Total	294	284	267

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.3%	49.6%	48.7%
Male	49.7%	50.4%	51.3%
Economically Disadvantaged Students	77.2%	76.4%	74.9%
Students with Disabilities	11.6%	12.0%	17.6%
English Learners	24.8%	23.6%	26.2%
Homeless Students	1.7%	2.8%	1.9%
Students in Foster Care	0.3%	0.4%	0.4%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	13.6%	10.6%	9.7%
Hispanic	75.5%	76.8%	75.3%
Black or African American	9.9%	9.5%	9.4%
Asian	0.0%	0.4%	0.4%
Native Hawaiian or Pacific Islander	0.7%	0.7%	2.2%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	0.3%	2.1%	2.6%

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	61.4%
English	33.7%
Arabic	1.1%
Other Languages	3.7%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
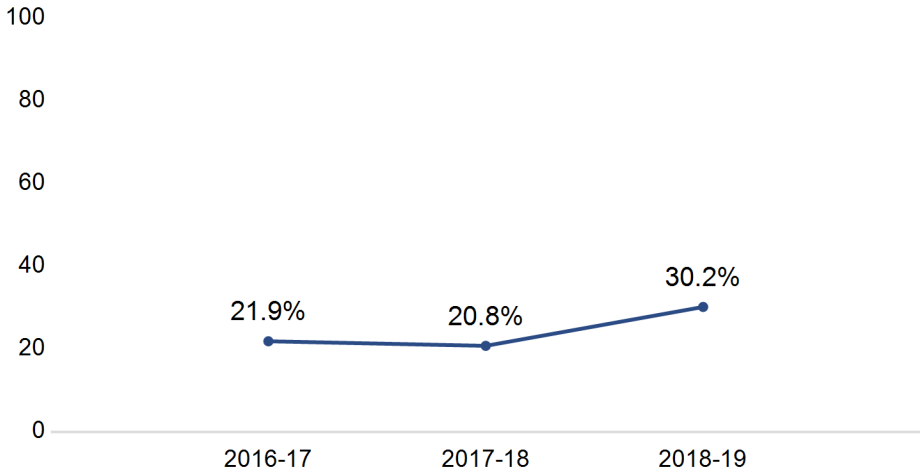(35-0490-301)
Grades Offered: 02-03
2018-2019

English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

2016-17: 22.6%
2017-18: 30.1%
2018-19: 24.8%

Math Proficiency Rate for Federal Accountability

2016-17: 21.9%
2017-18: 20.8%
2018-19: 30.2%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.5%	100.0%	98.5%	95.7%	100.0%	100.0%
Proficiency Rate for Federal Accountability	22.6%	30.1%	24.8%	21.9%	20.8%	30.2%
Annual Target	22.5%	25.5%	28.6%	27.8%	30.5%	33.2%
Met Annual Target?	Met Target	Met Target	Met Target†	Met Target†	Not Met	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

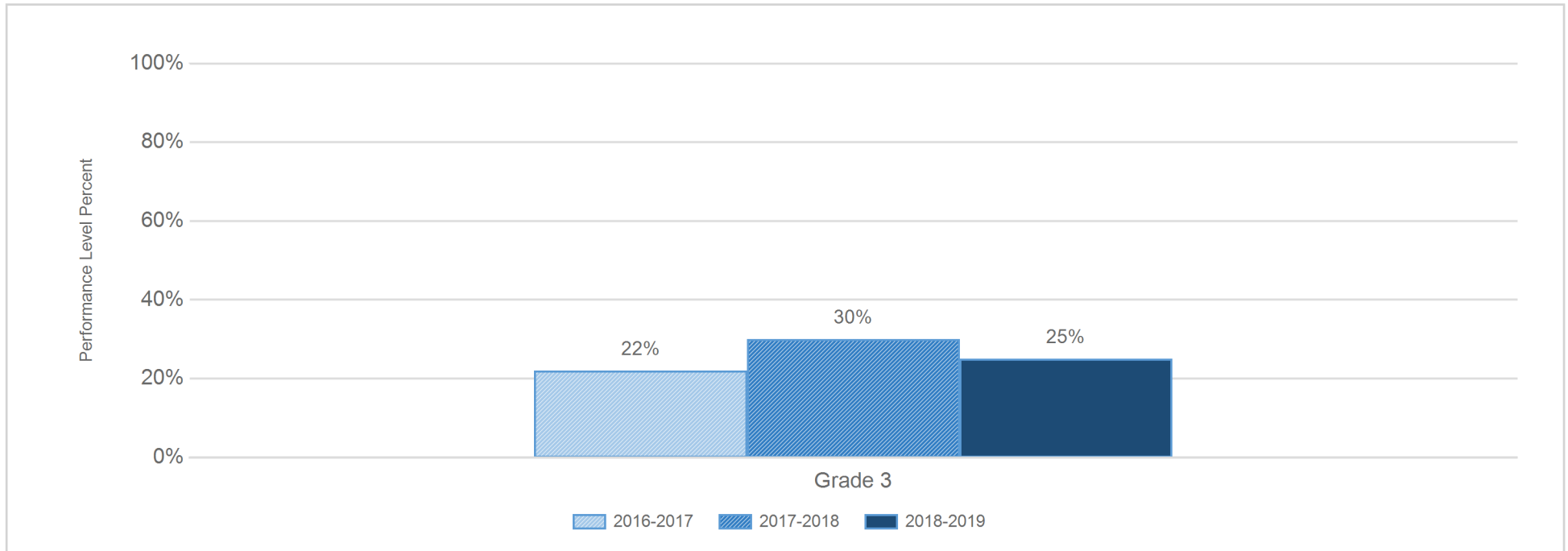† Target was met within a confidence interval.

4

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

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	129	98.5	24.8	36.4	57.9	24.8	28.6	Met Target†
White	11	100.0	27.3	58.5	66.9	27.3	**	**
Hispanic	96	98.0	24.0	33.2	43.9	24.0	26	Met Target†
Black or African American	14	100.0	28.6	30.0	38.5	28.6	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	63	98.5	34.9	45.2	64.8	34.9		
Male	66	98.6	15.2	29.0	51.3	15.2		
Economically Disadvantaged Students	93	98.0	20.4	32.5	40.0	20.4	26.2	Met Target†
Non-Economically Disadvantaged Students	36	100.0	36.1	46.9	67.9	36.1		
Students with Disabilities	25	96.2	*	*	22.7	*	8	Not Met
Students without Disabilities	104	99.1	*	*	65.1	*		
English Learners	39	100.0	17.9	*	29.3	17.9	16.5	Met Target
Non-English Learners	90	97.9	27.8	*	60.6	27.8		
Homeless Students	*	*	*	34.8	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
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.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
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Grades Offered: 02-03
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.

