



Battle Hill Elementary
(39-5290-080)
Grades Offered: PK-04
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mr. Mark Hoyt
Address	2600 KILLIAN PLACE UNION, NJ 07083
Phone Number	908-851-6480
Email Address	mhoyt@twpunionschools.org
Website	http://battlehill.twpunionschools.org/



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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	62	52	69
KG	72	61	54
1	61	73	68
2	77	70	72
3	75	75	76
4	78	83	76
5	0	0	1
Total	425	414	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	49.2%	45.7%	47.1%
Male	50.8%	54.3%	52.9%
Economically Disadvantaged Students	23.8%	25.6%	24.0%
Students with Disabilities	29.9%	35.7%	35.6%
English Learners	5.9%	8.7%	6.0%
Homeless Students	0.2%	0.5%	0.0%
Students in Foster Care	0.7%	0.7%	0.5%
Military-Connected Students	0.0%	0.2%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	28.0%	28.0%	28.8%
Hispanic	25.4%	24.6%	23.8%
Black or African American	34.6%	34.8%	34.9%
Asian	8.5%	8.7%	8.7%
Native Hawaiian or Pacific Islander	0.9%	1.0%	1.0%
American Indian or Alaska Native	0.0%	0.2%	0.2%
Two or More Races	2.6%	2.7%	2.6%

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	51	38	44
PK - Full Day	11	14	25
KG - Half Day	0	0	0
KG - Full Day	72	61	54

Enrollment by Home Language

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

Home Language	% of Students
English	70.7%
Spanish	8.7%
Portuguese	6.0%
Tagalog	1.9%
Vietnamese	1.4%
Other Languages	11.3%



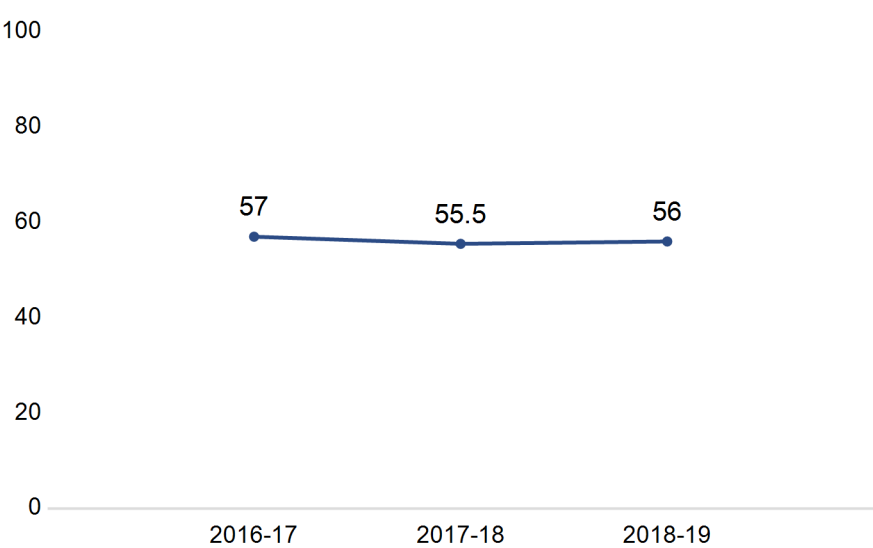
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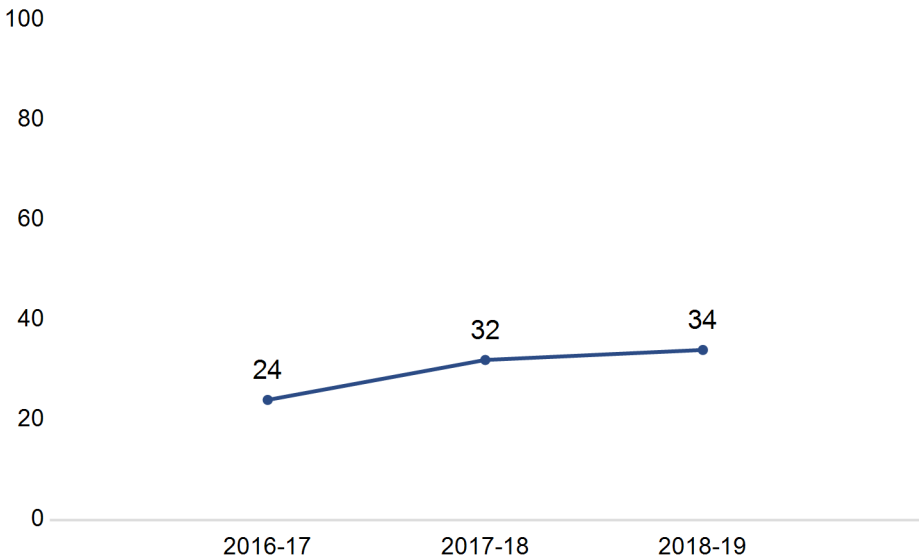
Student Growth Trends and Progress

These graphs illustrate trends in student growth over the last three years. Student growth is 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	57	55.5	56	24	32	34
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Not Met	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	46	50	Met Standard	34	45	50	Not Met
White	60.5	53	50	Exceeds Standard	41	52	52	Met Standard
Hispanic	30.5	45	49	**	38.5	46	47	**
Black or African American	61	41	45	Exceeds Standard	17.5	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56.5	59	**	*	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	68.5	51	53	N	30.5	44.5	50	N
Male	38	42	47	N	37	46	51	N
Economically Disadvantaged Students	39	44	48	**	20	46	46	Not Met
Students with Disabilities	14.5	38	43	Not Met	20	44	45	Not Met
English Learners	*	46	52	**	*	47.5	50	**
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	43	49	N	N	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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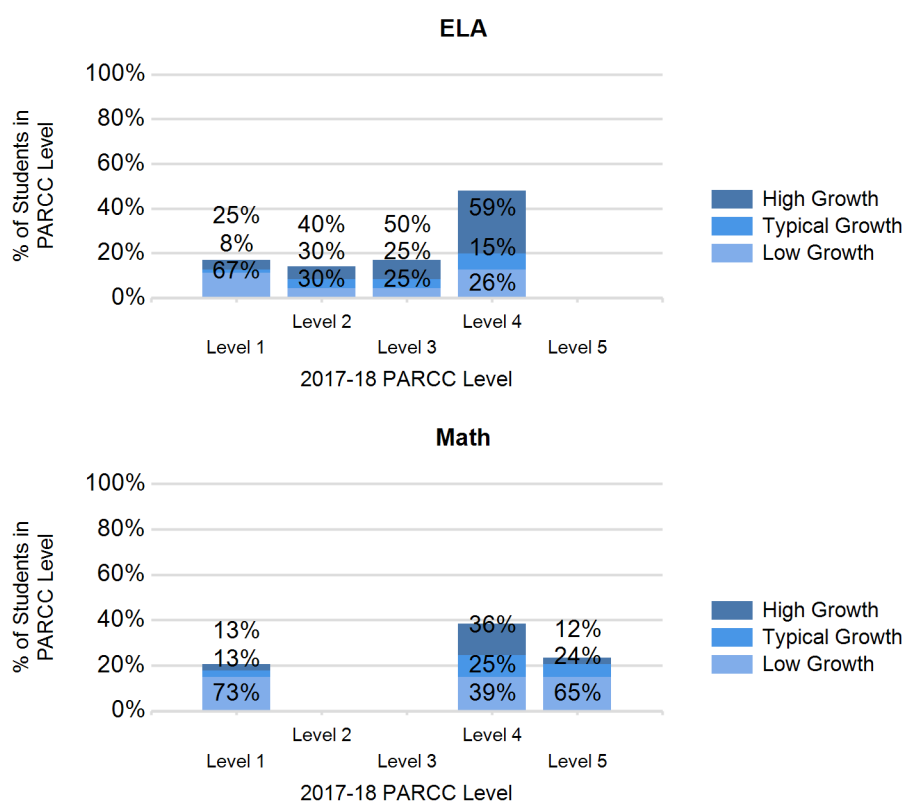
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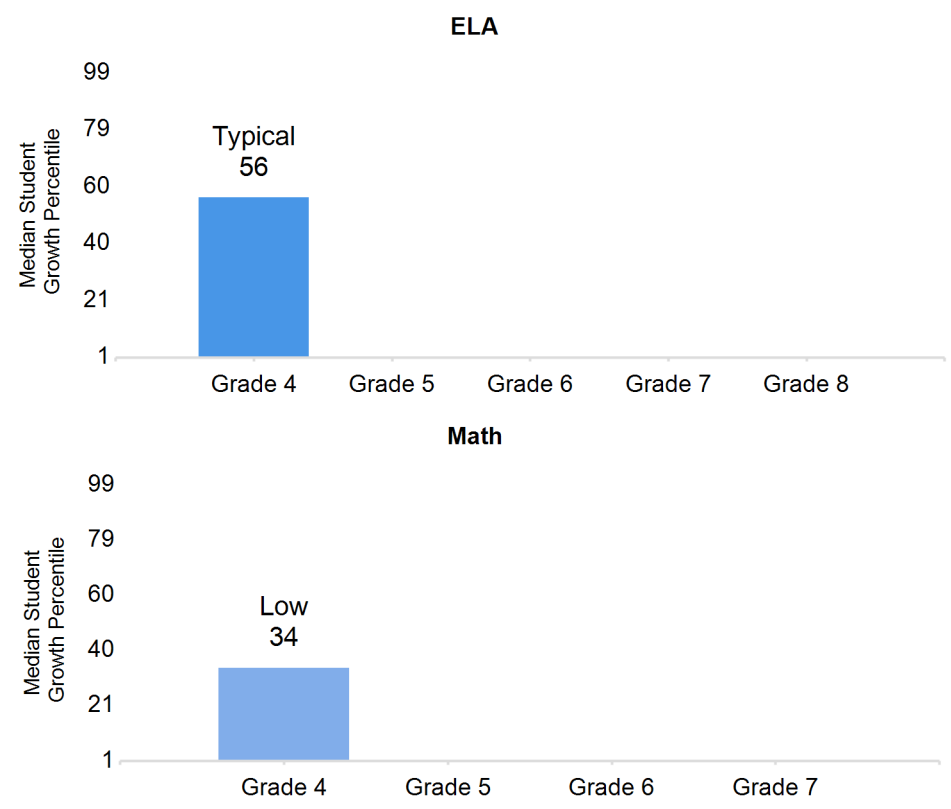
Student Growth by Performance Level

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



Student Growth by Grade

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



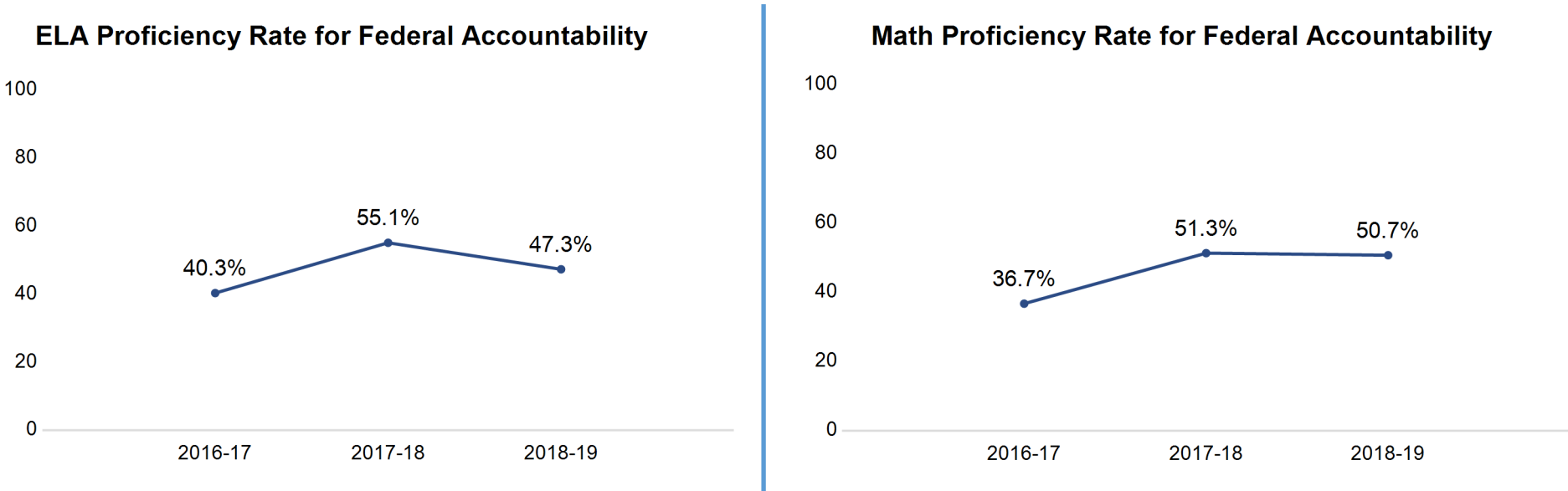


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	93.6%	97.4%	96.8%	94.9%	97.4%
Proficiency Rate for Federal Accountability	40.3%	55.1%	47.3%	36.7%	51.3%	50.7%
Annual Target	39.2%	41.4%	43.5%	37.1%	39.3%	41.6%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	150	97.4	47.3	57.9	57.9	47.3	43.5	Met Target
White	36	92.5	61.1	64.5	66.9	59.3	50.3	Met Target
Hispanic	38	100.0	42.1	55.1	43.9	42.1	42.6	Met Target†
Black or African American	57	98.3	42.1	51.7	38.5	42.1	34.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	60.0	81.3	82.9	60.0	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	59	96.8	66.1	65.2	64.8	66.1		
Male	91	97.9	35.2	51.3	51.3	35.2		
Economically Disadvantaged Students	39	92.9	30.8	50.1	40.0	30.1	29.5	Met Target
Non-Economically Disadvantaged Students	111	99.1	53.2	62.3	67.9	53.2		
Students with Disabilities	49	100.0	*	*	22.7	*	22.5	Not Met
Students without Disabilities	101	96.3	*	*	65.1	*		
English Learners	16	88.9	12.5	40.7	29.3	11.7	**	**
Non-English Learners	134	98.6	51.5	59.4	60.6	51.5		
Homeless Students	N	N	N	64.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	57.1	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