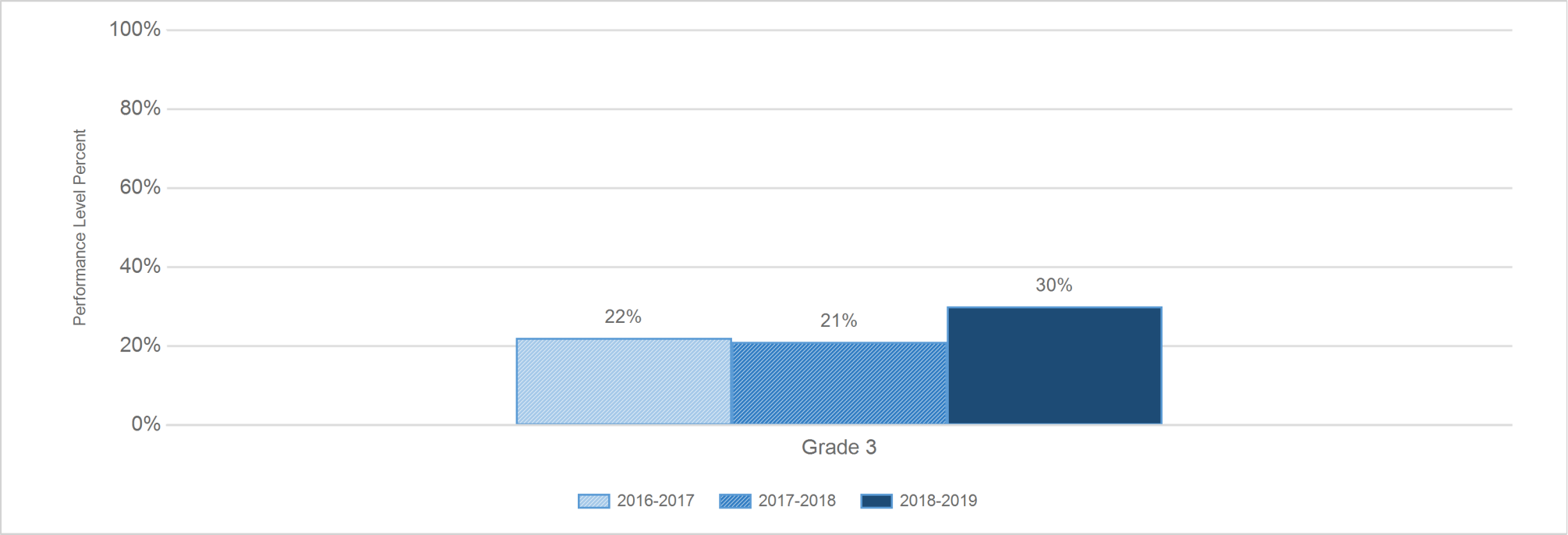| Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	134	729	729	748	22%	21%	32%	*	*	25%	50%
White	12	734	734	757	*	*	*	*	*	25%	60%
Hispanic	99	727	727	734	24%	21%	30%	*	*	24%	36%
Black or African American	15	728	728	731	*	*	*	*	*	27%	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	*	*	*	756	*	*	*	*	*	*	58%
Female	66	735	735	753	21%	17%	29%	*	*	33%	55%
Male	68	722	722	743	24%	25%	35%	*	*	16%	46%
Economically Disadvantaged Students	98	724	724	731	*	*	32%	*	*	20%	33%
Non-Economically Disadvantaged Students	36	742	742	759	*	*	33%	*	*	36%	61%
Students with Disabilities	24	696	696	719	*	*	*	*	*	*	24%
Students without Disabilities	110	736	736	754	*	*	*	*	*	*	56%
English Learners	34	719	719	713	29%	*	38%	*	*	15%	17%
Non-English Learners	100	732	732	751	20%	*	30%	*	*	28%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

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	129	100.0	30.2	*	44.5	30.2	33.2	Met Target†
White	11	100.0	45.5	39.8	54.1	45.5	**	**
Hispanic	96	100.0	24.0	*	28.8	24.0	32.6	Not Met
Black or African American	14	100.0	35.7	10.1	23.0	35.7	**	**
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	63	100.0	36.5	*	44.9	36.5		
Male	66	100.0	24.2	*	44.2	24.2		
Economically Disadvantaged Students	93	100.0	20.4	*	26.3	20.4	34.2	Not Met
Non-Economically Disadvantaged Students	36	100.0	55.6	*	54.9	55.6		
Students with Disabilities	25	100.0	*	*	17.4	*	12.3	Not Met
Students without Disabilities	104	100.0	*	*	50.0	*		
English Learners	39	100.0	*	*	25.0	*	18.7	Not Met
Non-English Learners	90	100.0	*	*	46.5	*		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	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.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(35-0490-301)

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2018-2019

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	136	732	732	752	15%	29%	25%	*	*	30%	55%
White	12	738	738	760	*	*	*	*	*	50%	66%
Hispanic	101	730	730	739	18%	30%	29%	*	*	24%	40%
Black or African American	15	731	731	735	*	*	*	*	*	33%	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	*	*	*	758	*	*	*	*	*	*	62%
Female	67	731	731	751	*	27%	21%	*	*	34%	54%
Male	69	733	733	752	*	32%	29%	*	*	26%	56%
Economically Disadvantaged Students	98	728	728	737	*	*	*	*	*	20%	37%
Non-Economically Disadvantaged Students	38	744	744	761	*	*	*	*	*	55%	67%
Students with Disabilities	24	711	711	731	*	*	*	*	*	*	31%
Students without Disabilities	112	737	737	756	*	*	*	*	*	*	60%
English Learners	35	717	717	728	*	*	*	*	*	*	26%
Non-English Learners	101	738	738	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%

Lafayette Elementary School
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DLM Alternate Assessment - Participation

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

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

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	20.4%	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.

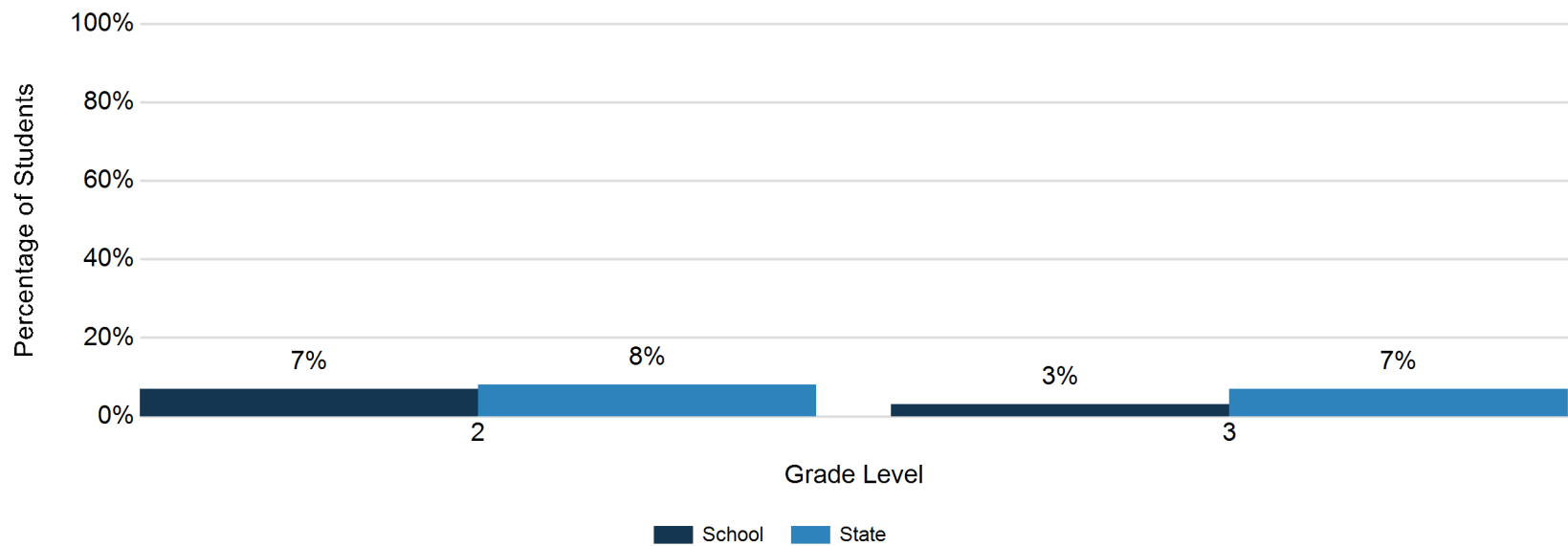| Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	19	*	*
3-4	31	*	*
5 or more	14	*	*

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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.

LEVEL 4
LEVEL 3
LEVEL 2
LEVEL 1
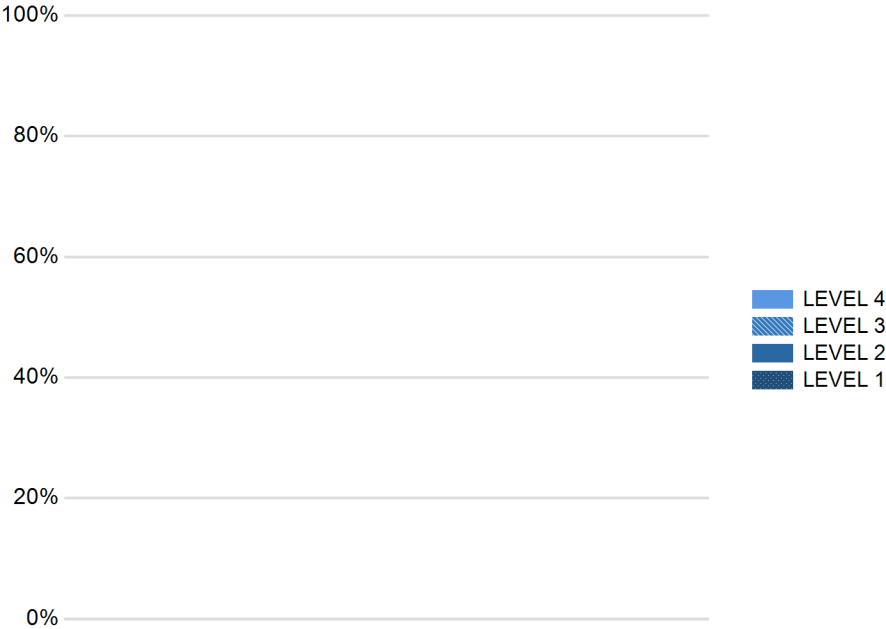
NJSLA Science Assessment: Grade

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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School

(35-0490-301)

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2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	13	4.9	7.9	Met
White	2	7.7	7.9	Met
Hispanic	9	4.5	7.9	Met
Black or African American	0	0	7.9	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	8	6.3		
Male	5	3.6		
Economically Disadvantaged Students	9	4.5	7.9	Met
Students with Disabilities	1	2.1	7.9	Met
English Learners	3	4.5	7.9	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.

Lafayette Elementary 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.

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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)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.75

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

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NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(35-0490-301)
Grades Offered: 02-03
2018-2019

School Day

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

Category	School
Typical Start Time	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

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

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

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

Report Key:

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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – 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.

Administrators – Experience (District Level)

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

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.

Category	Teachers in School	Teachers in State
Total Number of teachers	28	118,214
Average years experience in public schools	11.6	12.1
Average years experience in district	10.7	10.8
Percentage of Teachers with 4 or more years experience in the district	77.8%	75.3%

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	76.9%

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	267:1	121:1
Teachers to Administrators	28:1	10:1
Students to Librarians/Media Specialists		964:1
Students to Nurses		386:1
Students to Counselors		276:1
Students to Child Study Team Members		241:1

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2018-2019

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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.7%	89.3%	100.0%	48.4%	77.1%	54.9%
Male	51.3%	10.7%	0.0%	51.6%	22.9%	45.1%
White	9.7%	82.1%	100.0%	42.4%	83.6%	77.4%
Hispanic	75.3%	14.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	9.4%	3.6%	0.0%	15.0%	6.6%	13.9%
Asian	0.4%	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	2.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.6%	0.0%	0.0%	2.1%	0.2%	0.2%

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(35-0490-301)
Grades Offered: 02-03
2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 54%
Admin — N/A

Master's Degree

Teacher — 46%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	80.1%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	89.6%

Lafayette Elementary School

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Per-Pupil Expenditures by Source

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

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

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

Link to District Summary of 2018-19 School-Level Per Pupil Expenditures by Source.

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

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

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

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

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

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

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

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

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

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. 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	N
Category of Identification	N
Year Eligible to Exit Status	N
Student Group Status: White	N
Student Group Status: Hispanic	N
Student Group Status: Black or African American	N
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	N
Student Group Status: American Indian or Alaska Native	N
Student Group Status: Two or More Races	N
Student Group Status: Economically Disadvantaged Students	N
Student Group Status: Students with Disabilities	N
Student Group Status: English Learners	N

† 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.

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	22.6%	30.1%	24.8%
Math Proficiency	21.9%	20.8%	30.2%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		48.3%	20.4%
Chronic Absenteeism	5.8%	6.7%	4.9%

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

Lafayette Elementary School

(35-0490-301)

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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.

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
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Grades Offered: 02-03
2018-2019

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School Narrative

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

Highlights:	• We use the Responsive Classroom Approach to create a sense of community and a love of learning in our school. • Instruction that is continuously effective and engaging is a result of the teacher, the curriculum and the instructional resources, including the reference materials and available technology. • Lafayette School is a supportive learning community that strives to meet the needs of our diverse population through innovative and academically challenging approaches to learning.
Mission, Vision, Theme:	Our community of teachers, support staff, & administrators strives to engage students passionately & creatively in order to ensure the success of our children & make a difference in our collective future. We aim to work with families collaboratively to provide a safe, nurturing, & enriching environment in which students can grow to reach their highest academic, social, & emotional potential. To this end, we will demonstrate the positive qualities we aim to foster in our students.
Awards, Recognition, Accomplishments:	2018-2019 Awarded Silver Level Recognition for New Jersey Safe Routes to School Program

Lafayette Elementary School

(35-0490-301)

Grades Offered: 02-03

2018-2019

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Courses, Curriculum, Instruction:	Textbooks: HMH Journeys, HMH Go Math, HMH Science Dimensions, Writer's Workshop
Clubs and Activities:	Lunch Bunch, PTO-sponsored activities

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
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Grades Offered: 02-03
2018-2019

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Before and After School Programs:	Students who require academic support in the areas of Language Arts and Math have the opportunity to participate in an extended day program.
Staff and Professional Learning:	In district PD offereings include Responsive Classroom, SIOP, Link It, Mindfulness, and other Mental Health topics. We also offer a variety of Out of District offerings and bimonthly faculty meetings with a PD focus.

NJ SCHOOL PERFORMANCE REPORT

Lafayette Elementary School
(35-0490-301)
Grades Offered: 02-03
2018-2019

School Narrative

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Student Supports and Services:	ELL Push-in and Pull-out supports with ESL Teacher; SIOP offered in district. PDs. Students with Disabilities: Inclusion support and resource settings with Special Education Teacher; Self-Contained settings; ABA settings; Support with Instructional Aides. Supports and services for struggling students: After school tutoring, Push-in support with certified Reading Specialist, Orton and Wilson Reading. Intervention and Referral Services designed to assist students who are experiencing learning, behavior, or health difficulties.
Student Health and Wellness:	We offer the Breakfast After the Bell Program, Walking School Bus, Vision, Hearing, and other health screenings, as well as a comprehensive helath and physical education curriculum.er t
Parent and Community Involvement:	Parent Teacher Organization. District partnerships with RWJ to provide parent information sessions. District Parent Academy for Student Success (P.A.S.S.) information sessions. School Safety Team. Genesis Parent Portal online. Partnership with local Police and Fire Departments. Municipal Alliance and Youth Services Commissions.

Lafayette Elementary School

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2018-2019

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Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Teachers Partnership with the School Culture and Climate Initiative (United Way and the College of Saint Elizabeth) three-year program. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.
School Safety:	We have a School Safety Committee that meets quarterly.

Lafayette Elementary School
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Grades Offered: 02-03
2018-2019

School Narrative

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Technology and STEM:	Our classrooms are equipped with sets of computers for student use. All classrooms have SMARTboards and teachers have new HP laptops.

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Lafayette Elementary School

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2018-2019

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i **Other Information**	Lafayette Elementary School, a School-wide Title I School, houses grades 2 and 3.

NJ SCHOOL PERFORMANCE REPORT

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
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	Bound Brook School District
Principal Name	Ms. Hipolita Hernandez-Sicignano
Address	330 West Second Street Bound Brook, NJ 08805
Phone Number	732-652-7934
Email Address	hhernandez-sicignano@bbrook.k12.nj.us
Website	https://bbel.bbrook.org/
Facebook	https://www.facebook.com/lamonteannex/
Twitter	https://twitter.com/lamonteannex

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	112	111	107
KG	146	147	158
1	139	138	151
Total	397	396	416

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	47.1%	45.7%	43.0%
Male	52.9%	54.3%	57.0%
Economically Disadvantaged Students	74.8%	75.0%	69.2%
Students with Disabilities	13.1%	13.9%	18.8%
English Learners	20.7%	18.4%	20.7%
Homeless Students	1.3%	1.8%	1.2%
Students in Foster Care	0.5%	0.8%	0.2%
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	11.1%	12.9%	12.5%
Hispanic	75.6%	78.3%	77.4%
Black or African American	7.1%	4.5%	6.0%
Asian	0.5%	0.3%	0.2%
Native Hawaiian or Pacific Islander	2.3%	1.5%	0.7%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	3.3%	2.3%	3.1%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	6	10	12
PK - Full Day	106	101	95
KG - Half Day	0	0	0
KG - Full Day	146	147	158

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	59.1%
English	38.0%
Other Languages	2.9%

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

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

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. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	57.1%	56.6%	Met Target

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	56	*	*
3-4	22	*	*
5 or more	N	N	N

LaMonte-Annex Elementary School
(35-0490-036)
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2018-2019