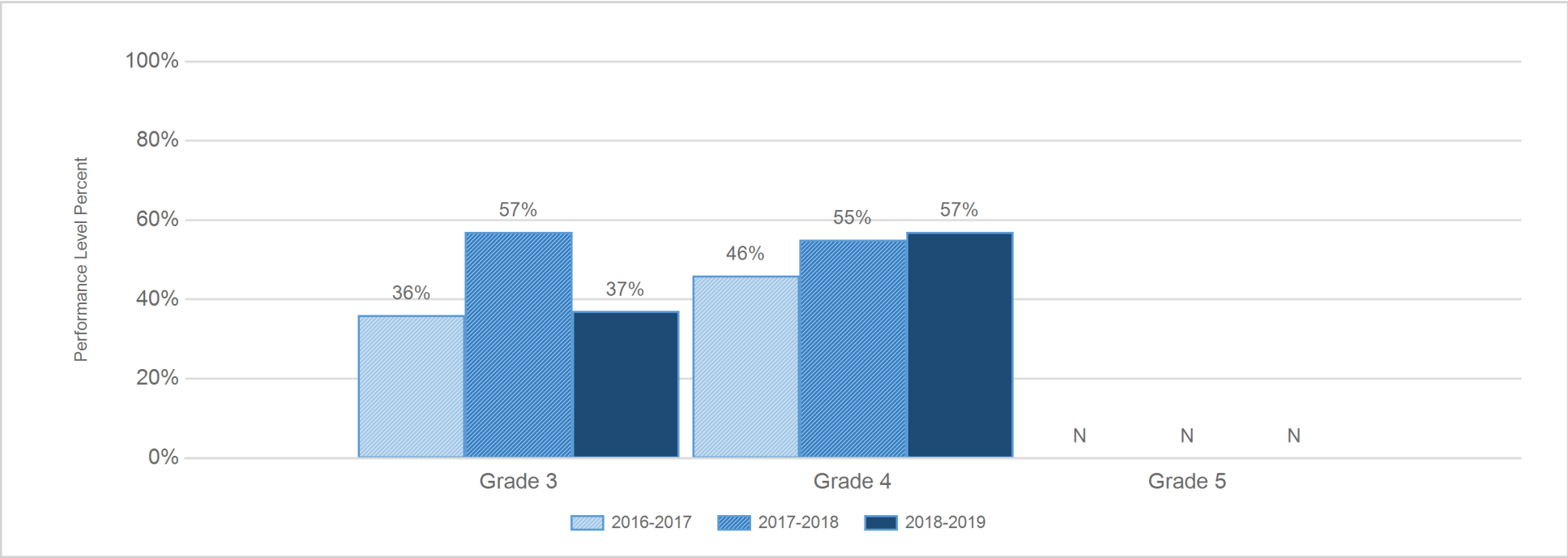


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	730	754	748	28%	*	23%	*	*	37%	50%
White	17	742	759	757	*	0%	*	*	*	53%	60%
Hispanic	20	721	749	734	*	*	*	*	*	30%	36%
Black or African American	28	728	750	731	*	*	*	36%	0%	36%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	746	*	*	*	*	*	*	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	31	757	761	753	*	*	*	*	*	65%	55%
Male	44	711	746	743	*	*	*	*	*	18%	46%
Economically Disadvantaged Students	17	707	743	731	*	*	*	*	*	18%	33%
Non-Economically Disadvantaged Students	58	737	759	759	*	*	*	*	*	43%	61%
Students with Disabilities	22	689	712	719	*	*	*	*	*	*	24%
Students without Disabilities	53	747	761	754	*	*	*	*	*	*	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	750	762	755	16%	*	*	37%	20%	57%	57%
White	20	758	766	763	*	*	*	*	*	65%	67%
Hispanic	17	750	764	743	*	*	*	*	*	59%	44%
Black or African American	29	738	755	739	*	*	*	*	*	48%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	28	769	765	760	*	*	*	*	*	68%	62%
Male	47	739	759	750	*	*	*	*	*	51%	53%
Economically Disadvantaged Students	21	726	758	740	*	*	*	*	*	43%	40%
Non-Economically Disadvantaged Students	54	759	763	765	*	*	*	*	*	63%	69%
Students with Disabilities	25	703	*	725	48%	*	*	*	*	12%	25%
Students without Disabilities	50	773	*	761	0%	*	*	*	*	80%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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.

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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	150	97.4	50.7	41.5	44.5	50.7	41.6	Met Target
White	36	92.5	63.9	49.4	54.1	62.0	46.1	Met Target
Hispanic	38	100.0	52.6	39.2	28.8	52.6	40.2	Met Target
Black or African American	57	98.3	38.6	33.6	23.0	38.6	28.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	10	100.0	70.0	66.3	76.5	70.0	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	60	98.4	66.7	43.1	44.9	66.7		
Male	90	96.8	40.0	40.0	44.2	40.0		
Economically Disadvantaged Students	38	90.5	31.6	32.4	26.3	30.1	34.5	Met Target†
Non-Economically Disadvantaged Students	112	100.0	57.1	46.4	54.9	57.1		
Students with Disabilities	49	100.0	14.3	11.6	17.4	14.3	22.5	Met Target†
Students without Disabilities	101	96.3	68.3	47.5	50.0	68.3		
English Learners	17	94.4	29.4	*	25.0	29.2	**	**
Non-English Learners	133	97.8	53.4	*	46.5	53.4		
Homeless Students	N	N	N	38.5	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	37.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

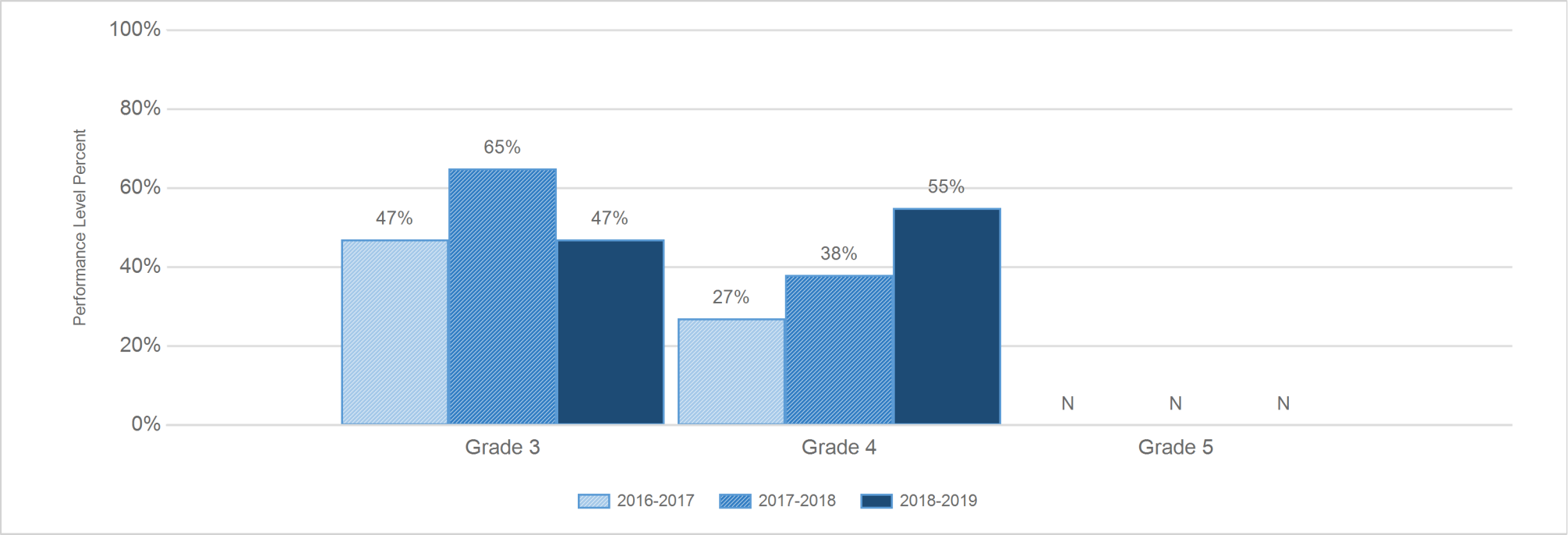


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	75	738	754	752	20%	*	24%	*	*	47%	55%
White	17	743	760	760	*	*	*	*	*	53%	66%
Hispanic	20	735	751	739	*	*	*	*	*	45%	40%
Black or African American	28	735	748	735	*	*	*	43%	0%	43%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	756	755	751	*	*	*	*	*	69%	54%
Male	43	725	753	752	*	*	*	*	*	30%	56%
Economically Disadvantaged Students	16	715	743	737	*	*	*	*	*	19%	37%
Non-Economically Disadvantaged Students	59	745	759	761	*	*	*	*	*	54%	67%
Students with Disabilities	22	702	723	731	*	*	*	*	*	14%	31%
Students without Disabilities	53	754	759	756	*	*	*	*	*	60%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	756	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Battle Hill Elementary
(39-5290-080)
Grades Offered: PK-04
2018-2019

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

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	75	742	752	749	23%	*	17%	*	*	55%	51%
White	20	751	758	757	*	0%	*	*	*	70%	62%
Hispanic	17	753	754	737	*	*	*	65%	0%	65%	36%
Black or African American	29	723	743	731	38%	*	*	*	*	34%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	28	755	750	749	*	*	*	*	*	64%	50%
Male	47	735	754	749	*	*	*	*	*	49%	52%
Economically Disadvantaged Students	21	718	746	734	*	*	*	*	*	43%	32%
Non-Economically Disadvantaged Students	54	752	755	759	*	*	*	*	*	59%	63%
Students with Disabilities	25	697	*	726	*	*	*	*	*	16%	25%
Students without Disabilities	50	765	*	754	*	*	*	*	*	74%	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	42.9%	**	**

† 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	10	*	*
3-4	*	*	*
5 or more	*	*	*



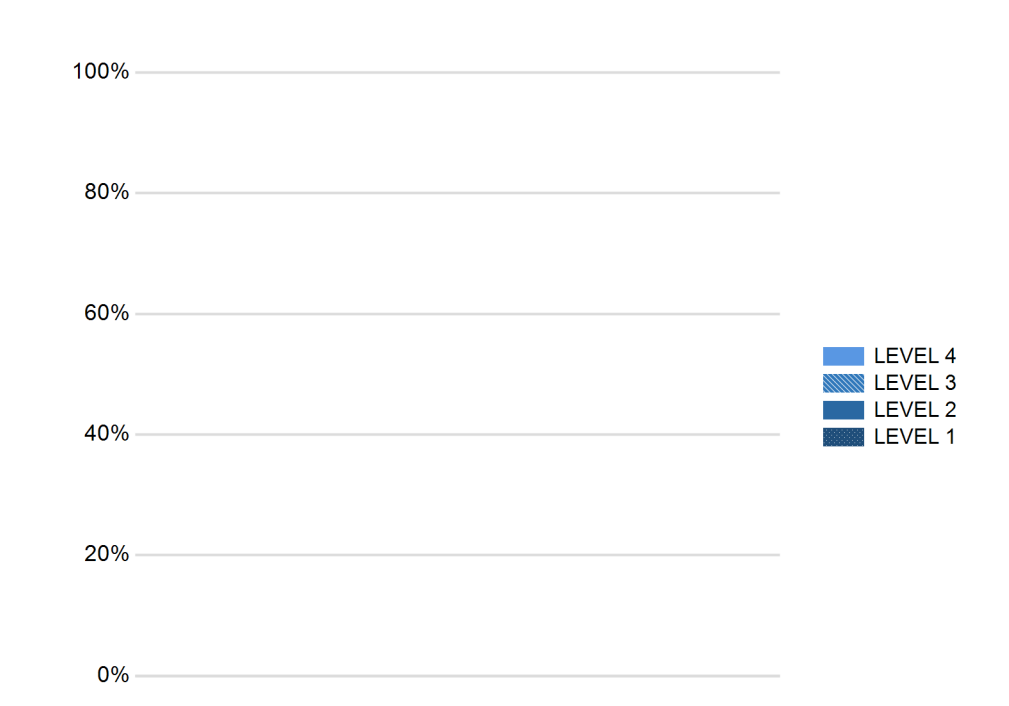
Battle Hill Elementary
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2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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

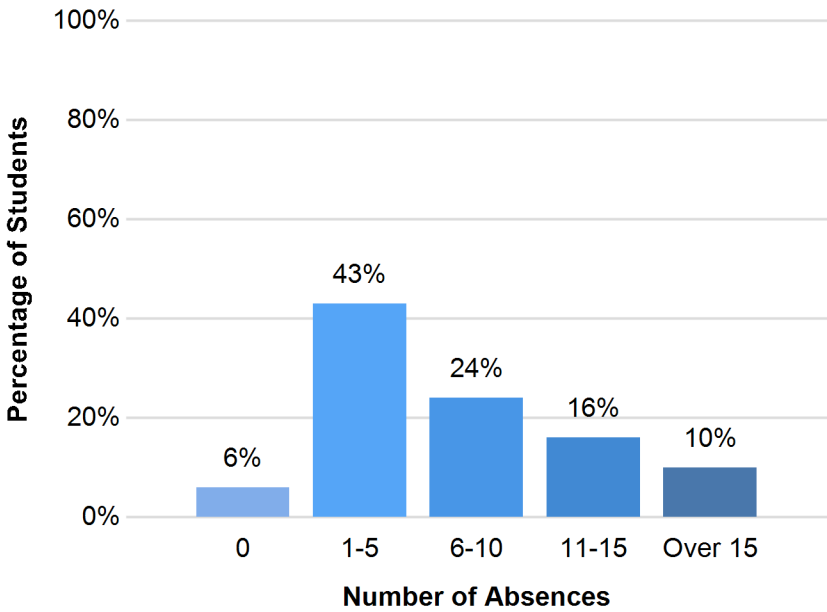
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	7.4	9.2	Met
White	5	6.3	9.2	Met
Hispanic	7	9.3	9.2	Not Met
Black or African American	9	7.7	9.2	Met
Asian, Native Hawaiian, or Pacific	1	3.3	9.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	7	4.6		
Male	16	10.1		
Economically Disadvantaged Students	9	11.3	9.2	Not Met
Students with Disabilities	11	14.3	9.2	Not Met
English Learners	2	10.5	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





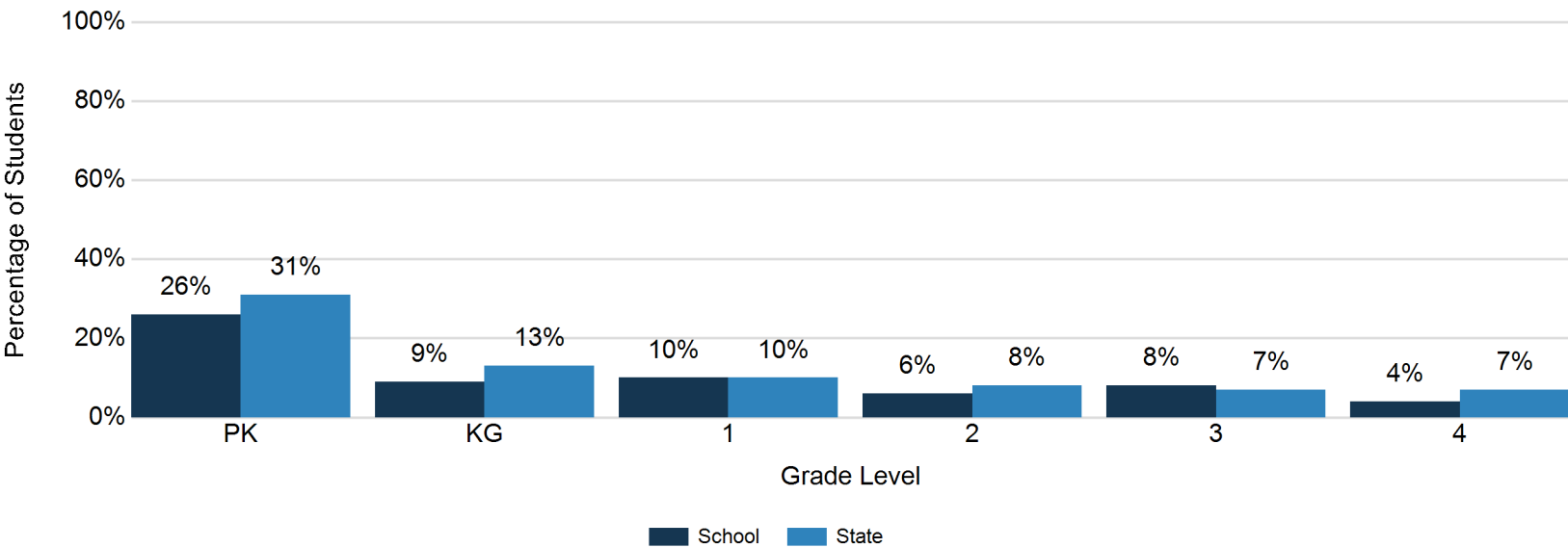
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Chronic Absenteeism by Grade

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	6
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	1.44

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

*



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	2.4:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	37	118,214
Average years experience in public schools	12.2	12.1
Average years experience in district	11.7	10.8
Percentage of Teachers with 4 or more years experience in the district	89.2%	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	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	208:1	170:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.1%	94.6%	50.0%	48.4%	77.1%	54.9%
Male	52.9%	5.4%	50.0%	51.6%	22.9%	45.1%
White	28.8%	91.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	23.8%	2.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.9%	5.4%	0.0%	15.0%	6.6%	13.9%
Asian	8.7%	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	1.0%	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%



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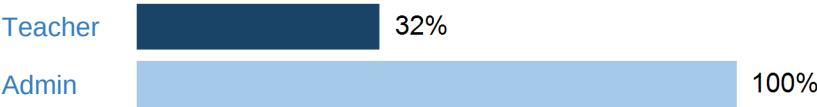
Teachers and Administrators - Level of Education

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

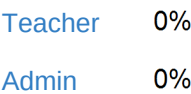
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	92.0%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	40.3%	55.1%	47.3%
Math Proficiency	36.7%	51.3%	50.7%
ELA Growth	57	56	56
Math Growth	24	32	34
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		47.1%	42.9%
Chronic Absenteeism	8.2%	7.4%	7.4%

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



Battle Hill Elementary
(39-5290-080)
Grades Offered: PK-04
2018-2019

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

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

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

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

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



Battle Hill Elementary
(39-5290-080)
Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Battle Hill Elementary
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2018-2019

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School Narrative

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

 Highlights:	• Our school is a microcosm of the community and society in which we live. We foster the building blocks of friendship, acceptance of personal differences, personal commitment, and academic success. • At Battle Hill, our success is based upon the dedicated, caring staff and committed parents working together to ensure that all students have a positive learning experience.
 Mission, Vision, Theme:	Our mission is to create a safe haven for students, faculty, and parents. We provide opportunities for learning by building strong values, inspiring children, and providing the building blocks for a good education.