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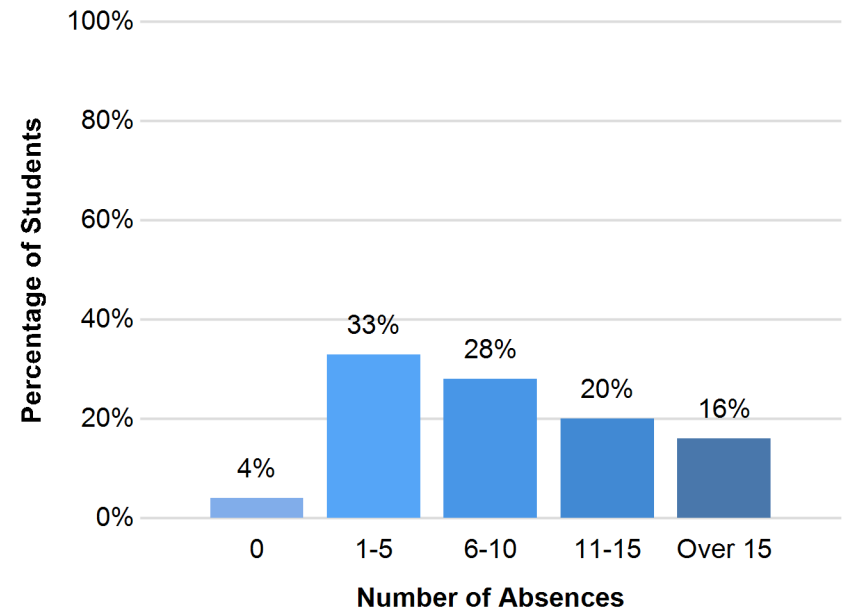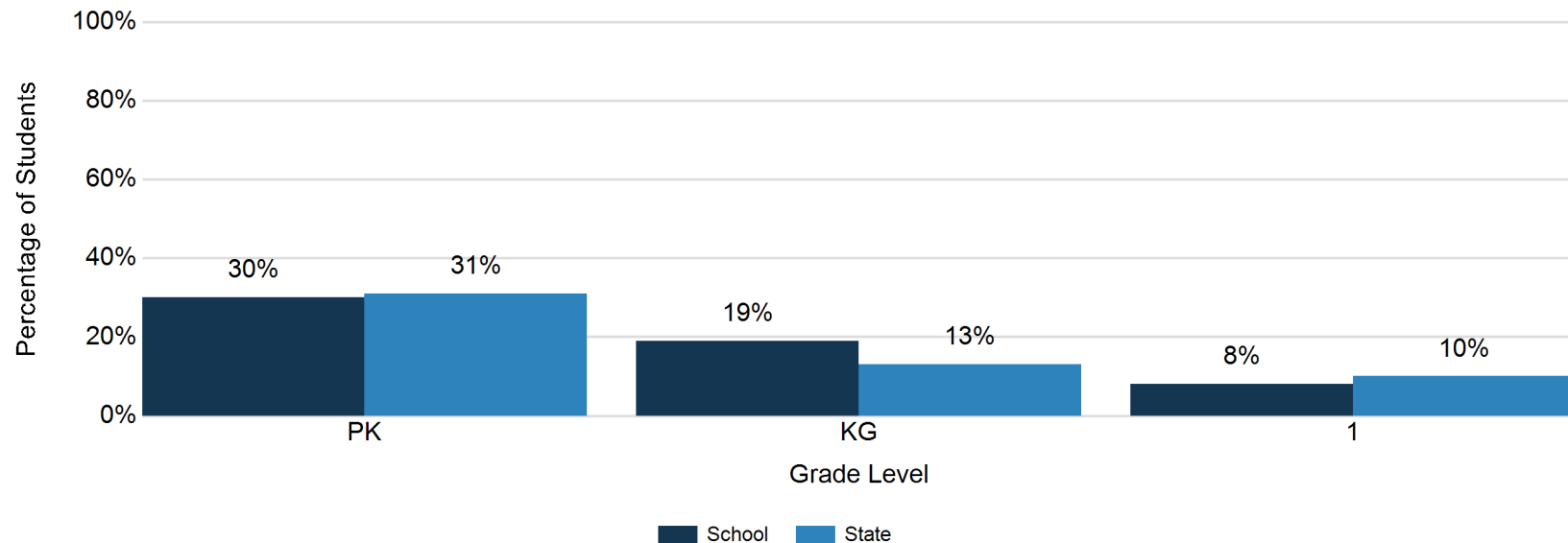
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	42	13.5	11.4	Not Met
White	6	15.8	11.4	Not Met
Hispanic	30	12.5	11.4	Not Met
Black or African American	4	22.2	**	**
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	19	13.4		
Male	23	13.7		
Economically Disadvantaged Students	26	11.9	11.4	Not Met
Students with Disabilities	12	25.0	11.4	Not Met
English Learners	9	10.5	11.4	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.

Bar graph — Number of Absences vs Percentage of Students:
- 0: 4%
- 1-5: 33%
- 6-10: 28%
- 11-15: 20%
- Over 15: 16%

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LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

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

Chronic Absenteeism by Grade

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

Grade Level	School	State
PK	30%	31%
KG	19%	13%
1	8%	10%

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NJ SCHOOL PERFORMANCE REPORT

LaMonte-Annex Elementary School

(35-0490-036)

Grades Offered: PK-01

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	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.24

Police Notifications

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	6 Hrs 30 Mins
Shared Time - Instructional Time	6 Hrs. 30 Mins.

LaMonte-Annex Elementary School
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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	37	118,214
Average years experience in public schools	10.5	12.1
Average years experience in district	9.5	10.8
Percentage of Teachers with 4 or more years experience in the district	67.6%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	16	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	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	12:1
Students to Administrators	416:1	121:1
Teachers to Administrators	37:1	10:1
Students to Librarians/Media Specialists		964:1
Students to Nurses		386:1
Students to Counselors		276:1
Students to Child Study Team Members		241:1

LaMonte-Annex Elementary 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	43.0%	97.3%	0.0%	48.4%	77.1%	54.9%
Male	57.0%	2.7%	100.0%	51.6%	22.9%	45.1%
White	12.5%	86.5%	100.0%	42.4%	83.6%	77.4%
Hispanic	77.4%	10.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	6.0%	2.7%	0.0%	15.0%	6.6%	13.9%
Asian	0.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.1%	0.0%	0.0%	2.1%	0.2%	0.2%

LaMonte-Annex Elementary School
(35-0490-036)
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2018-2019

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Teachers: All classroom teachers
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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher — 54%
Admin — N/A

Master's Degree

Teacher — 46%
Admin — 100%

Doctoral Degree

Teacher — 0%
Admin — 0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	80.1%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	93.6%

LaMonte-Annex Elementary School
(35-0490-036)
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2018-2019

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.

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

School Narrative

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

Highlights:	• Curriculum includes Journey's, Go Math • We use the Responsive Classroom Approach • We work with community organizations such as the PTO, Middle Earth, and Work Family Connection to provide a well rounded program both before and after school for our students.
Mission, Vision, Theme:	Our mission is to help our students become outstanding citizens in their community and beyond.

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

School Narrative

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Courses, Curriculum, Instruction:	We use Go Math, Journey's, and Science Spin PK uses teaching strategies.

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

NJ SCHOOL PERFORMANCE REPORT

School Narrative

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Before and After School Programs:	Before-care and After-care program for PK-1st grade and after school tutoring.
Staff and Professional Learning:	Our staff has been trained in Responsive Classroom, Using data to drive instruction, Tiered Systems of supports, as well as many mental health related topics.

LaMonte-Annex Elementary School
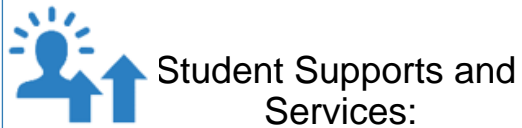(35-0490-036)
Grades Offered: PK-01
2018-2019

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School Narrative

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Student Supports and Services:	ESL program, ABA program, tutoring and extra help. Also, I+RS.
Student Health and Wellness:	We forcus on the Responsive Classroom and Mindfulness to help our students learn about themselves and others. We have the Breakfast After the Bell program as well as a nutritional policy.
Parent and Community Involvement:	PTO, breakfast with the principal, and parent portal Genesis, Latino Literacy Project.

LaMonte-Annex Elementary School

(35-0490-036)

Grades Offered: PK-01

2018-2019

School Narrative

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

Climate Surveys:	Is a Climate Survey Used: Yes A survey was issued from the Climate and Culture Committee. Moral is high in the buildings.
School Safety:	Built in 1956. AC in all classes, gym, library, stage, and art room. Elevator added.

LaMonte-Annex Elementary School
(35-0490-036)
Grades Offered: PK-01
2018-2019

School Narrative

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

	Technology and STEM:	Students use iPads and Chromebooks to enhance their learning. Teachers have HP laptops. All classrooms have SMARTboards.
	Early Childhood Education:	We have 6 full day preschool inclusion classrooms and will expand over the next two years. We have a Master Teacher on staff.

LaMonte-Annex Elementary School

(35-0490-036)

Grades Offered: PK-01

2018-2019

School Narrative

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

Other Information	School hours are 8:10-2:40. Full day State Funded Preschool.

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
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 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:

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
2018-2019

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	Bound Brook School District
Principal Name	Mr. Nicholas Edwards
Address	163 Cherry Ave Bound Brook, NJ 08805
Phone Number	732-652-7940
Email Address	nedwards@bbrook.k12.nj.us
Website	https://bbel.bbrook.org/
Twitter	https://twitter.com/bbsmalleyes

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
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

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
4	118	136	143
5	126	123	138
6	126	121	126
Total	370	380	407

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	44.3%	46.1%	49.4%
Male	55.7%	53.9%	50.6%
Economically Disadvantaged Students	78.6%	76.8%	74.2%
Students with Disabilities	11.4%	11.3%	15.0%
English Learners	19.5%	9.7%	11.5%
Homeless Students	1.1%	2.4%	2.5%
Students in Foster Care	0.3%	0.3%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	10.3%	12.1%	11.8%
Hispanic	78.4%	77.1%	78.9%
Black or African American	7.3%	7.1%	7.6%
Asian	1.6%	1.1%	0.5%
Native Hawaiian or Pacific Islander	0.3%	1.1%	0.5%
American Indian or Alaska Native	0.3%	0.3%	0.0%
Two or More Races	1.9%	1.3%	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.

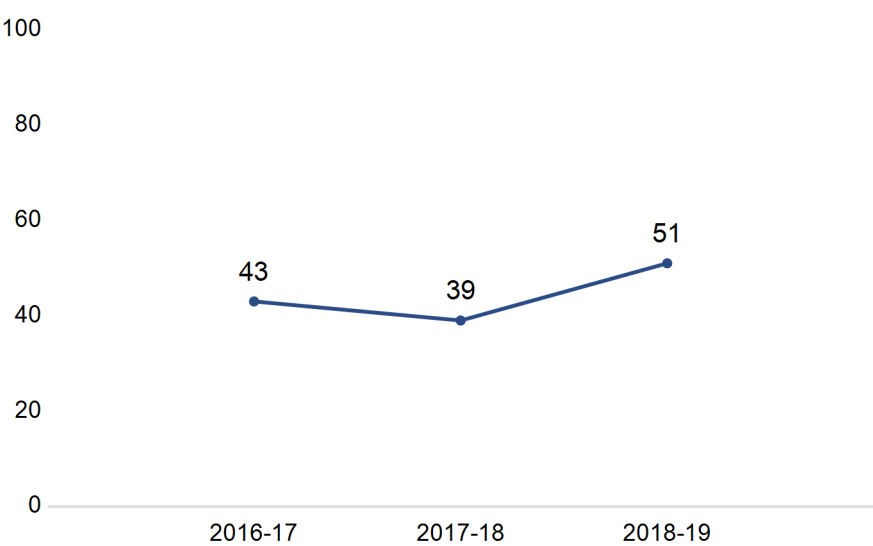| Home Language	% of Students
Spanish	63.9%
English	32.4%
Other Languages	3.7%

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
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Grades Offered: 04-06
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	43	39	51	39	47	63
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Not Met	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
2018-2019

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	51	50	50	Met Standard	63	61	50	Exceeds Standard
White	57	56	50	Met Standard	51	51	52	Met Standard
Hispanic	50	50	49	Met Standard	65	62	47	Exceeds Standard
Black or African American	54.5	47	45	Met Standard	46	46	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	*	59	**	*	*	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	57	55	53	N	64.5	62	50	N
Male	48	49	47	N	61	58	51	N
Economically Disadvantaged Students	51	50	48	Met Standard	61	59	46	Exceeds Standard
Students with Disabilities	39	33	43	Not Met	52	44	45	Met Standard
English Learners	46.5	50	52	Met Standard	61	60.5	50	Exceeds Standard
Homeless Students	62	62	43	N	31	22	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

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
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
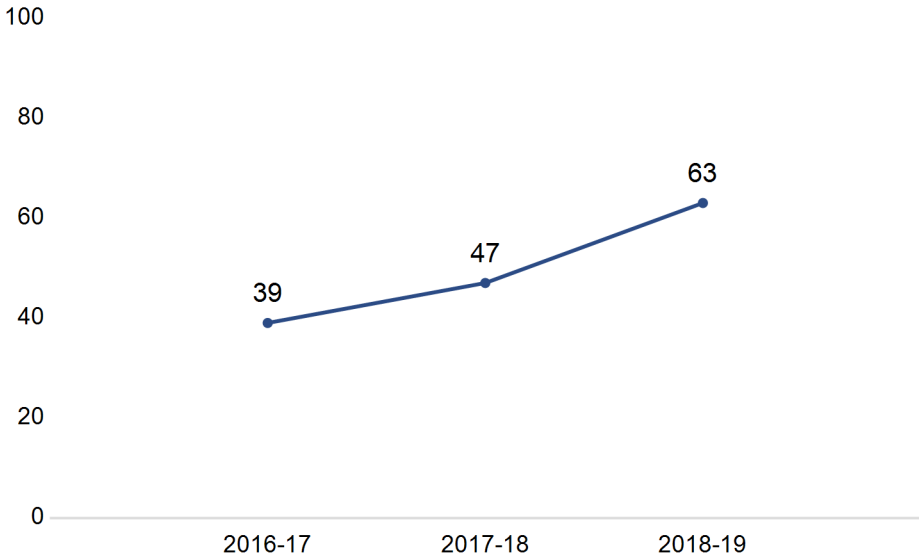† This indicates a table specific note, see note below table

Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.
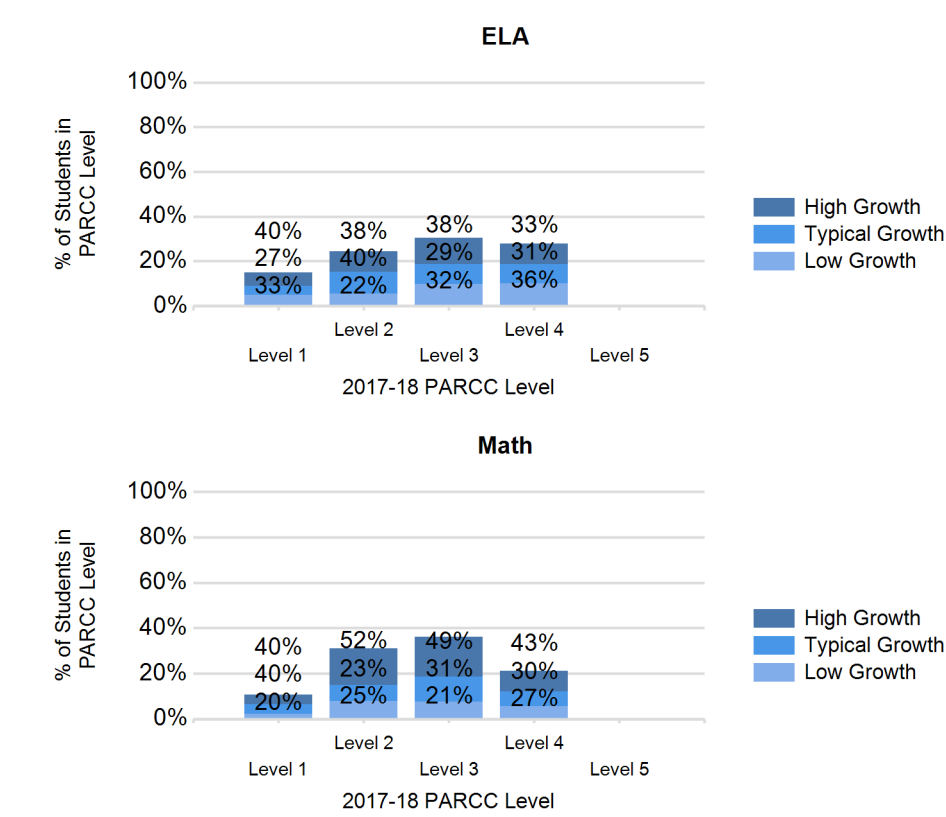
A student's SGP falls between 1 and 99 and can be grouped into three levels: | Low Growth: Less than 35 | Typical Growth: Between 35 and 65 | High Growth: Greater than 65 |