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Courses, Curriculum, Instruction:	The educational program at Battle Hill offers high level instruction in all academic areas, World Language Instruction, ESL Instruction, Technology Instruction, General Music, Vocal Music, and Instrumental Music programs. In addition to textbooks and workbooks, students are encouraged to access and utilize electronic textbook formats. Students participate in a variety of online assessments in mathematics and reading including EdConnect, iReady, and GoMath!
Clubs and Activities:	Yearbook Student Council Kindness Club



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 Before and After School Programs:	After-School Enrichment programs in Mathematics and LAnguage Arts LEGO Program
 Staff and Professional Learning:	Our dedicated staff is committed to providing learning opportunities for students of all ability levels. Focus is paid specifically to various strategies aimed at improving student literacy as well as Social-Emotional Learning activities.



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 Student Supports and Services:	Full Time instruction for English Language Learners. Full-Time Child Study Team. Self-Contained and Inclusion Classes at all grade levels. Class for students with Behavioral Disabilities 2 full-time RTI Instructors Intervention and referral services designed to assist students who are experiencing learning, behavior or health difficulties
 Student Health and Wellness:	Morning Breakfast Program PE Class for all grade levels two times/week Outdoor Recess program supervised by District Staff daily
 Parent and Community Involvement:	Parent involvement is one of Battle Hill School's greatest assets. Our PTA supports a cultural arts program, provides library materials, and coordinates a variety of enjoyable activities for our students, parents, and staff. Parent volunteers are encouraged to donate their time and talents. Parents are important partners in the task of educating the students at Battle Hill School. Battle Hill has an active PTA that provides various programs and activities for students. ScIP committee involving parents as important stakeholders.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching and administrative staff.
 Facilities:	Battle Hill School is a neighborhood school set on ten-acres of luscious land. Battle Hill School’s name was derived from its historical connection to the Revolutionary War, specifically the Battle of Springfield. Our school is a microcosm of the community and society in which we live. We foster the building blocks of friendship, acceptance of personal differences, personal commitment, and academic success.
 School Safety:	Battle Hill has 29 security cameras placed throughout the school building and school grounds. In addition, all Exit doors are locked and alarmed throughout the school day. A staff member is stationed full time at the front door to monitor visitors to the school building. Visitors are escorted throughout the building at all times. The school conducts safety drills two times a month. These drills include: Fire Drills, Lockdown, Modified Lock Down, Shelter in Place, Bomb Threats, and Full-Scale Evacuation Drills.



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Technology and STEM:	SMART Boards are available in all classrooms and teachers utilize them to provide a multisensory/multimedia approach to learning and instruction.
Early Childhood Education:	Our Early Childhood education program is funded by a grant from the State of NJ. Currently a full day program is offered as well as 2 half-day programs taught by certified teachers.



Burnet Middle School
(39-5290-060)
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2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Burnet Middle School
(39-5290-060)
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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	Union
District	Township of Union School District
Principal Name	Mr. Tommy Harrell
Address	1000 CALDWELL AVENUE UNION, NJ 07083
Phone Number	908-851-6490
Email Address	tharrell@twpunionschools.org
Website	http://burnet.twpunionschools.org/
Twitter	https://twitter.com/therealBMS1000



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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
5	0	0	0
6	321	323	355
7	330	313	317
8	340	345	309
Total	991	981	981

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	48.9%	48.5%	48.8%
Male	51.1%	51.5%	51.2%
Economically Disadvantaged Students	44.9%	40.0%	41.7%
Students with Disabilities	12.9%	15.7%	15.5%
English Learners	2.6%	3.2%	3.7%
Homeless Students	0.3%	0.8%	0.9%
Students in Foster Care	0.2%	0.2%	0.2%
Military-Connected Students	0.0%	0.5%	0.7%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	14.9%	14.1%	13.0%
Hispanic	19.1%	22.1%	22.5%
Black or African American	56.0%	54.1%	53.5%
Asian	8.5%	8.1%	8.8%
Native Hawaiian or Pacific Islander	0.8%	0.3%	0.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.7%	1.3%	2.0%

Enrollment by Home Language

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

Home Language	% of Students
English	64.3%
Spanish	10.9%
Portuguese	4.4%
Creoles and pidgins, French-based	3.9%
Tagalog	3.1%
Other Languages	13.5%



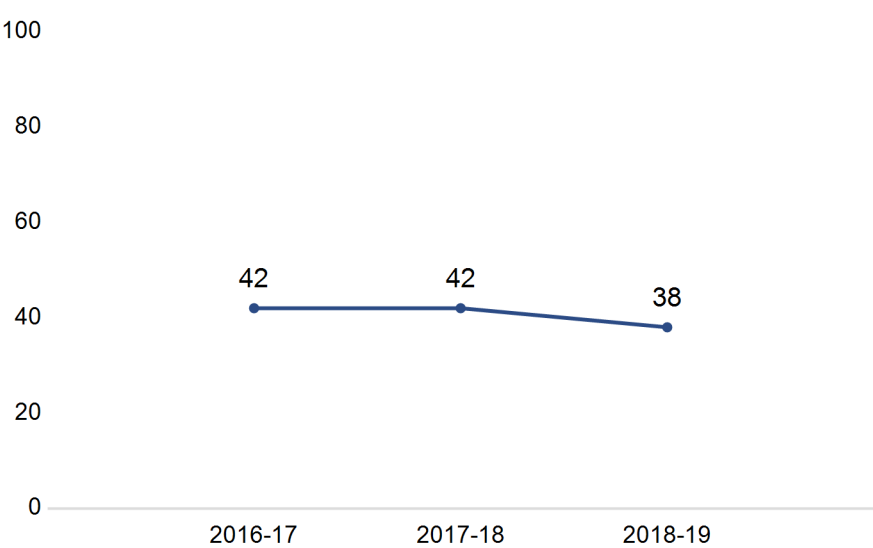
Burnet Middle School
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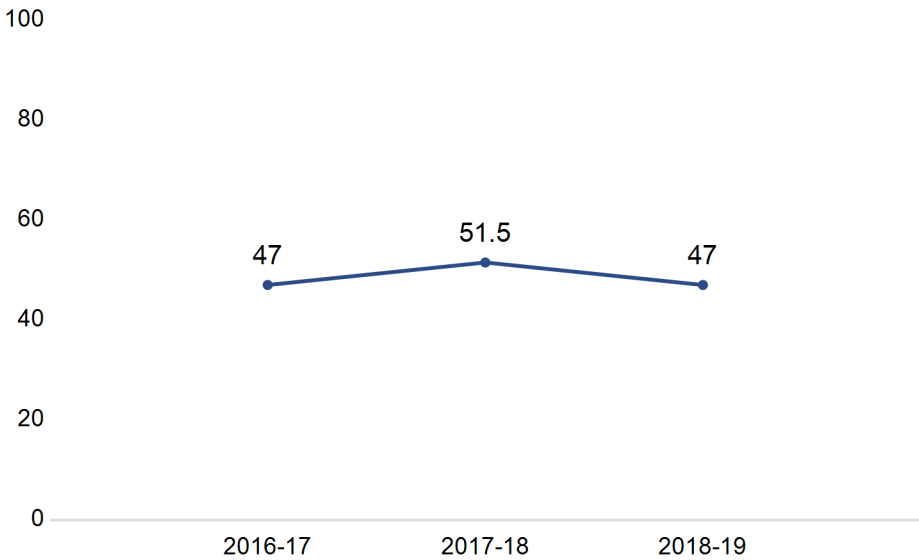
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	42	38	47	51.5	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Not Met	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	38	46	50	Not Met	47	45	50	Met Standard
White	44	53	50	Met Standard	55	52	52	Met Standard
Hispanic	42.5	45	49	Met Standard	48	46	47	Met Standard
Black or African American	35	41	45	Not Met	44	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	48	56.5	59	Met Standard	45	45	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	50	51	49	**	46	45.5	52	**
Female	40.5	51	53	N	49	44.5	50	N
Male	36	42	47	N	45	46	51	N
Economically Disadvantaged Students	39	44	48	Not Met	46	46	46	Met Standard
Students with Disabilities	39.5	38	43	Not Met	57	44	45	Met Standard
English Learners	39	46	52	Not Met	59	47.5	50	Met Standard
Homeless Students	*	54	43	N	*	58.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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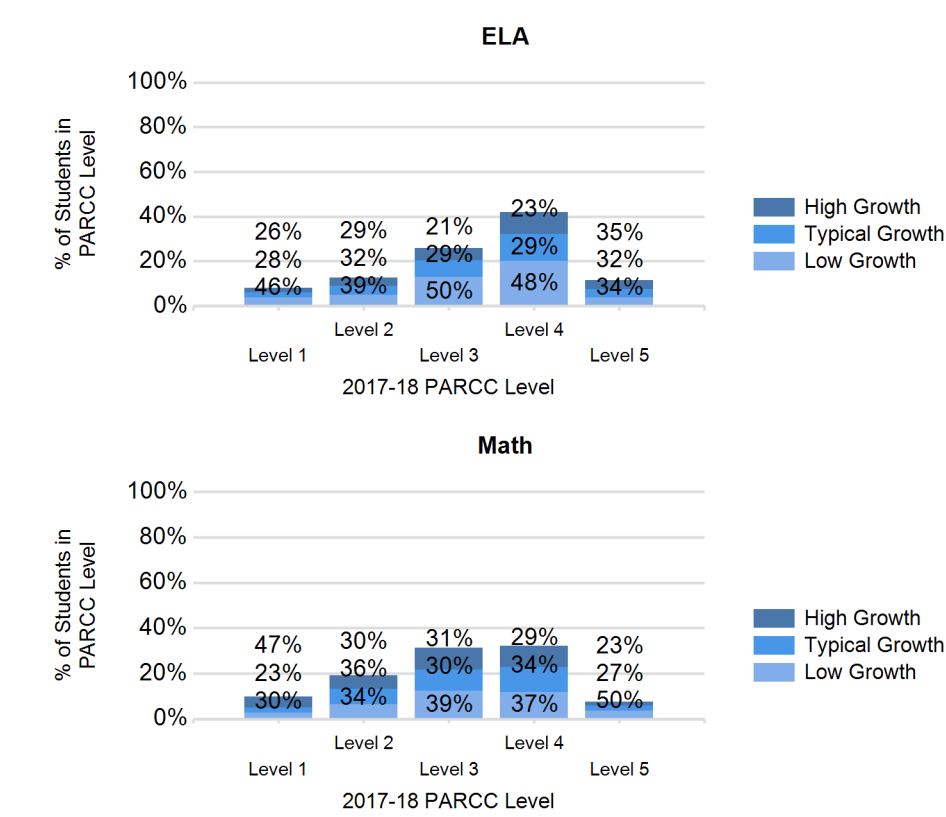
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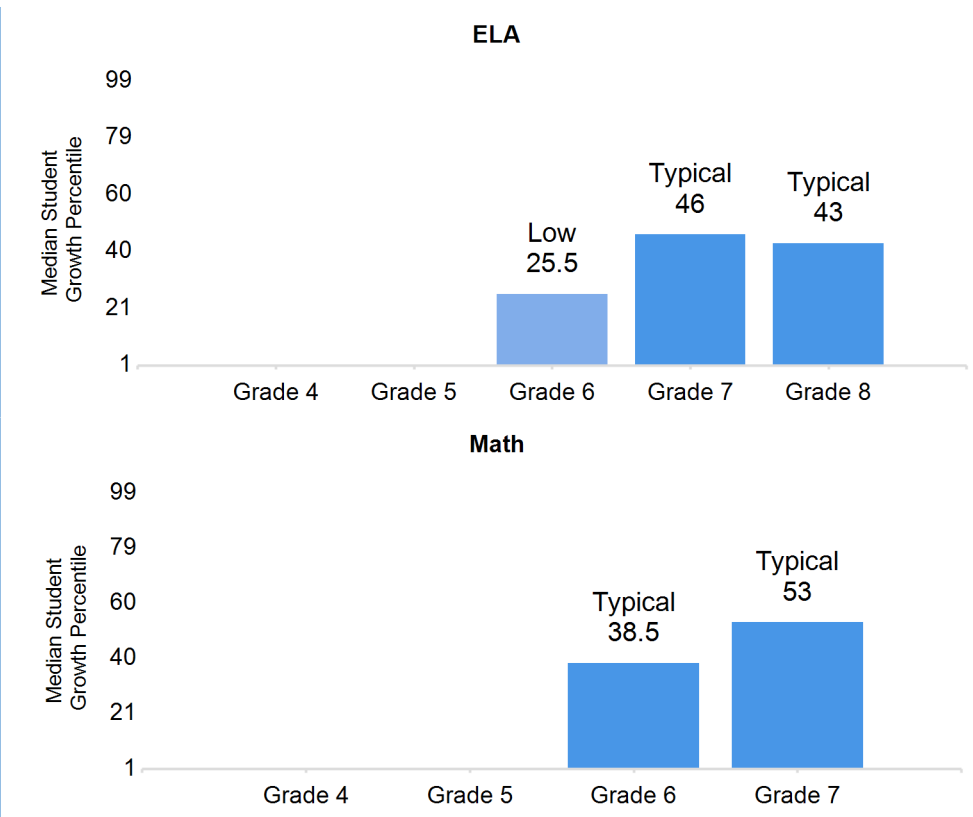
Student Growth by Performance Level