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

Student Growth by Performance Level

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

ELA

High Growth / Typical Growth / Low Growth

Level	High Growth	Typical Growth	Low Growth
Level 1	40%	27%	33%
Level 2	38%	40%	22%
Level 3	38%	29%	32%
Level 4	33%	31%	36%

2017-18 PARCC Level

Math

High Growth / Typical Growth / Low Growth

Level	High Growth	Typical Growth	Low Growth
Level 1	40%	40%	20%
Level 2	52%	23%	25%
Level 3	49%	31%	21%
Level 4	43%	30%	27%

2017-18 PARCC Level

Student Growth by Grade

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

ELA

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Typical 39	Typical 51	Typical 61		

Math

Grade 4	Grade 5	Grade 6	Grade 7
Typical 65	Typical 44	High 68.5	

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NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

Report Key:
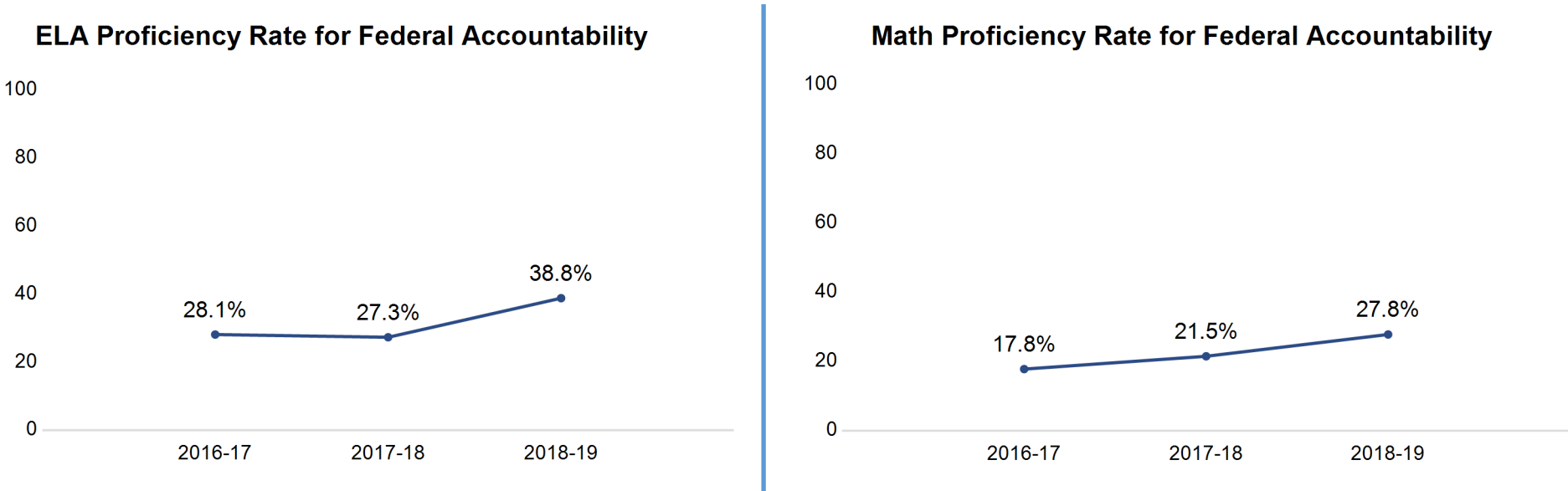- ***** Data is not displayed in order to protect student privacy
- ****** Accountability calculations require 20 or more students
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English Language Arts and Mathematics Performance Trends

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

ELA Proficiency Rate for Federal Accountability

2016-17: 28.1%
2017-18: 27.3%
2018-19: 38.8%

Math Proficiency Rate for Federal Accountability

2016-17: 17.8%
2017-18: 21.5%
2018-19: 27.8%

Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	97.4%	98.5%	96.7%	97.4%	98.5%
Proficiency Rate for Federal Accountability	28.1%	27.3%	38.8%	17.8%	21.5%	27.8%
Annual Target	28.0%	30.8%	33.5%	25.8%	28.6%	31.5%
Met Annual Target?	Met Target	Met Target†	Met Target	Not Met	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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Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

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	381	98.5	38.8	36.4	57.9	38.8	33.5	Met Target
White	45	95.9	64.4	58.5	66.9	64.4	53.5	Met Target
Hispanic	303	100.0	35.3	33.2	43.9	35.3	30	Met Target
Black or African American	26	87.1	30.8	30.0	38.5	28.1	24.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	61.1	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	190	99.5	47.9	45.2	64.8	47.9		
Male	191	97.5	29.8	29.0	51.3	29.8		
Economically Disadvantaged Students	281	98.6	35.2	32.5	40.0	35.2	30.3	Met Target
Non-Economically Disadvantaged Students	100	98.1	49.0	46.9	67.9	49.0		
Students with Disabilities	57	93.7	*	*	22.7	*	18.5	Not Met
Students without Disabilities	324	99.4	*	*	65.1	*		
English Learners	115	100.0	13.9	*	29.3	13.9	28.2	Not Met
Non-English Learners	266	97.9	49.6	*	60.6	49.6		
Homeless Students	11	100.0	45.5	34.8	29.1	45.5		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

NJ SCHOOL PERFORMANCE REPORT

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Grades Offered: 04-06
2018-2019

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.

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
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2018-2019

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	136	737	737	755	11%	20%	36%	*	*	33%	57%
White	15	754	754	763	*	*	*	*	*	60%	67%
Hispanic	110	736	736	743	12%	19%	38%	*	*	31%	44%
Black or African American	11	723	723	739	*	*	*	*	*	18%	39%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	779	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	N	N	N	762	N	N	N	N	N	N	64%
Female	68	742	742	760	*	*	40%	*	*	38%	62%
Male	68	732	732	750	*	*	32%	*	*	28%	53%
Economically Disadvantaged Students	95	733	733	740	*	*	35%	*	*	27%	40%
Non-Economically Disadvantaged Students	41	746	746	765	*	*	39%	*	*	46%	69%
Students with Disabilities	13	702	702	725	*	*	*	*	*	*	25%
Students without Disabilities	123	741	741	761	*	*	*	*	*	*	64%
English Learners	14	725	725	720	*	*	*	*	*	*	17%
Non-English Learners	122	739	739	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%

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School
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Grades Offered: 04-06
2018-2019

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

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	130	741	741	756	15%	18%	22%	*	*	46%	58%
White	19	758	758	764	*	*	*	*	*	74%	68%
Hispanic	97	738	738	743	14%	22%	23%	*	*	41%	44%
Black or African American	10	727	727	739	*	*	*	*	*	30%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	68	744	744	761	*	19%	19%	*	*	50%	64%
Male	62	737	737	750	*	16%	24%	*	*	42%	52%
Economically Disadvantaged Students	97	735	735	740	*	*	*	*	*	41%	39%
Non-Economically Disadvantaged Students	33	756	756	766	*	*	*	*	*	61%	69%
Students with Disabilities	23	702	702	724	*	*	*	*	*	*	23%
Students without Disabilities	107	749	749	762	*	*	*	*	*	*	65%
English Learners	12	704	704	713	*	*	*	*	*	17%	11%
Non-English Learners	118	744	744	758	*	*	*	*	*	49%	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%