Student Growth by Grade

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



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



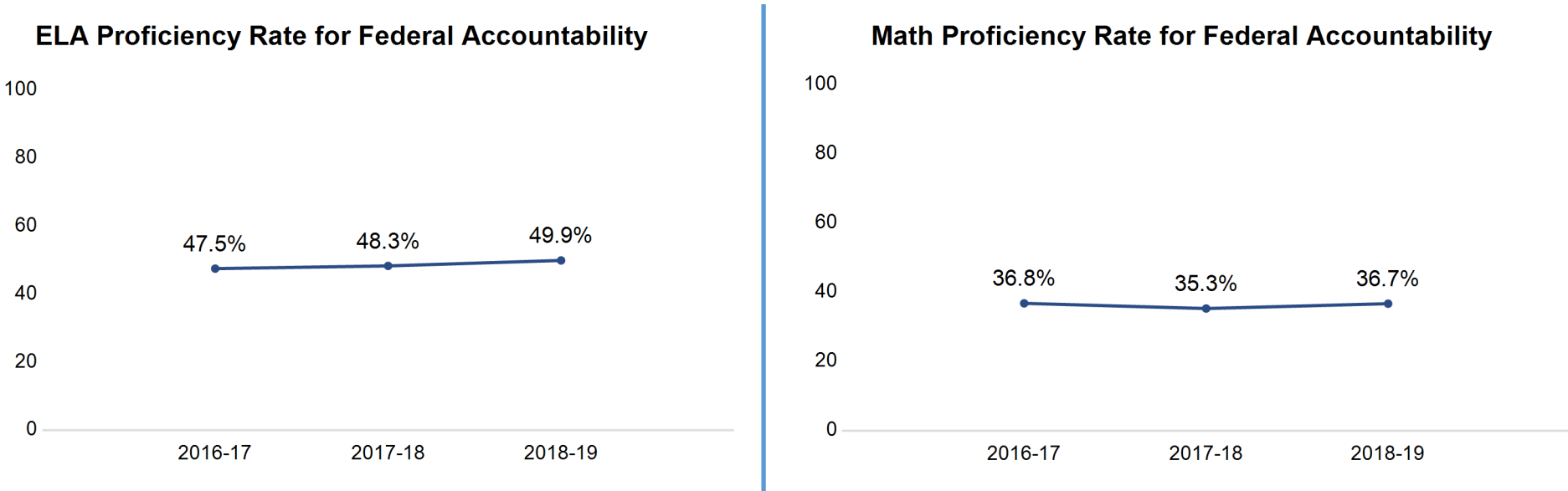


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.4%	93.9%	94.5%	93.2%	94.8%	93.8%
Proficiency Rate for Federal Accountability	47.5%	48.3%	49.9%	36.8%	35.3%	36.7%
Annual Target	41.7%	43.7%	45.7%	34.5%	36.9%	39.3%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target†	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	913	94.5	49.9	57.9	57.9	49.9	45.7	Met Target
White	126	97.0	54.8	64.5	66.9	54.8	45.1	Met Target
Hispanic	201	93.7	52.2	55.1	43.9	52.1	45.1	Met Target
Black or African American	486	93.4	43.2	51.7	38.5	42.7	41.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	84	100.0	78.6	81.3	82.9	78.6	70	Met Target
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	16	90.0	37.5	*	64.4	37.0	N	N
Female	437	92.8	57.0	65.2	64.8	55.9		
Male	476	96.1	43.5	51.3	51.3	43.5		
Economically Disadvantaged Students	383	92.8	42.8	50.1	40.0	41.9	41.4	Met Target
Non-Economically Disadvantaged Students	530	95.7	55.1	62.3	67.9	55.1		
Students with Disabilities	152	97.5	12.5	*	22.7	12.5	17.9	Not Met
Students without Disabilities	761	93.9	57.4	*	65.1	57.1		
English Learners	59	92.4	32.2	40.7	29.3	31.7	27.5	Met Target
Non-English Learners	854	94.6	51.2	59.4	60.6	51.2		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

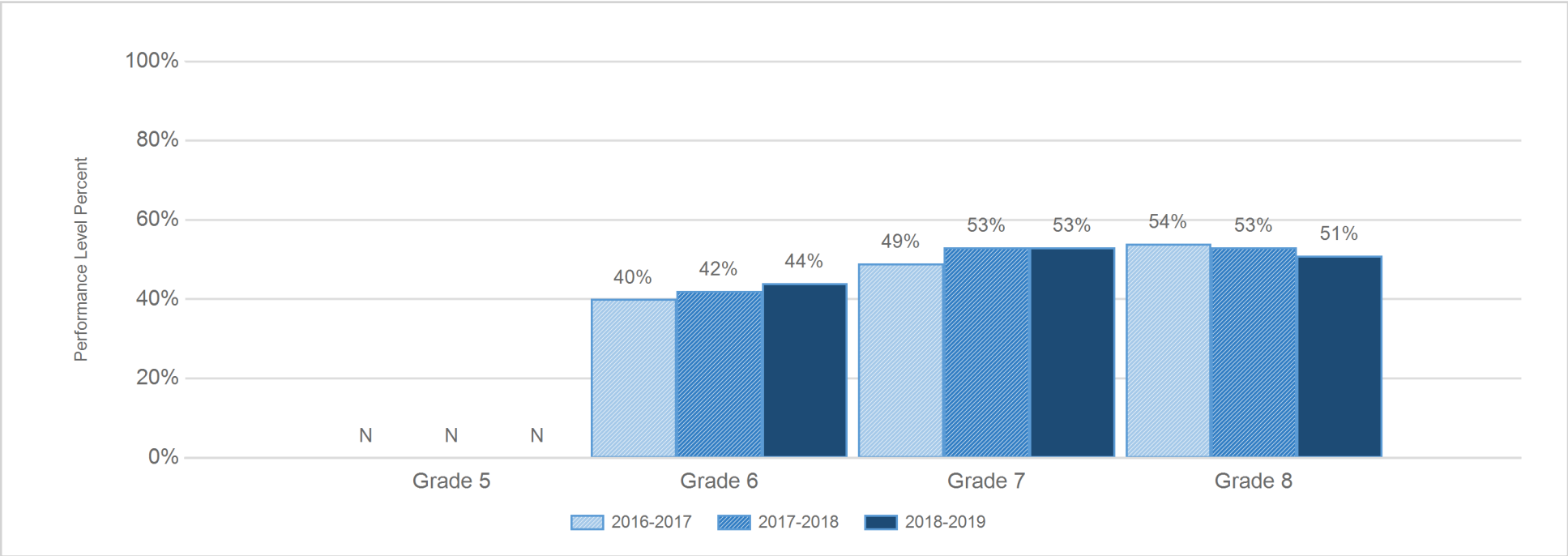


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	333	744	750	754	10%	19%	27%	38%	6%	44%	56%
White	41	756	764	762	*	*	24%	*	*	56%	65%
Hispanic	76	743	745	743	*	17%	26%	*	*	45%	43%
Black or African American	169	736	741	738	12%	23%	28%	*	*	37%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	758	760	*	*	*	*	*	*	64%
Female	159	751	757	762	*	17%	25%	*	*	52%	64%
Male	174	737	744	748	*	21%	29%	*	*	37%	48%
Economically Disadvantaged Students	144	737	740	740	14%	19%	33%	*	*	34%	39%
Non-Economically Disadvantaged Students	189	749	756	763	6%	19%	23%	*	*	52%	67%
Students with Disabilities	55	715	715	722	*	*	*	*	*	*	19%
Students without Disabilities	278	749	757	761	*	*	*	*	*	*	64%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Burnet Middle School
 (39-5290-060)
 Grades Offered: 06-08
 2018-2019

Report Key:
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 † This indicates a table specific note,see note below table

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	296	751	755	761	12%	12%	23%	33%	19%	53%	63%
White	39	762	764	769	*	*	*	*	*	54%	72%
Hispanic	67	748	755	747	*	*	21%	*	*	54%	50%
Black or African American	163	747	747	741	12%	13%	26%	29%	18%	48%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	751	768	*	*	*	*	*	*	68%
Female	148	762	767	769	*	*	24%	34%	27%	61%	71%
Male	148	740	744	753	*	*	22%	32%	11%	44%	55%
Economically Disadvantaged Students	128	743	745	743	16%	13%	24%	33%	14%	47%	45%
Non-Economically Disadvantaged Students	168	757	762	771	9%	11%	23%	34%	23%	57%	73%
Students with Disabilities	44	702	709	720	*	*	*	*	*	*	22%
Students without Disabilities	252	760	764	769	*	*	*	*	*	*	71%
English Learners	10	714	*	706	*	*	*	*	*	20%	12%
Non-English Learners	286	752	*	763	*	*	*	*	*	54%	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



Burnet Middle School
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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	292	749	757	762	16%	16%	17%	34%	17%	51%	63%
White	44	750	766	770	*	*	*	*	*	52%	72%
Hispanic	65	749	755	747	*	*	17%	*	*	57%	49%
Black or African American	155	742	747	741	21%	19%	17%	28%	14%	43%	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	137	753	767	771	13%	17%	17%	36%	17%	53%	71%
Male	155	745	748	753	19%	15%	17%	32%	17%	49%	55%
Economically Disadvantaged Students	112	745	747	743	17%	19%	15%	38%	12%	49%	45%
Non-Economically Disadvantaged Students	180	752	762	772	16%	14%	18%	32%	20%	52%	72%
Students with Disabilities	40	699	704	721	*	*	*	*	*	*	22%
Students without Disabilities	252	757	765	770	*	*	*	*	*	*	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



Burnet Middle School
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Grades Offered: 06-08
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	908	93.8	36.9	41.5	44.5	36.7	39.3	Met Target†
White	124	96.2	42.7	49.4	54.1	42.7	37.7	Met Target
Hispanic	201	93.8	36.3	39.2	28.8	36.3	37.9	Met Target†
Black or African American	482	92.4	29.7	33.6	23.0	28.9	34.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	85	100.0	70.6	66.3	76.5	70.6	70.9	Met Target†
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	16	90.0	37.5	*	53.3	37.0	N	N
Female	439	92.8	40.1	43.1	44.9	39.3		
Male	469	94.7	33.9	40.0	44.2	33.9		
Economically Disadvantaged Students	378	91.6	29.9	32.4	26.3	28.9	36.3	Not Met
Non-Economically Disadvantaged Students	530	95.4	41.9	46.4	54.9	41.9		
Students with Disabilities	146	94.4	*	11.6	17.4	*	16	Not Met
Students without Disabilities	762	93.7	*	47.5	50.0	*		
English Learners	64	93.3	26.6	*	25.0	26.3	31.3	Met Target†
Non-English Learners	844	93.8	37.7	*	46.5	37.4		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

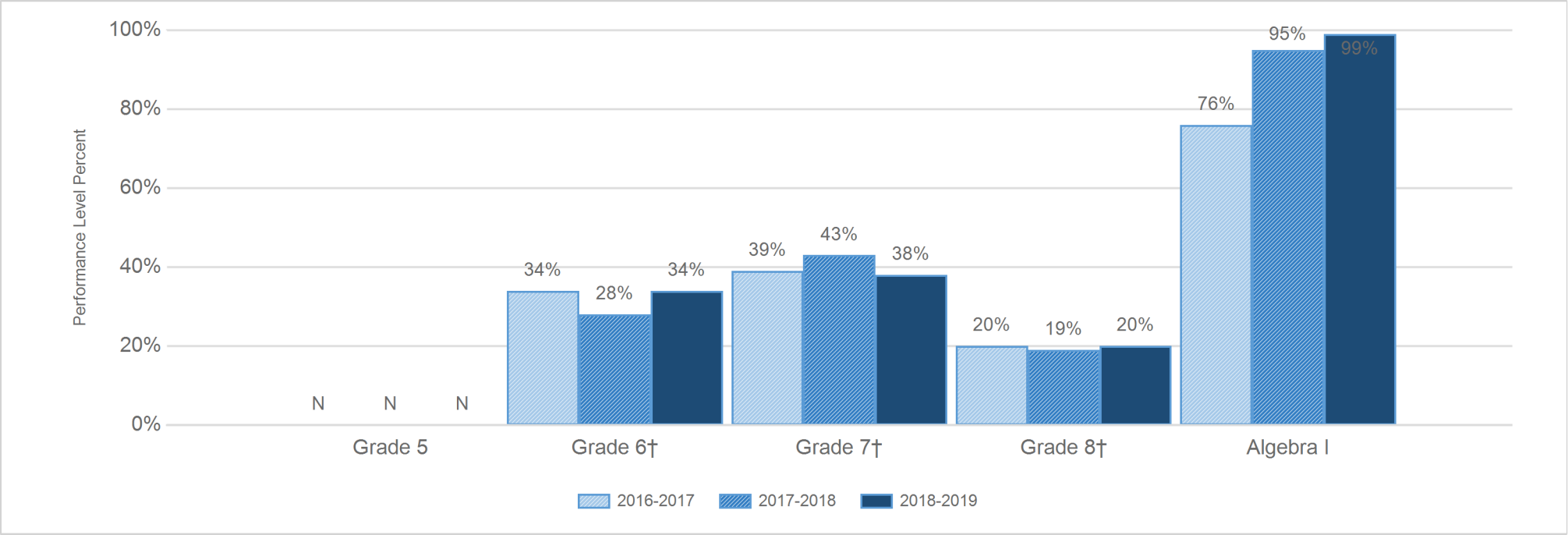


Burnet Middle School
(39-5290-060)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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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	330	735	736	741	13%	27%	26%	*	*	34%	41%
White	*	*	*	749	*	*	*	*	*	*	51%
Hispanic	75	732	731	729	20%	20%	29%	*	*	31%	24%
Black or African American	166	728	730	722	14%	34%	27%	25%	0%	25%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	731	747	*	*	*	*	*	*	48%
Female	160	739	738	742	11%	23%	28%	*	*	39%	42%
Male	170	731	734	740	15%	32%	25%	*	*	29%	40%
Economically Disadvantaged Students	140	726	727	726	19%	30%	29%	*	*	22%	21%
Non-Economically Disadvantaged Students	190	741	742	750	8%	25%	24%	*	*	42%	53%
Students with Disabilities	53	706	705	716	*	*	*	*	*	*	12%
Students without Disabilities	277	740	742	746	*	*	*	*	*	*	46%
English Learners	12	702	*	709	*	*	0%	*	*	17%	*
Non-English Learners	318	736	*	743	*	*	27%	*	*	34%	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	296	742	743	744	6%	23%	32%	31%	6%	38%	42%
White	39	748	747	751	*	*	38%	*	*	41%	53%
Hispanic	68	745	745	733	*	24%	32%	*	*	37%	26%
Black or African American	161	736	736	727	7%	27%	34%	*	*	32%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	751	749	*	*	*	*	*	*	51%
Female	150	744	746	744	*	22%	32%	*	*	41%	42%
Male	146	739	740	743	*	25%	33%	*	*	35%	42%
Economically Disadvantaged Students	127	738	738	731	*	28%	32%	*	*	33%	24%
Non-Economically Disadvantaged Students	169	744	746	751	*	20%	33%	*	*	41%	53%
Students with Disabilities	41	712	712	718	*	*	*	*	*	*	13%
Students without Disabilities	255	746	749	749	*	*	*	*	*	*	48%
English Learners	13	724	*	716	*	*	*	*	*	23%	10%
Non-English Learners	283	742	*	745	*	*	*	*	*	39%	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	717	721	728	33%	28%	20%	*	*	20%	29%
White	27	707	717	737	*	*	*	*	*	*	38%
Hispanic	51	722	724	722	25%	29%	22%	24%	0%	24%	22%
Black or African American	128	713	717	714	36%	30%	15%	19%	0%	19%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	103	718	721	731	34%	26%	21%	*	*	18%	31%
Male	116	716	720	726	32%	29%	18%	*	*	21%	27%
Economically Disadvantaged Students	94	721	722	719	30%	30%	15%	*	*	26%	20%
Non-Economically Disadvantaged Students	125	714	720	735	35%	26%	23%	*	*	15%	36%
Students with Disabilities	38	688	697	707	*	*	*	*	*	*	10%
Students without Disabilities	181	723	726	734	*	*	*	*	*	*	35%
English Learners	*	*	708	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	721	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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	74	789	743	744	0%	0%	*	*	*	99%	42%
White	16	790	753	752	0%	0%	0%	*	*	100%	53%
Hispanic	15	784	740	728	0%	0%	0%	*	*	100%	24%
Black or African American	28	788	*	725	0%	0%	*	*	*	96%	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	35	787	746	745	0%	0%	*	*	*	97%	44%
Male	39	791	739	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	18	783	*	727	0%	0%	*	*	*	94%	23%
Non-Economically Disadvantaged Students	56	791	*	752	0%	0%	*	*	*	100%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	745	*	*	*	*	*	*	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	25.0%	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	24	*	*
3-4	*	*	*
5 or more	N	N	N