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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 N No Data is available to display
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English Language Arts Assessment - Performance by Grade: Grade 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	123	741	741	754	9%	21%	33%	*	*	37%	56%
White	11	759	759	762	0%	*	*	*	*	55%	65%
Hispanic	103	738	738	743	11%	24%	31%	*	*	34%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	59	749	749	762	*	*	22%	*	*	54%	64%
Male	64	734	734	748	*	*	44%	*	*	20%	48%
Economically Disadvantaged Students	98	739	739	740	*	*	32%	*	*	36%	39%
Non-Economically Disadvantaged Students	25	747	747	763	*	*	40%	*	*	40%	67%
Students with Disabilities	19	710	710	722	*	*	*	*	*	*	19%
Students without Disabilities	104	746	746	761	*	*	*	*	*	*	64%
English Learners	10	700	700	710	*	*	*	*	*	*	*
Non-English Learners	113	744	744	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	385	98.5	27.8	*	44.5	27.8	31.5	Met Target†
White	45	95.9	48.9	39.8	54.1	48.9	51.4	Met Target†
Hispanic	307	100.0	25.7	*	28.8	25.7	28	Met Target†
Black or African American	26	87.1	*	10.1	23.0	*	23.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	72.2	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	191	99.5	28.3	*	44.9	28.3		
Male	194	97.6	27.3	*	44.2	27.3		
Economically Disadvantaged Students	285	98.7	23.2	*	26.3	23.2	28.6	Not Met
Non-Economically Disadvantaged Students	100	98.1	41.0	*	54.9	41.0		
Students with Disabilities	57	93.7	10.5	*	17.4	10.3	18.4	Not Met
Students without Disabilities	328	99.4	30.8	*	50.0	30.8		
English Learners	119	100.0	13.4	*	25.0	13.4	30.8	Not Met
Non-English Learners	266	97.9	34.2	*	46.5	34.2		
Homeless Students	13	100.0	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.
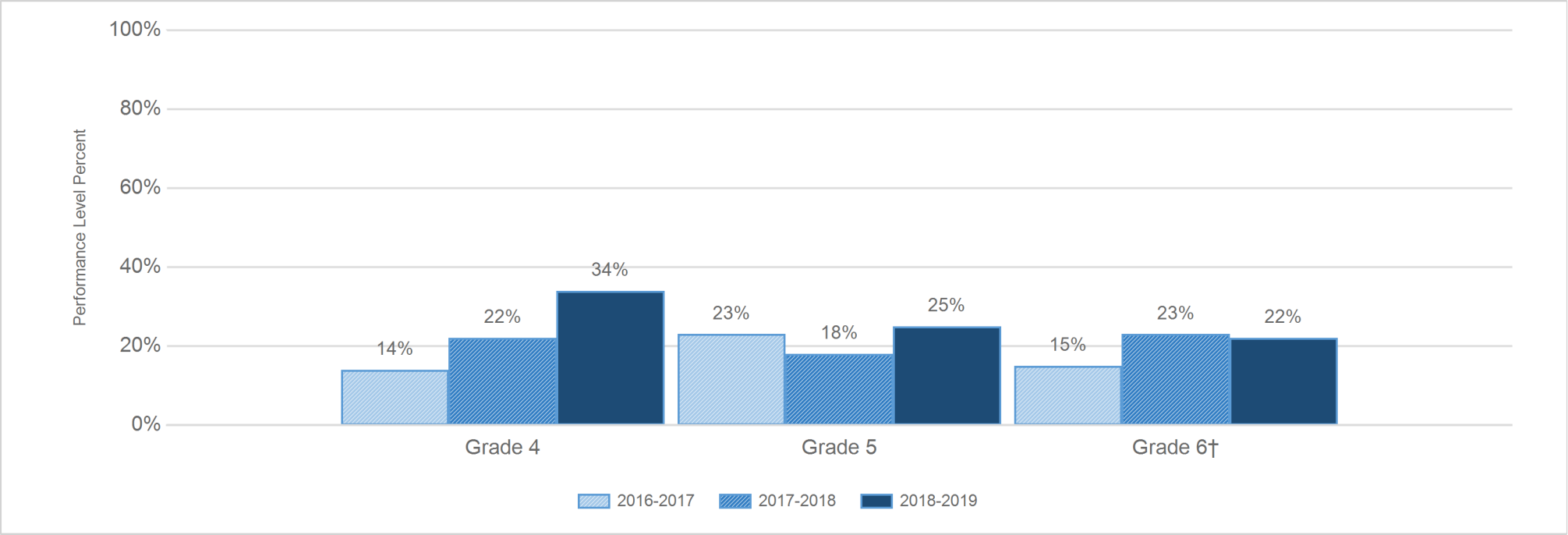
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Smalley Elementary School
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Mathematics Assessment – Performance Trends

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.

Mathematics Assessment performance trends bar chart. Performance Level Percent by grade:
- Grade 4: 2016-2017: 14%, 2017-2018: 22%, 2018-2019: 34%
- Grade 5: 2016-2017: 23%, 2017-2018: 18%, 2018-2019: 25%
- Grade 6†: 2016-2017: 15%, 2017-2018: 23%, 2018-2019: 22%

Legend: 2016-2017, 2017-2018, 2018-2019

† 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.

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	141	736	736	749	12%	21%	33%	34%	0%	34%	51%
White	15	746	746	757	*	*	*	*	*	67%	62%
Hispanic	115	736	736	737	11%	20%	37%	*	*	*	36%
Black or African American	11	722	722	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	776	N	N	N	N	N	N	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	N	N	N	754	N	N	N	N	N	N	58%
Female	70	737	737	749	*	*	34%	37%	0%	37%	50%
Male	71	734	734	749	*	*	32%	31%	0%	31%	52%
Economically Disadvantaged Students	99	732	732	734	*	*	37%	26%	0%	26%	32%
Non-Economically Disadvantaged Students	42	745	745	759	*	*	24%	52%	0%	52%	63%
Students with Disabilities	13	709	709	726	*	*	*	*	*	*	25%
Students without Disabilities	128	738	738	754	*	*	*	*	*	*	56%
English Learners	19	714	714	722	*	*	*	*	*	16%	18%
Non-English Learners	122	739	739	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%

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	133	731	731	747	11%	31%	33%	*	*	25%	47%
White	19	739	739	755	0%	*	*	*	*	32%	58%
Hispanic	100	730	730	735	12%	33%	31%	*	*	24%	30%
Black or African American	10	715	715	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	70	729	729	747	*	*	29%	*	*	21%	47%
Male	63	733	733	747	*	*	38%	*	*	29%	47%
Economically Disadvantaged Students	99	728	728	732	15%	*	27%	*	*	23%	27%
Non-Economically Disadvantaged Students	34	739	739	757	0%	*	50%	*	*	29%	59%
Students with Disabilities	23	708	708	725	*	*	*	*	*	*	19%
Students without Disabilities	110	736	736	752	*	*	*	*	*	*	52%
English Learners	15	711	711	718	*	*	*	*	*	*	12%
Non-English Learners	118	733	733	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%

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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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	123	731	731	741	9%	37%	33%	*	*	22%	41%
White	11	742	742	749	*	*	*	*	*	45%	51%
Hispanic	103	730	730	729	10%	35%	36%	*	*	19%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	59	732	732	742	*	44%	29%	*	*	24%	42%
Male	64	731	731	740	*	30%	36%	*	*	20%	40%
Economically Disadvantaged Students	98	730	730	726	*	36%	*	*	*	19%	21%
Non-Economically Disadvantaged Students	25	736	736	750	*	40%	*	*	*	32%	53%
Students with Disabilities	19	715	715	716	*	*	*	*	*	11%	12%
Students without Disabilities	104	734	734	746	*	*	*	*	*	24%	46%
English Learners	10	702	702	709	*	*	*	*	*	*	*
Non-English Learners	113	734	734	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%

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
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
4	*	*
5	*	*
6	*	*

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	63.0%	40.9%	Exceeds

† 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	12	66.7%	33.3%
5 or more	*	*	*

NJ SCHOOL PERFORMANCE REPORT

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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.