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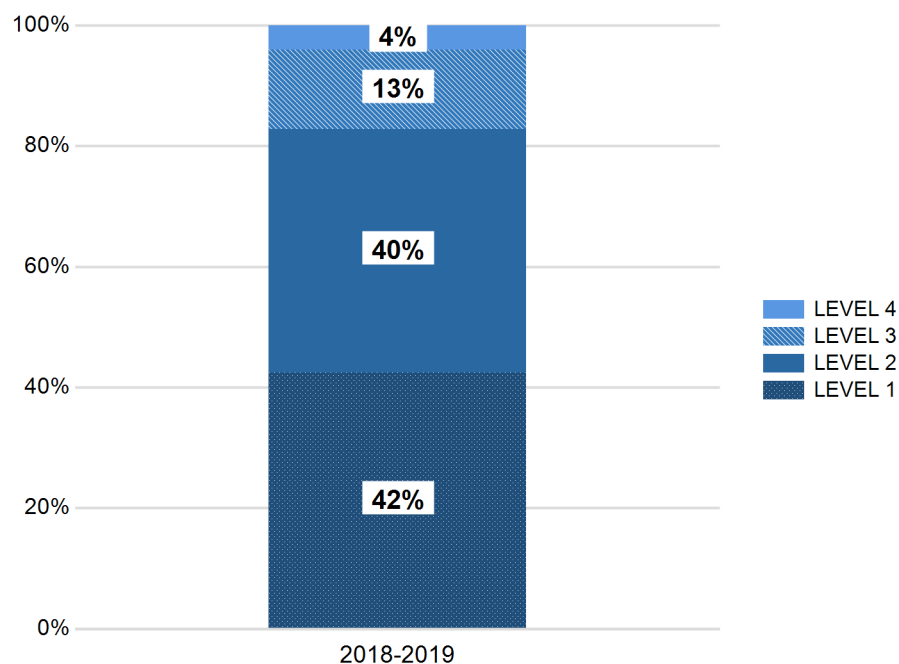
Report Key:

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

NJSLA Science Assessment: Grade 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	42	40	13	4
White	42	37	19	2
Hispanic	36	53	11	0
Black or African American	48	37	10	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	42	43	12	3
Male	42	38	15	6
Economically Disadvantaged Students	48	40	12	1
Non-Economically Disadvantaged Students	38	41	14	7
Students with Disabilities	90	8	3	0
Students without Disabilities	34	45	15	5
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



Burnet Middle School
(39-5290-060)
Grades Offered: 06-08
2018-2019

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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	366
7	0	0	331
8	78	0	246
Total	78	0	943

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	348	3	0	0	3	0	0
7	313	307	0	0	309	0	0
8	58	58	0	0	3	0	0
Total	719	368	0	0	315	0	0



Burnet Middle School
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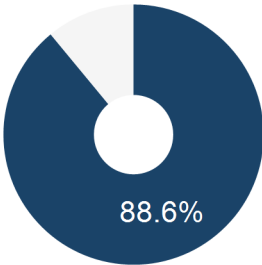
Report Key:
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Visual and Performing Arts – Course Participation

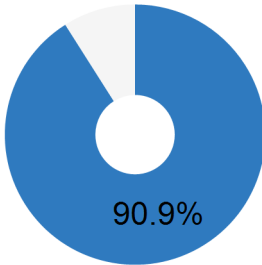
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

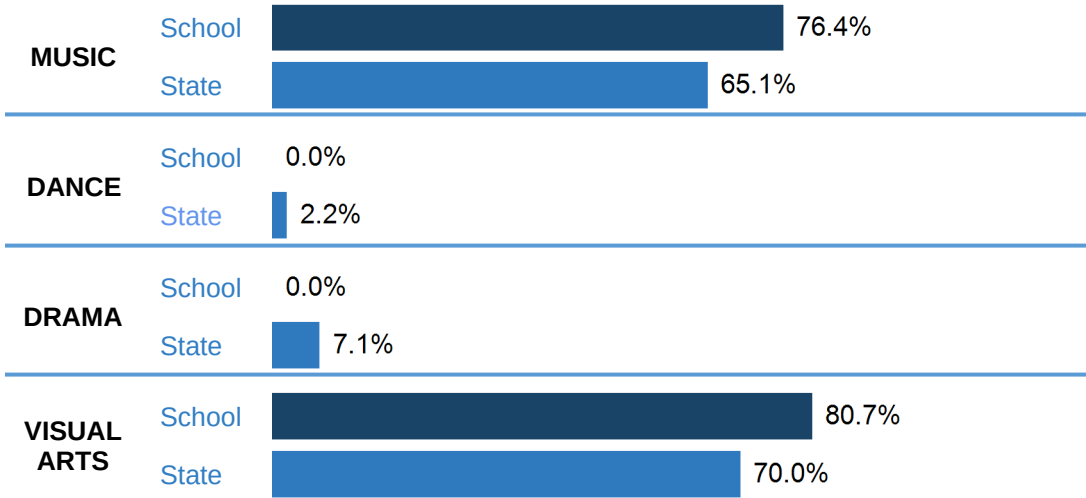


School



State

Students enrolled in one or more classes by discipline:





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

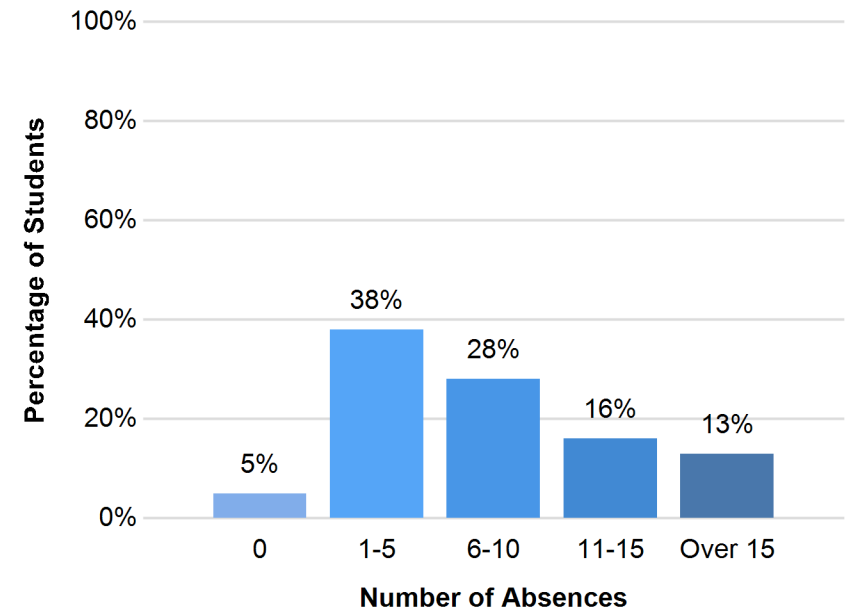
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	108	10.6	9.1	Not Met
White	21	15.2	9.1	Not Met
Hispanic	25	11.1	9.1	Not Met
Black or African American	56	10.3	9.1	Not Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	30.0	9.1	Not Met
Female	51	10.4		
Male	57	10.8		
Economically Disadvantaged Students	52	12.5	9.1	Not Met
Students with Disabilities	31	16.3	9.1	Not Met
English Learners	2	5.6	9.1	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





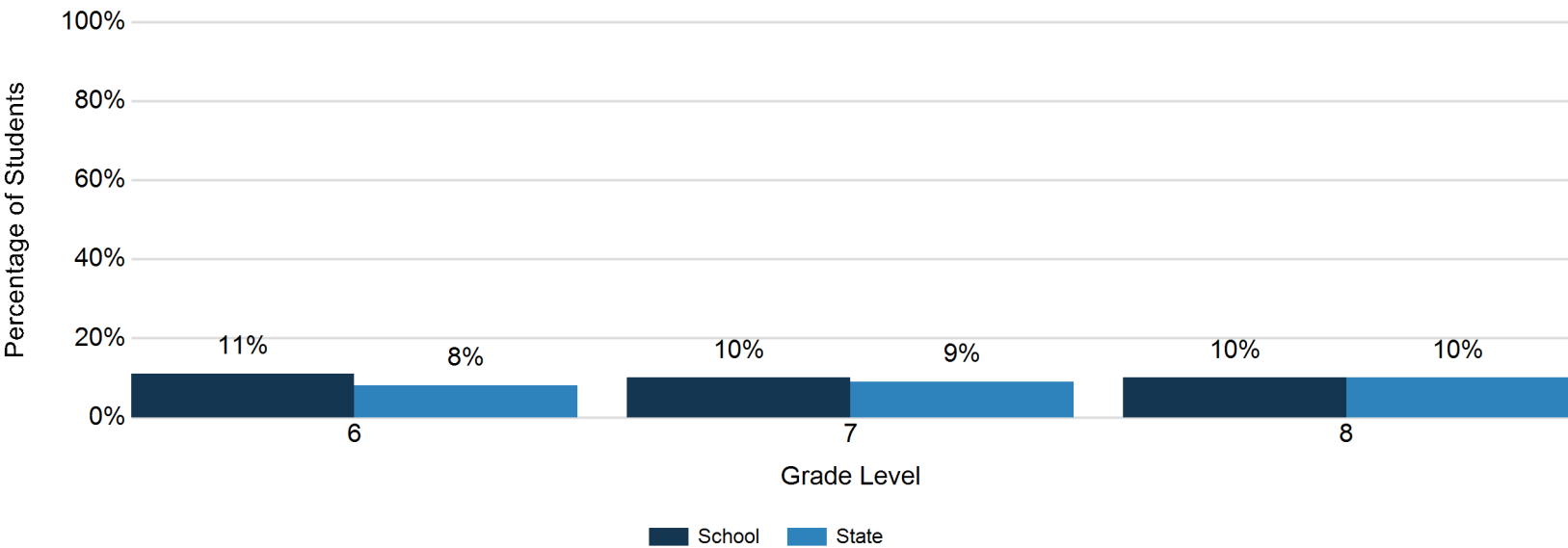
Burnet Middle School
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	24
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	17
Total Unique Incidents	43
Incidents Per 100 Students Enrolled	4.38

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	3	3
Religion	0	1	1
Ancestry	0	1	1
Gender	0	0	0
Sexual Orientation	0	3	3
Disability	0	3	3
Other	0	14	14
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	148	15.1%
Any Suspension	148	15.1%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions

564



Burnet Middle School
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School Day

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

Category	School
Typical Start Time	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 16 Mins
Shared Time - Instructional Time	5 Hrs. 16 Mins.

Device Ratios

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

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



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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	85	118,214
Average years experience in public schools	10.8	12.1
Average years experience in district	8.9	10.8
Percentage of Teachers with 4 or more years experience in the district	75.3%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	245:1	170:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.8%	64.7%	75.0%	48.4%	77.1%	54.9%
Male	51.2%	35.3%	25.0%	51.6%	22.9%	45.1%
White	13.0%	78.8%	25.0%	42.4%	83.6%	77.4%
Hispanic	22.5%	5.9%	0.0%	29.9%	7.3%	7.2%
Black or African American	53.5%	9.4%	75.0%	15.0%	6.6%	13.9%
Asian	8.8%	2.4%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	3.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

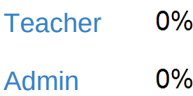
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	92.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	47.5%	48.3%	49.9%
Math Proficiency	36.8%	35.3%	36.7%
ELA Growth	42	42	38
Math Growth	47	52	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		38.5%	25.0%
Chronic Absenteeism	7.0%	8.8%	10.6%

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Met Target†	Not Met	Met Standard	Met Target†	Not Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Hispanic	Met Target	Met Target†	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	N	N	**	**	n/a	Not Met	No
Economically Disadvantaged Students	Met Target	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Met Target	Met Target†	Not Met	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:	- BMS leads the way in developing innovative programs to ensure we address the educational needs of all students. BMS is highly engaged in the process to grow the professional practice of the staff. - Burnet is embracing the district initiative to consistently allow data to drive reflective practice for professionals and instruction for our pupils.
 Mission, Vision, Theme:	Burnet Middle School will provide students with a quality education while affording the student an opportunity to develop socially and emotionally in a safe learning environment. Our Vision: The value of education will be a fundamental belief in all areas of our academic program, with the school and community working collectively to increase opportunities for meaningful participation by parents in the education of their children.



Burnet Middle School
(39-5290-060)
Grades Offered: 06-08
2018-2019

Report Key:

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School Narrative

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Courses, Curriculum, Instruction:

Gifted and Talented Program- 6th through 8th Grade Title I Program Students will be engaged in rigorous project based learning as well as social and emotional learning through positive reinforcement. The I-Ready program will assist with 21st century learning and develop much needed data to enhance instruction. Burnet offers Innovative Title I programming that includes a curriculum for Journalism as Language Arts and Intramurals as Physics that takes place before school from 7:10 to 7:50. The goal is to enhance Mathematics, ELA, and to improve physical fitness. School year 2018-2019 is the first year under the direction of Principal Harrell that film and media is being introduced. Media and journalism will enhance and build on the culture of the Poetry Slam series that has been established for more than a decade. Innovative programming will continue to build the skill set of our pupils for the 21 Century.



Sports and Athletics:

Sports Offered: Baseball (Boys), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)

Wrestling, Basketball, Baseball, Soccer, and Intramurals are thriving at BMS. BMS boys' basketball teams have gone undefeated for multiple seasons.



Clubs and Activities:

The clubs offered at Burnet Middle School include: Art Club, Baseball Card Club, Builders Club, Burnet Gazette (school paper), Chess/Checkers/Board Games, Color a Smile, Color Guard, Drama Club, Environmental Action Club, French Club, German Club, Math Club, Paw Pals, Peer Leadership, Poetry Club, Seekers, Ski Club, Spanish Club, Theatre Club, and Yearbook. Burnet also boasts a strong student council that offers services for a variety of activities relating to service. Union County Park cleanup, Middle to Elementary peer tutoring that will commence in 2019 between BMS and Connecticut Farms are just a few of the program that warrants mentioning. The Academy for Publishing, Policy, and Debate is competitive and a growing program with a Saturday "Boot Camp" designed to train other Middle Schools that will commence in 2019.



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 Before and After School Programs:	Before School: Intramurals as Physics and Journalism as Language Arts After School: The Academy for Publishing, Policy, and Debate. United Poetry Slam in Collaboration with the UHS and KMS.
 Staff and Professional Learning:	PD's: Solution Tree for PLC's, Nurtured Heart Certified Trainers, 7 Habits of Highly Effective Teens, Families, and People, Social Emotional Learning and Education the whole Child, Writer's Workshop, Building Culture with Diverse Students. ETC. Through the PLC process and our Connected Action Roadmap, data is utilized to drive instruction. The District initiative supported by BMS allows data to drive systematic processes in school. The key commonality of BMS staff is the responsibility to our students and families. Multiple BMS staff members' offers help for student academic support.



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Student Supports and Services:

Under the direction of the supervisor, BMS has a thriving ESL program for support of Port of Entry Students Guidance Counselors, SAC, and the CST team support team give full support to students with special needs and IEP's. Intervention and referral services (I&RS) are designed to assist students who are experiencing learning, behavior or health difficulties. The Counseling departments are engaged with various groups and they are the following: Various social/peer interaction groups, grief counseling groups, and anti-bullying.



Student Health and Wellness:

New Jersey State Physical Education requirements contribute to a vast majority of the wellness of BMS Public School students. BMS for 2018-2019 wrote the Curriculum through Title I funds to create Intramurals as Physics that takes place before school. Through our Aramark program, BMS offers breakfast and lunch that meets the nutritional guides for the State of New Jersey. These nutritional programs is offered to students for full, free, and reduced rates and are available during any full day of school.



Parent and Community Involvement:

BMS engages in a quarterly "Parent Roundtable" to keep parents connected to the school community. BMS boasts a strong PTA, SEPAG for our special needs students, and share multiple volunteer opportunities for parents to engage. Spaghetti Dinner held in February and June for 2019 to celebrate 1st Honor roll Students. BMS Partners with Stockton University and Kean University on a variety of initiatives. Hosting the Pre-Debates, Parent Meetings, and Invitational for grants are just a few. Genesis and the Union Township APP is a wonderful way for parents to keep pace with their students.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The survey results were generally positive. The staff and students both believe that their are well defined rules and consequences and that the teachers provide a lot of support and encouragement to the students.
 Facilities:	Burnet Middle School was built in 1924 and constant renovations are initiated because of the age of the building. Two gyms, a fully stocked library, a laptop program that boasts 1-1, and multiple science rooms fully stocked for Chemistry. A media room for Journalism as language arts and the development of a responsive classroom will be introduced in 2019.
 School Safety:	Security training at the beginning of September and monthly security drills helps BMS staff to embrace that in the 21st Century, "security is the responsibility of everyone." A front door greeter, security cameras, and streamline sign in process to ensure valid individuals are entering our school. 4 Security officers with experienced and SORA certified.



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 Technology and STEM:	1 to 1 program utilizing Chromebooks and the Google Classroom A robust STEAM club with integration of the Next Generation Science Standards Smartboards, Elmos, and Laptops are utilized to enhance instruction.
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 Other Information	Burnet Middle School boasts a technology program that enhances academia while fully embracing the Google platform throughout the school community. The school is currently building their technological program and working toward the status of being a “Future Ready” middle school. The staff at Burnet delivers an effective educational program that is designed to reach every tier of student. It is our personal mission to make our students phenomenal citizens of Union Township, the United States of America, and a vital part of our global community. Our academic and extracurricular pursuits allow students to become well-rounded individuals. We take pride in the growth of our students, faculty, parents, and administrators.
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Connecticut Farms Elementary
(39-5290-090)
Grades Offered: PK-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Connecticut Farms Elementary**

(39-5290-090)

Grades Offered: PK-05

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Ms. Michelle Osborne-Warren
Address	875 STUYVESANT AVENUE UNION, NJ 07083
Phone Number	908-851-6470
Email Address	MWARREN@twpunionschools.org
Website	http://connecticut.twpunionschools.org/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
PK	25	35	34
KG	62	63	71
1	76	64	63
2	74	84	65
3	68	86	80
4	96	72	90
5	3	3	1
Total	404	407	404

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.8%	48.9%	50.7%
Male	50.2%	51.1%	49.3%
Economically Disadvantaged Students	30.4%	35.4%	39.6%
Students with Disabilities	9.2%	11.3%	12.1%
English Learners	7.9%	10.3%	10.1%
Homeless Students	0.0%	0.0%	0.2%
Students in Foster Care	0.0%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.5%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	18.6%	16.7%	17.1%
Hispanic	34.9%	39.8%	40.3%
Black or African American	30.2%	29.5%	30.7%
Asian	12.9%	9.8%	7.2%
Native Hawaiian or Pacific Islander	0.7%	0.5%	0.7%
American Indian or Alaska Native	0.0%	0.0%	0.2%
Two or More Races	2.7%	3.7%	3.7%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	25	35	20
PK - Full Day	0	0	14
KG - Half Day	0	0	0
KG - Full Day	62	63	71

Enrollment by Home Language

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

Home Language	% of Students
English	64.9%
Spanish	16.8%
Portuguese	7.9%
Creoles and pidgins	1.5%
Igbo	1.2%
Other Languages	7.7%



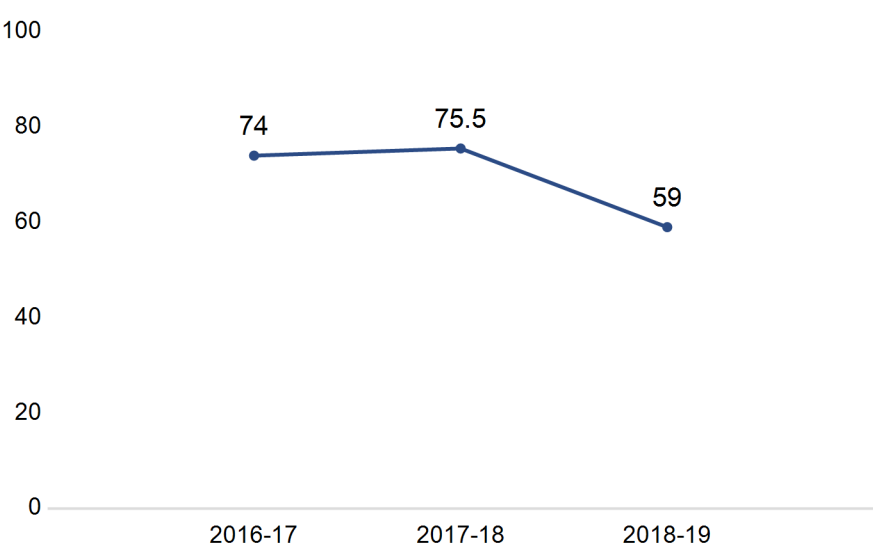
Connecticut Farms Elementary
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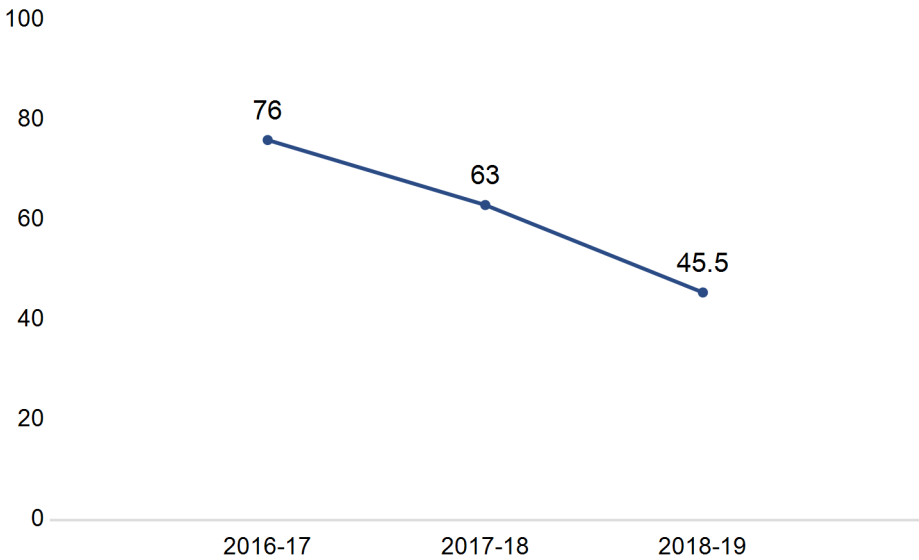
Student Growth Trends and Progress

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	74	75.5	59	76	63	45.5
Met Standard (40-59.5)?	Exceeds Standard	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	59	46	50	Met Standard	45.5	45	50	Met Standard
White	76	53	50	**	60	52	52	**
Hispanic	70.5	45	49	Exceeds Standard	52	46	47	Met Standard
Black or African American	55	41	45	Met Standard	43.5	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56.5	59	**	*	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	61	51	53	N	42.5	44.5	50	N
Male	57	42	47	N	53.5	46	51	N
Economically Disadvantaged Students	55.5	44	48	Met Standard	53	46	46	Met Standard
Students with Disabilities	54	38	43	**	38	44	45	**
English Learners	72	46	52	**	36	47.5	50	**
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	43	49	N	N	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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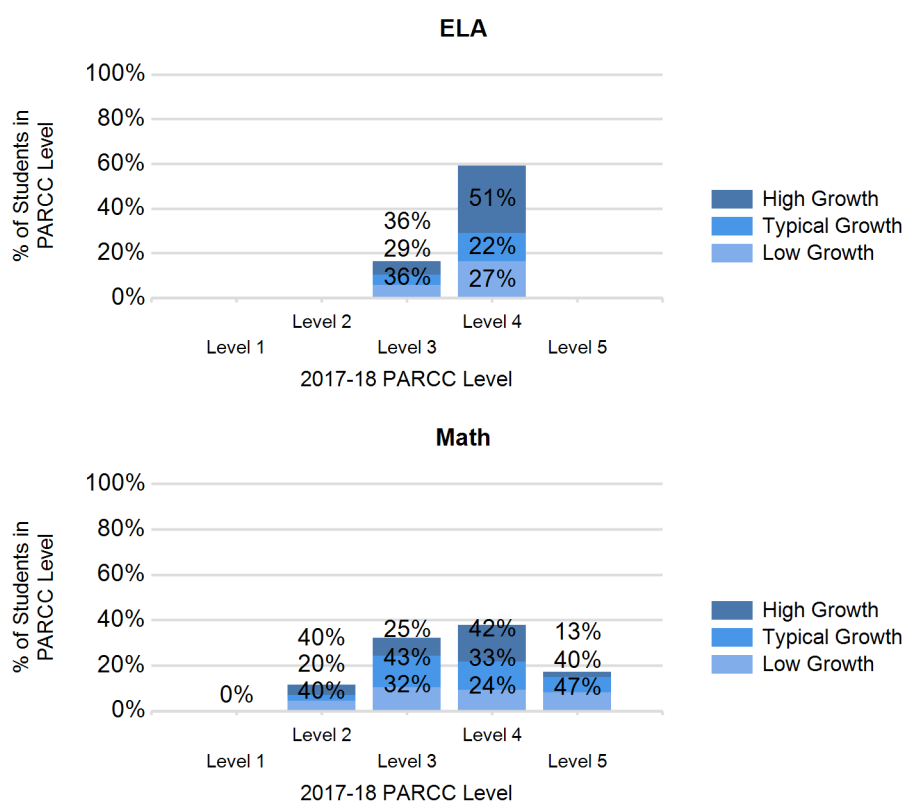
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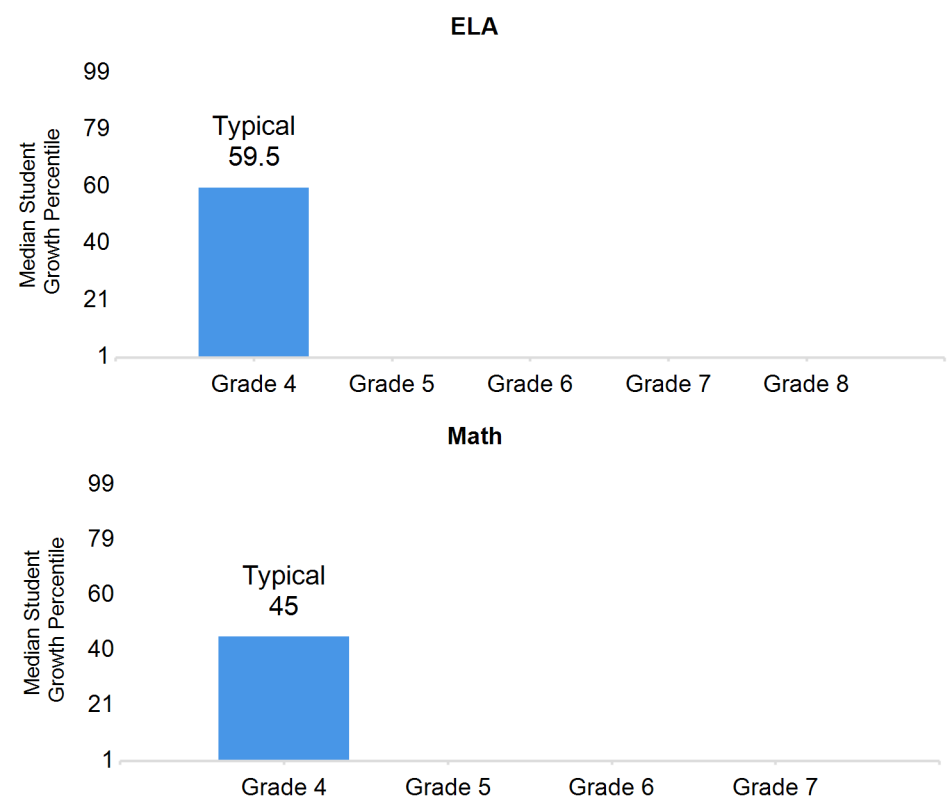
Student Growth by Performance Level

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



Student Growth by Grade

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



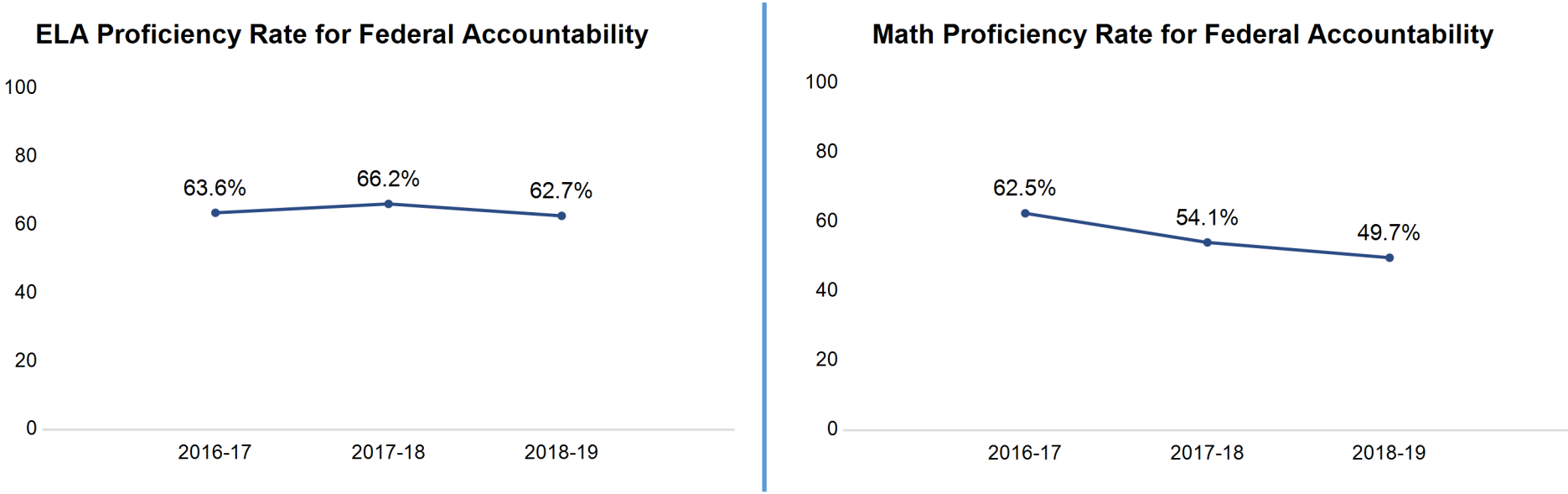


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.4%	98.8%	97.8%	96.5%	98.8%	97.8%
Proficiency Rate for Federal Accountability	63.6%	66.2%	62.7%	62.5%	54.1%	49.7%
Annual Target	54.0%	55.3%	56.7%	60.4%	61.5%	62.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	169	97.8	62.7	57.9	57.9	62.7	56.7	Met Target
White	28	93.3	64.3	64.5	66.9	63.2	59.3	Met Target
Hispanic	69	97.3	58.0	55.1	43.9	58.0	62.1	Met Target†
Black or African American	52	100.0	61.5	51.7	38.5	61.5	42.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	84	95.7	63.1	65.2	64.8	63.1		
Male	85	100.0	62.4	51.3	51.3	62.4		
Economically Disadvantaged Students	70	98.6	57.1	50.1	40.0	57.1	39.7	Met Target
Non-Economically Disadvantaged Students	99	97.2	66.7	62.3	67.9	66.7		
Students with Disabilities	23	96.2	13.0	*	22.7	13.0	29.3	Not Met
Students without Disabilities	146	98.1	70.5	*	65.1	70.5		
English Learners	31	100.0	35.5	40.7	29.3	35.5	44	Met Target†
Non-English Learners	138	97.3	68.8	59.4	60.6	68.8		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	N	N	N	57.1	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