Chart: 2018-2019 — LEVEL 4, LEVEL 3: 15%, LEVEL 2: 34%, LEVEL 1: 51%
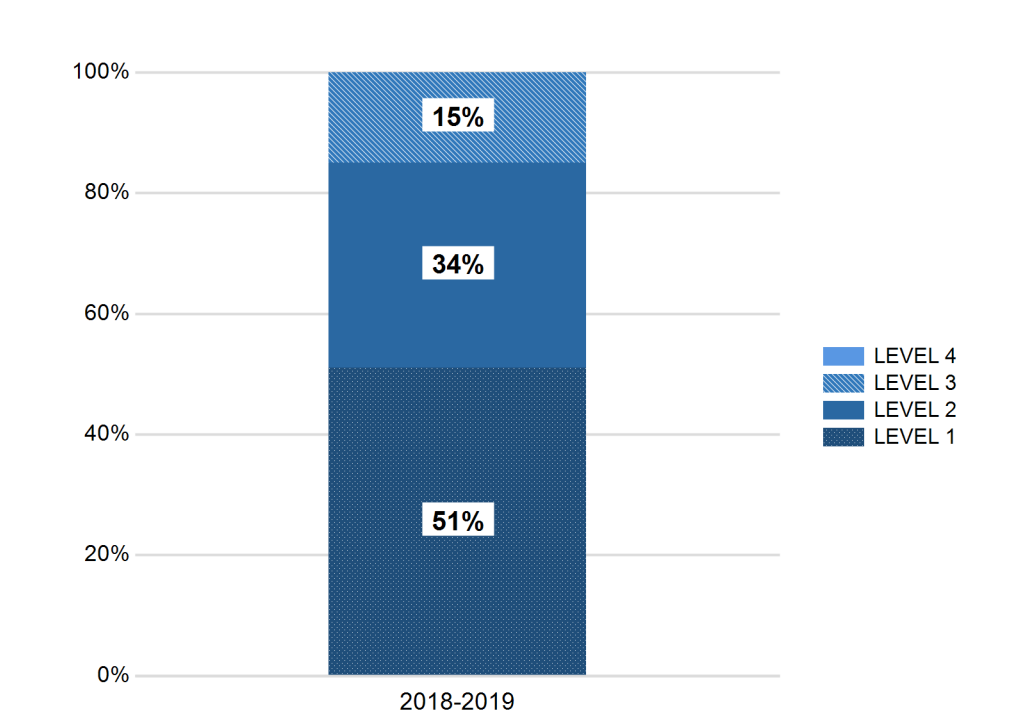
NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	51	34	15	0
White	28	50	22	0
Hispanic	53	33	14	0
Black or African American	80	20	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	59	29	12	0
Male	41	40	19	0
Economically Disadvantaged Students	57	29	14	0
Non-Economically Disadvantaged Students	32	50	18	0
Students with Disabilities	86	9	5	0
Students without Disabilities	44	39	17	0
English Learners	85	8	8	0
Non-English Learners	47	37	16	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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Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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

Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	25	6.1	7.8	Met
White	2	4.1	7.8	Met
Hispanic	20	6.3	7.8	Met
Black or African American	3	9.7	7.8	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	13	6.4		
Male	12	5.9		
Economically Disadvantaged Students	21	7.0	7.8	Met
Students with Disabilities	8	12.5	7.8	Not Met
English Learners	1	2.2	7.8	Met
Homeless Students	2	20.0		
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.

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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Chronic Absenteeism by Grade

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

Grade Level	School	State
4	6%	7%
5	6%	8%
6	7%	8%

21

Smalley Elementary School

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Grades Offered: 04-06

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	10
Weapons	1
Vandalism	4
Substances	0
Harassment, Intimidation, Bullying (HIB)	12
Total Unique Incidents	27
Incidents Per 100 Students Enrolled	6.63

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	3
Weapons	1
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	4	1	5
Religion	0	0	0
Ancestry	0	1	1
Gender	0	1	1
Sexual Orientation	1	4	5
Disability	3	3	6
Other	17	5	22
No Identified Nature	0		0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	26	6.4%
Any Suspension	28	6.9%
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
104

22

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(35-0490-303)
Grades Offered: 04-06
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	8:10 AM
Typical End Time	2:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 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	1.1:1

Smalley Elementary 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 – 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	34	118,214
Average years experience in public schools	8.5	12.1
Average years experience in district	6.2	10.8
Percentage of Teachers with 4 or more years experience in the district	41.2%	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	16	9,530
Average years experience in public schools	12.4	16.0
Average years experience in district	7.0	12.0
Percentage of Administrators with 4 or more years experience in the district	68.8%	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	12:1
Students to Administrators	204:1	121:1
Teachers to Administrators	17:1	10:1
Students to Librarians/Media Specialists		964:1
Students to Nurses		386:1
Students to Counselors		276:1
Students to Child Study Team Members		241:1

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Grades Offered: 04-06

2018-2019

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Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other 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	49.4%	76.5%	50.0%	48.4%	77.1%	54.9%
Male	50.6%	23.5%	50.0%	51.6%	22.9%	45.1%
White	11.8%	91.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	78.9%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	7.6%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	0.5%	2.9%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	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%

Smalley Elementary School

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2018-2019

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Teachers and Administrators - Level of Education

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

Bachelor's Degree

Teacher	50%
Admin	N/A

Master's Degree

Teacher	50%
Admin	100%

Doctoral Degree

Teacher	0%
Admin	0%

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	80.1%	90.5%
2017-18 Administrators: Same district 2018-19	83.3%	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	88.1%

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

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.

Smalley Elementary School
(35-0490-303)
Grades Offered: 04-06
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.

Smalley Elementary School

(35-0490-303)

Grades Offered: 04-06

2018-2019

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

ESSA Accountability Progress

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

ESSA Acountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.1%	27.3%	38.8%
Math Proficiency	17.8%	21.5%	27.8%
ELA Growth	43	39	51
Math Growth	39	47	63
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		75.0%	63.0%
Chronic Absenteeism	4.3%	3.9%	6.1%

† 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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(35-0490-303)

Grades Offered: 04-06

2018-2019

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

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

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

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

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

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

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

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

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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(35-0490-303)

Grades Offered: 04-06

2018-2019

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

Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Met Standard	Exceeds Standard	Exceeds Target	Met	No
White	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target	Met Target†	Met Standard	Exceeds Standard	n/a	Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Exceeds Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Met Standard	Exceeds Standard	Exceeds 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:	• Creating a well-rounded 21st century learner. • School achievement NJSLA results. Grades 4-6 ELA 11% increase 4-6 Math 7% increase. • Building positive community relationships with programs such as Walking School Bus.
Mission, Vision, Theme:	The Bound Brook Public Schools is a supportive multicultural community that provides an innovative and academically challenging educational program while offering a variety of extra curricular and social opportunities that encourage life-long learning and citizenship.
Awards, Recognition, Accomplishments:	2016-2017 Awarded Silver Level Recognition for New Jersey Safe Routes to School Program.

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Courses, Curriculum, Instruction:	Curriculum has been developed for all courses based on Standards set by the NJDOE-ELA, Math, Social Studies, Science, Health/PE, Media, Fine and Performing Arts, World Language. Advanced coursework opportunities are provided any students who complete the G&T selection process. All textbooks are electronic and hard copy except Social Studies: HMH Journeys, Go Math, and Science Dimensions.
Clubs and Activities:	School Culture and Climate Initiative Student Ambassadors

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Before and After School Programs:	Before and After School tutoring opportunities for students as well with Title 1 and McKinley Vento Initiatives. Middle Earth After School Program, grades 4-5
Staff and Professional Learning:	Staff has been trained in Responsive Classroom, SIOP, Link It, Differentiated Instruction, as well as curriculum resources.

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Student Supports and Services:	ELLs: Push-in/Pull-out with ESL Teacher; SIOP PDs. Students with Disabilities: Inclusion support with SE Staff; Self -Contained settings (BD and LLD settings), Instructional Aides, Speech Therapy, PT/OT sessions. Support/Services for struggling students: After school tutoring, Push-in support with Certified reading Specialist, Orton Gillingham and Wilson Reading. I&RS designed to assist students who experience learning, behavior, or health difficulties. Counseling services within the school setting.
Student Health and Wellness:	We participate in Breakfast After the Bell, the Walking School Bus, Mindfulness, and have a robust health/PE curriculum.
Parent and Community Involvement:	Parent Teacher Organization. District partnerships with RWJ to provide parent information sessions. District Parent Academy for students Success information sessions. School safety team. Genesis parent portal online. Blackboard messaging for communication with stakeholders. Class Dojo for teachers and parents to communicate. Partnership with local police and fire department. Municipal alliance and youth services commissions.

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Climate Surveys:	Is a Climate Survey Used: Yes Partnership with the School Culture and Climate Initiative (United Way and the College of Saint Elizabeth) three-year program. Staff and student climate teams meet monthly to discuss trends and design programs and school-wide initiatives.
Facilities:	Playground and play space built fall 2017. Gymnasium renovation 2017, all classrooms air-conditioned.
School Safety:	Safe schools, school climate team, Camera system installed as well as emergency panic buttons placed in all rooms.

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Technology and STEM:	Classrooms are equipped with SMARTboards. Teachers have new HP laptops to use for instruction. Students have access to class sets of Chromebooks

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i Other Information	Technology: 1.1 Chromebooks for all students. Smalley Elementary School, is part of Bound Brook School District which is a district wide Title 1, housed grades 4-5 at Smalley School. Grade 6 will be housed for the 2019-2020 school year for construction for 12 new classrooms at Smalley starting in the Fall. Enrollment grades 4-6 is 427 students. The breakout by population at Smalley school is 76% Hispanic, 15% White, 12% Black or African American, and less than 2% Asian Hawaiian, or other (though some students are classified in multiple categories).