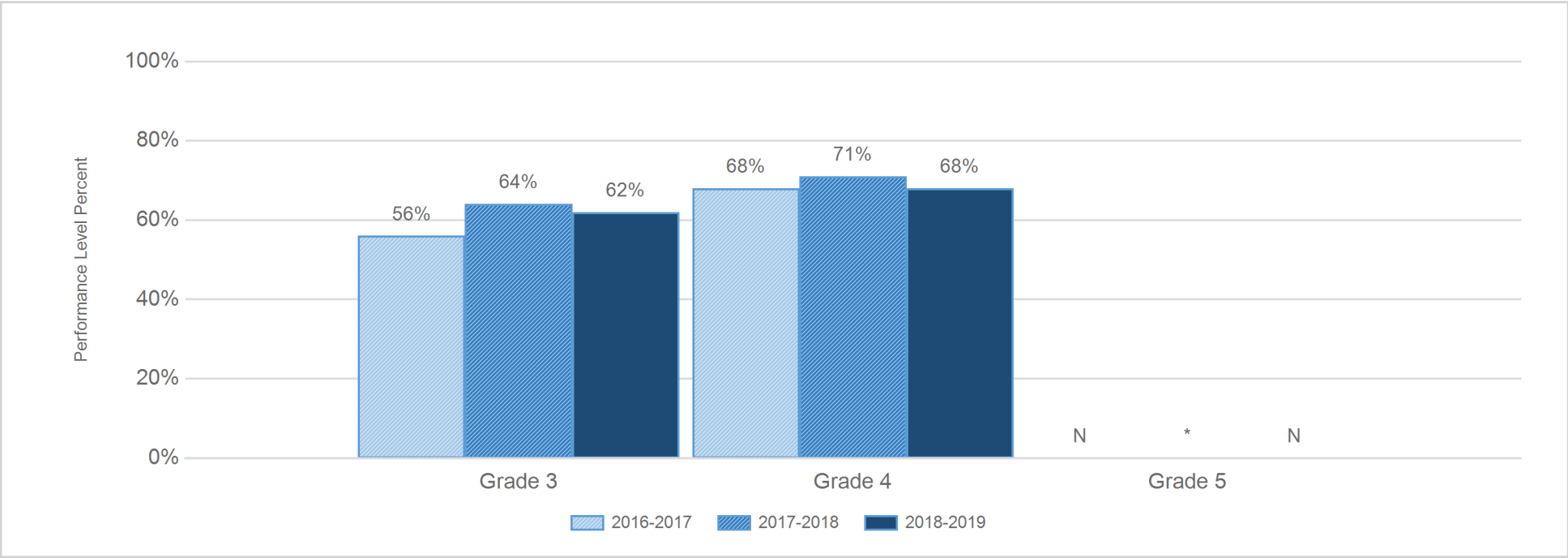


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	756	754	748	*	14%	18%	*	*	62%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	35	750	749	734	*	*	*	*	*	54%	36%
Black or African American	24	761	750	731	0%	*	*	*	*	71%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	43	755	761	753	*	*	*	*	*	63%	55%
Male	35	756	746	743	*	*	*	*	*	60%	46%
Economically Disadvantaged Students	34	741	743	731	*	*	*	*	*	47%	33%
Non-Economically Disadvantaged Students	44	767	759	759	*	*	*	*	*	73%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	761	754	*	*	*	*	*	*	56%
English Learners	15	721	721	713	*	*	*	*	*	20%	17%
Non-English Learners	63	764	757	751	*	*	*	*	*	71%	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



Connecticut Farms Elementary

(39-5290-090)

Grades Offered: PK-05

2018-2019

Report Key:
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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	90	767	762	755	*	*	19%	37%	31%	68%	57%
White	17	761	766	763	0%	*	*	*	*	71%	67%
Hispanic	33	773	764	743	0%	*	*	30%	36%	67%	44%
Black or African American	27	758	755	739	*	*	*	*	*	59%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	44	767	765	760	*	*	*	34%	32%	66%	62%
Male	46	767	759	750	*	*	*	39%	30%	70%	53%
Economically Disadvantaged Students	35	764	758	740	*	*	*	31%	34%	66%	40%
Non-Economically Disadvantaged Students	55	769	763	765	*	*	*	40%	29%	69%	69%
Students with Disabilities	10	722	*	725	*	*	*	*	*	10%	25%
Students without Disabilities	80	772	*	761	*	*	*	*	*	75%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Connecticut Farms Elementary

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Grades Offered: PK-05

2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	N	N	755	756	N	N	N	N	N	N	58%
White	N	N	759	764	N	N	N	N	N	N	68%
Hispanic	N	N	754	743	N	N	N	N	N	N	44%
Black or African American	N	N	750	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	773	781	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	N	N	765	762	N	N	N	N	N	N	65%
Female	N	N	760	761	N	N	N	N	N	N	64%
Male	N	N	750	750	N	N	N	N	N	N	52%
Economically Disadvantaged Students	N	N	745	740	N	N	N	N	N	N	39%
Non-Economically Disadvantaged Students	N	N	760	766	N	N	N	N	N	N	69%
Students with Disabilities	N	N	722	724	N	N	N	N	N	N	23%
Students without Disabilities	N	N	762	762	N	N	N	N	N	N	65%
English Learners	N	N	733	713	N	N	N	N	N	N	11%
Non-English Learners	N	N	756	758	N	N	N	N	N	N	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Grades Offered: PK-05
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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	169	97.8	49.7	41.5	44.5	49.7	62.5	Not Met
White	28	93.3	50.0	49.4	54.1	49.1	46.2	Met Target
Hispanic	69	97.3	53.6	39.2	28.8	53.6	69.3	Not Met
Black or African American	52	100.0	40.4	33.6	23.0	40.4	56.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	84	95.7	44.0	43.1	44.9	44.0		
Male	85	100.0	55.3	40.0	44.2	55.3		
Economically Disadvantaged Students	70	98.6	45.7	32.4	26.3	45.7	58.8	Not Met
Non-Economically Disadvantaged Students	99	97.2	52.5	46.4	54.9	52.5		
Students with Disabilities	23	96.2	*	11.6	17.4	*	38	Not Met
Students without Disabilities	146	98.1	*	47.5	50.0	*		
English Learners	31	100.0	35.5	*	25.0	35.5	39.5	Met Target†
Non-English Learners	138	97.3	52.9	*	46.5	52.9		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	N	N	N	37.0	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

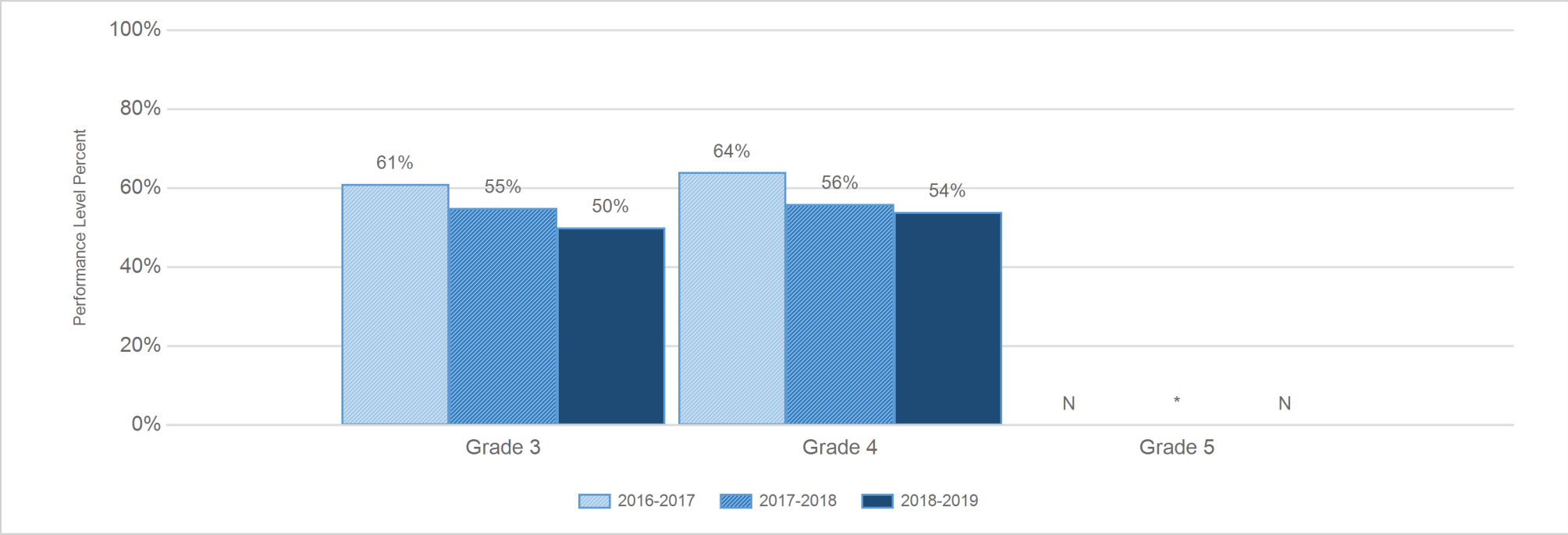


Connecticut Farms Elementary
(39-5290-090)
Grades Offered: PK-05
2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	749	754	752	*	14%	35%	*	*	50%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	35	745	751	739	*	*	34%	*	*	49%	40%
Black or African American	24	751	748	735	0%	*	42%	*	*	42%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	748	755	751	*	*	40%	*	*	47%	54%
Male	35	751	753	752	*	*	29%	*	*	54%	56%
Economically Disadvantaged Students	34	742	743	737	*	*	38%	*	*	38%	37%
Non-Economically Disadvantaged Students	44	755	759	761	*	*	32%	*	*	59%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	15	733	731	728	*	*	*	*	*	20%	26%
Non-English Learners	63	753	756	754	*	*	*	*	*	57%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	90	752	752	749	*	*	33%	*	*	54%	51%
White	17	746	758	757	0%	*	*	*	*	47%	62%
Hispanic	33	760	754	737	0%	*	*	64%	0%	64%	36%
Black or African American	27	747	743	731	*	*	41%	*	*	44%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	44	748	750	749	*	*	43%	*	*	45%	50%
Male	46	757	754	749	*	*	24%	*	*	63%	52%
Economically Disadvantaged Students	35	751	746	734	*	*	31%	*	*	54%	32%
Non-Economically Disadvantaged Students	55	753	755	759	*	*	35%	*	*	55%	63%
Students with Disabilities	10	720	*	726	*	*	*	*	*	*	25%
Students without Disabilities	80	756	*	754	*	*	*	*	*	*	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Connecticut Farms Elementary

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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	N	N	746	747	N	N	N	N	N	N	47%
White	N	N	751	755	N	N	N	N	N	N	58%
Hispanic	N	N	744	735	N	N	N	N	N	N	30%
Black or African American	N	N	740	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	N	N	764	775	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	N	N	764	753	N	N	N	N	N	N	55%
Female	N	N	745	747	N	N	N	N	N	N	47%
Male	N	N	746	747	N	N	N	N	N	N	47%
Economically Disadvantaged Students	N	N	736	732	N	N	N	N	N	N	27%
Non-Economically Disadvantaged Students	N	N	750	757	N	N	N	N	N	N	59%
Students with Disabilities	N	N	720	725	N	N	N	N	N	N	19%
Students without Disabilities	N	N	750	752	N	N	N	N	N	N	52%
English Learners	N	N	723	718	N	N	N	N	N	N	12%
Non-English Learners	N	N	746	749	N	N	N	N	N	N	49%
Homeless Students	N	N	*	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	*	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	*	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	20	75.0%	25.0%
3-4	13	*	*
5 or more	*	*	*



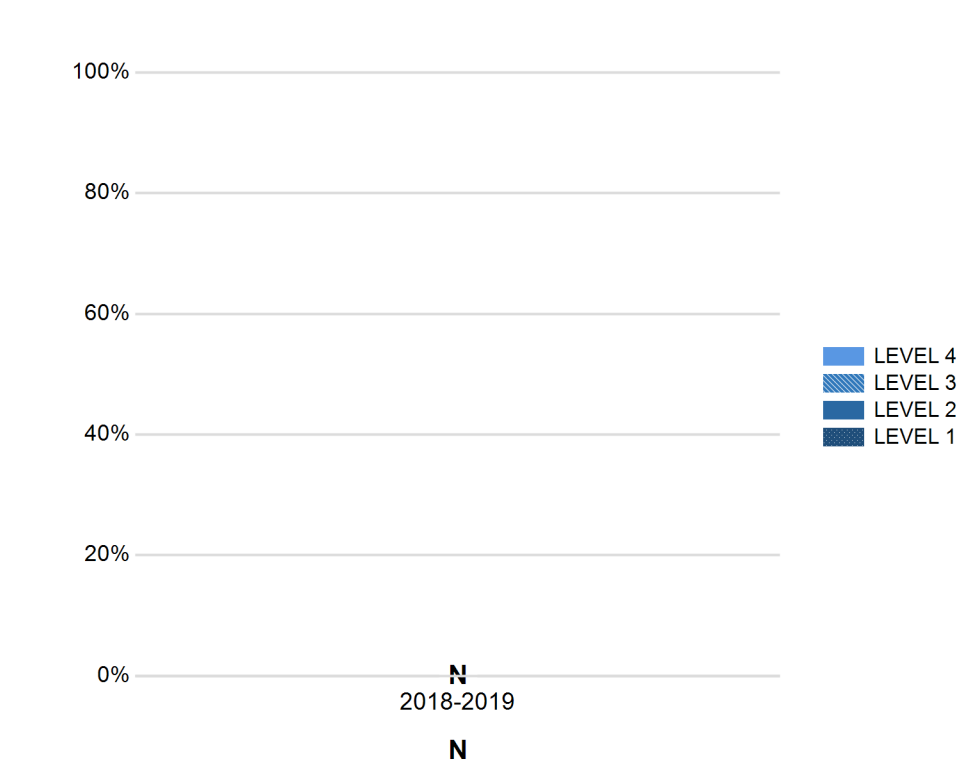
Connecticut Farms Elementary
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2018-2019

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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	N	N	N	N
White	N	N	N	N
Hispanic	N	N	N	N
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	N	N	N	N
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	N	N	N	N
Male	N	N	N	N
Economically Disadvantaged Students	N	N	N	N
Non-Economically Disadvantaged Students	N	N	N	N
Students with Disabilities	N	N	N	N
Students without Disabilities	N	N	N	N
English Learners	N	N	N	N
Non-English Learners	N	N	N	N
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

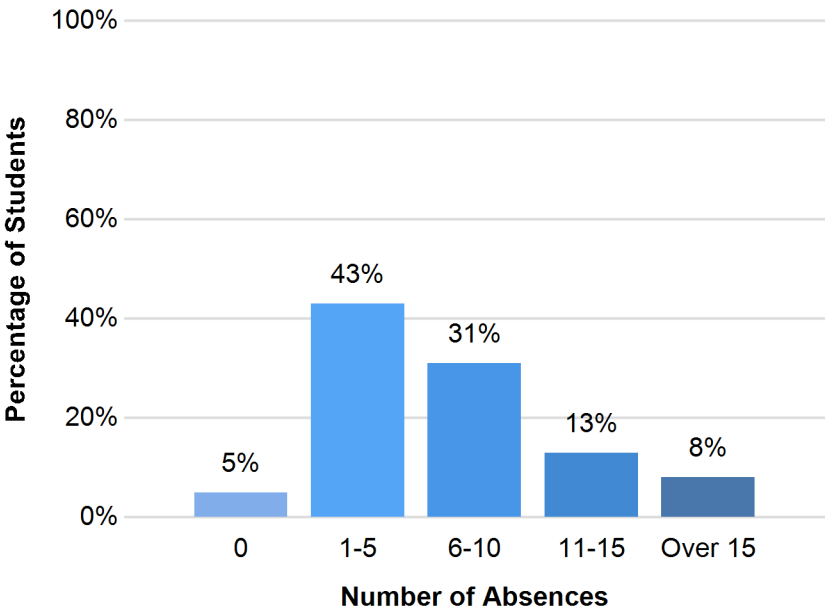
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	26	6.6	8.9	Met
White	5	7.6	8.9	Met
Hispanic	16	9.9	8.9	Not Met
Black or African American	4	3.4	8.9	Met
Asian, Native Hawaiian, or Pacific	1	3.2	8.9	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	12	6.1		
Male	14	7.1		
Economically Disadvantaged Students	13	8.0	8.9	Met
Students with Disabilities	13	20.0	8.9	Not Met
English Learners	3	7.0	8.9	Met
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





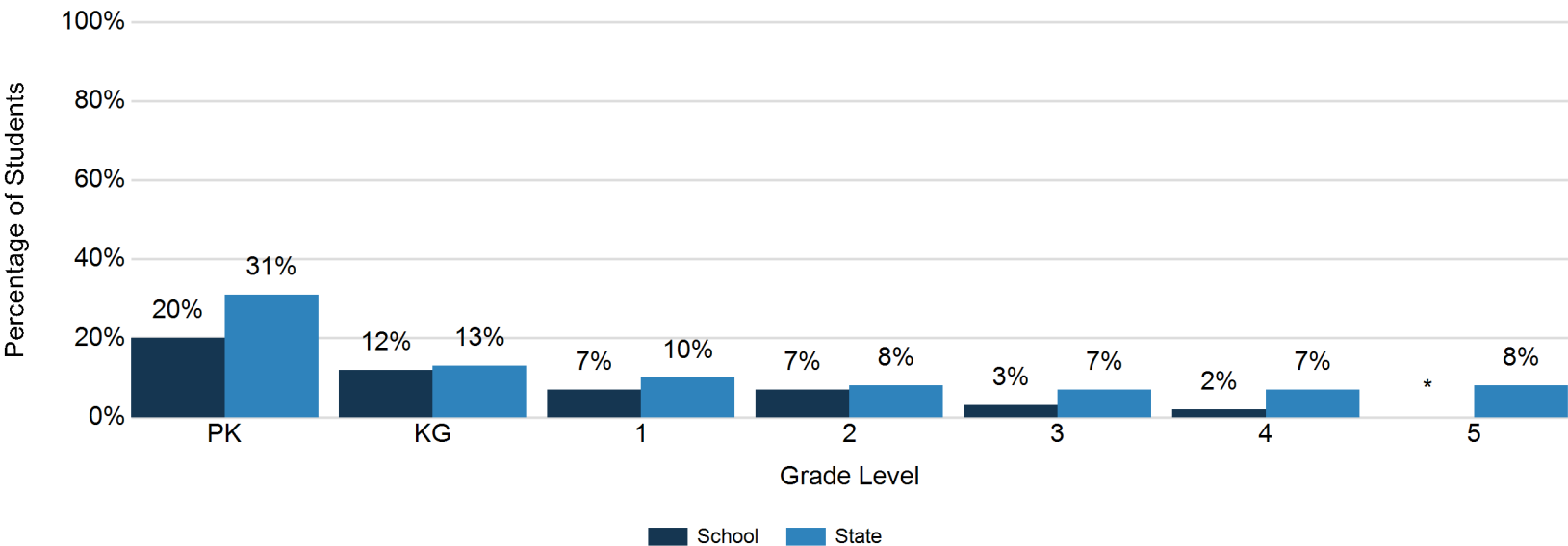
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Chronic Absenteeism by Grade

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	3
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	0.99

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

18



Connecticut Farms Elementary

(39-5290-090)

Grades Offered: PK-05

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	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	1.0:1



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

Category	Teachers in School	Teachers in State
Total Number of teachers	39	118,214
Average years experience in public schools	12.4	12.1
Average years experience in district	11.4	10.8
Percentage of Teachers with 4 or more years experience in the district	84.6%	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	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	12:1
Students to Administrators	404:1	170:1
Teachers to Administrators	39:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.7%	84.6%	100.0%	48.4%	77.1%	54.9%
Male	49.3%	15.4%	0.0%	51.6%	22.9%	45.1%
White	17.1%	89.7%	0.0%	42.4%	83.6%	77.4%
Hispanic	40.3%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	30.7%	10.3%	100.0%	15.0%	6.6%	13.9%
Asian	7.2%	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	0.7%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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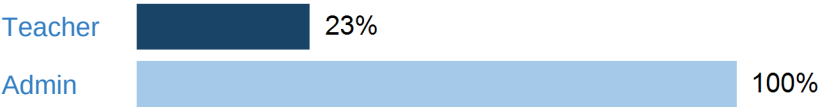
Teachers and Administrators - Level of Education

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

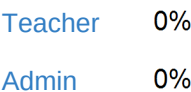
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	87.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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



Connecticut Farms Elementary

(39-5290-090)

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.6%	66.2%	62.7%
Math Proficiency	62.5%	54.1%	49.7%
ELA Growth	74	76	59
Math Growth	76	63	46
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		56.7%	50.0%
Chronic Absenteeism	7.8%	5.3%	6.6%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Met Target	Not Met	Met Standard	Met Standard	Met Target†	Met	No
White	Met Target	Met Target	**	**	n/a	Met	No
Hispanic	Met Target†	Not Met	Exceeds Standard	Met Standard	n/a	Not Met	No
Black or African American	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target	Not Met	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	Not Met	Not Met	**	**	n/a	Not Met	No
English Learners	Met Target†	Met Target†	**	**	**	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:	- CFES believes that student success is measured by its ability to articulate the Student Learning Standards. It is important for us to be sure that our children are prepared for the future. - Using research-based effective strategies, CFES delivers instructional practices that meet every child’s needs. This is done through collaboration, implementation and sound practice. - Connecticut Farms School understands and acknowledges that the student of today’s future is different from their present realities and we strive to prepare the students for their tomorrow.
 Mission, Vision, Theme:	The mission of Connecticut Farms School is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through the cultivation of students’ intellectual curiosity, skills, and knowledge, our students can achieve academically and socially and contribute as responsible and productive citizens in our global community.



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 Courses, Curriculum, Instruction:	The curriculum at Connecticut Farms School has been adopted and fostered with the child in mind. Pedagogy is an important criterion when discussing curriculum as well as the influence of the instruction to meet the curriculum that is being implemented. Therefore, Connecticut Farms School utilizes Units in lesson development so that cohesive implementation and delivery is paramount.
 Clubs and Activities:	Connecticut Farms School, educating students grades Pre-Kindergarten to 4th, has implemented a high quality Visual and Performing Arts Program. Connecticut Farms School embraces the balanced approach of educating the Whole Child. Both the Visual Arts and Fine Arts Programs are of high engagement and are well known in the community. Students interest is sparked through the use of clubs, such as an Art Club, to allow those students who are talented in these areas to blossom. Our school also has a Student Council, Safety Patrol, and Gym Helpers as additional clubs within the school.



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 Before and After School Programs:	ach school year, Connecticut Farms School has an opportunity to provide enriching and remedial programs to meet the students" needs. During the 2017-2018 school year, three programs were offered to the students at Connecticut Farms School, a Legos Math Program, Legos in Writing, and a Remedial Math program. The goal for the Afterschool programs was to enrich students with engaging activities that was different from the school day structure. As a wrap around program, Connecticut Farms School, like all the schools in the Township of Union, offer a before and after school program through the services of the YMCA.
 Staff and Professional Learning:	During the 2017-2018 school year, the focus of Professional Development for the staff at Connecticut Farms School focused on writing. In partnership with an outside consultant, Connecticut Farms School took a look at writing both the process and framework of Writers' Workshop but also its alignment to PARCC. The staff at Connecticut Farms School are committed to the wellbeing of the students. Professional Learning Communities are a powerful and essential component of the operation of the school. Teachers work together to help one another.



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An icon depicting a blue silhouette of a person with a sunburst above their head and an upward-pointing arrow, symbolizing growth and support.	Student Supports and Services: To support the students at Connecticut Farms School, our student body has been afforded the opportunity to have a full-time Guidance Counselor who provides the Social, Emotional and Learning supports needed. The Guidance Counselor meets with students in small group sessions on such things as; Friendship Groups, New Student Groups, and Grievance to name a few. Additionally, the Guidance Counselor works within the classroom on a monthly basis, supporting students with Character Education development. Connecticut Farms School works closely with supports from Special Services and the Child Study Team. Connecticut Farms School has two ESL teachers to support the diverse learners through a pull-out and push-in model.
An icon of a blue apple with a heart shape inside, representing health and wellness.	Student Health and Wellness: Students at Connecticut Farms school are supported with both physical education classes, health classes and daily recess time.
An icon showing two blue hands shaking, symbolizing partnership and involvement.	Parent and Community Involvement: Another strong area of achievement is the involvement Connecticut Farms School has with its PTA organization. It is one of the strongest in the community. The partnership allows many events to take place for the students and enhances the success of the students and school body as a whole.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching staff.
 Facilities:	Connecticut Farms School is picturesque and has kept the history of the town within the facilities. The school is part of the hub of the town and found in very close proximity to the center of town. When traveling passed the school, one is reminded of the beautiful architecture of its time. Inside the building. Many of the original qualities are still intact.The school's auditorium has its natural appearance as well as its beautiful rotunda. Connecticut Farms School continues to receive compliments for its structure and beauty.
 School Safety:	Connecticut Farms School diligently works to ensure that the school is safe every day. This is done by continuously using resources available such as camera, security system on doors, having visitors sign in and out when visiting, utilizing a Greeter at the front door, and making sure staff are aware of protocols for safety. Additionally, Connecticut Farms School completes it monthly drills for Lock Downs, Shelter-In-Place, Fire Drills in partnership with the Director of Security.



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 Technology and STEM:	Connecticut Farms School incorporates technology within instructional practices utilizing resources through the core programs as well as through the instruction of a Technology Teacher who teaches lessons on Technology Literacy. Teachers at Connecticut Farms School incorporate STEM into their educational schedule to ensure that students are successful and knowledgeable with Science, Technology, Engineering, and Mathematics. Connecticut Farms School has smartboards in each classroom and computer carts for teacher and student use.
 Early Childhood Education:	At Connecticut Farms School, there are both a full-day pre-school program as well as a half-day program to afford parents the opportunity for their children to have an early childhood experience that meets their particular needs. Funding for both programs are based on district initiatives and funding.



Franklin Elementary
(39-5290-100)
Grades Offered: PK-04
2018-2019

Report Key:

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Ms. Latee Walton-McCleod
Address	1500 LINDY TERRACE UNION, NJ 07083-4752
Phone Number	908-851-6450
Email Address	lmccleod@twpunionschools.org
Website	http://franklin.twpunionschools.org/



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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	18	23	15
KG	80	83	92
1	72	76	93
2	79	75	72
3	87	78	78
4	114	89	84
Total	450	424	434

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	46.9%	50.0%	44.9%
Male	53.1%	50.0%	55.1%
Economically Disadvantaged Students	45.1%	44.6%	53.7%
Students with Disabilities	7.8%	9.0%	9.0%
English Learners	8.0%	7.8%	9.0%
Homeless Students	0.7%	0.7%	0.2%
Students in Foster Care	0.9%	1.2%	0.5%
Military-Connected Students	0.0%	0.2%	0.9%
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	4.9%	6.1%	4.8%
Hispanic	20.0%	17.5%	18.0%
Black or African American	66.9%	67.2%	66.1%
Asian	5.6%	5.4%	6.5%
Native Hawaiian or Pacific Islander	0.2%	0.5%	0.5%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.4%	3.3%	4.1%

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	18	23	15
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	80	83	92

Enrollment by Home Language

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

Home Language	% of Students
English	65.7%
Creoles and pidgins	8.5%
Spanish	8.3%
Haitian	3.5%
Creoles and pidgins, French-based	2.3%
Other Languages	11.8%



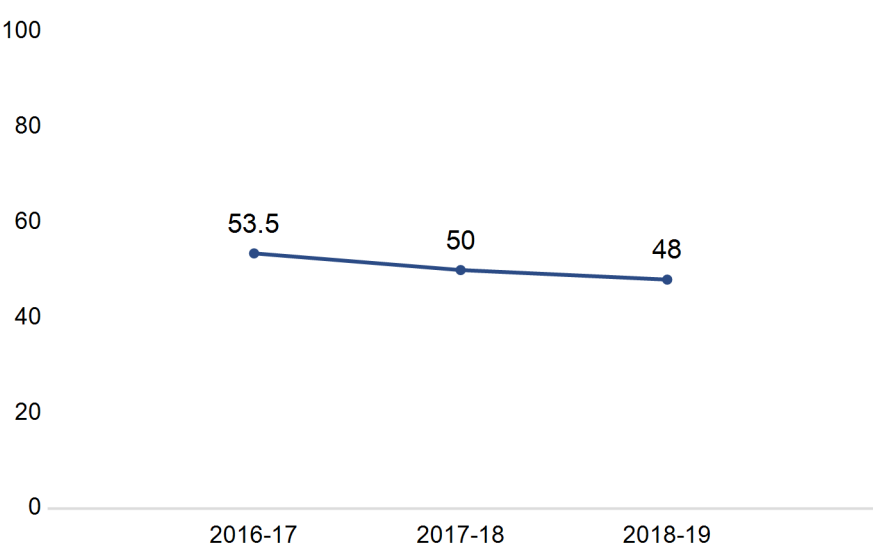
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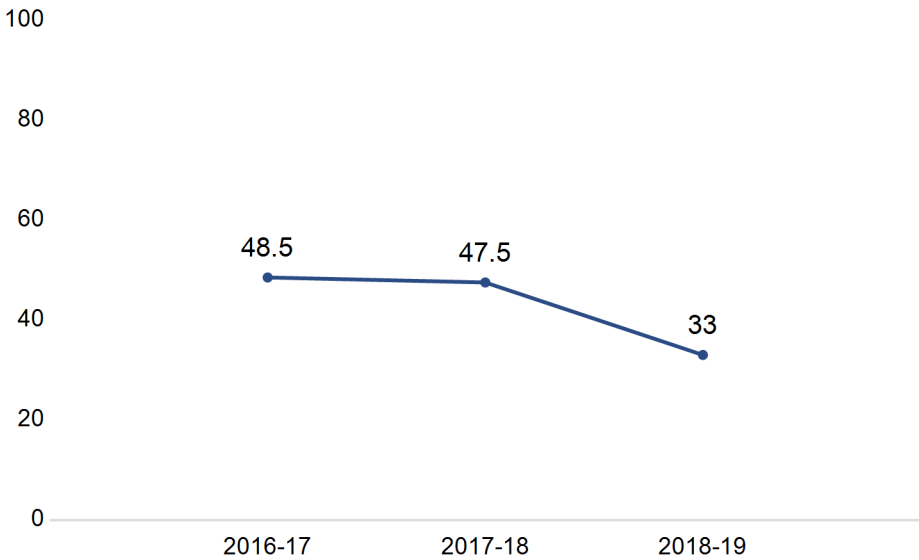
Student Growth Trends and Progress

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	53.5	50	48	48.5	47.5	33
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	48	46	50	Met Standard	33	45	50	Not Met
White	*	53	50	**	*	52	52	**
Hispanic	60.5	45	49	**	33	46	47	**
Black or African American	46	41	45	Met Standard	29	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	56.5	59	**	*	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	52.5	51	53	N	24.5	44.5	50	N
Male	44	42	47	N	43	46	51	N
Economically Disadvantaged Students	48	44	48	Met Standard	46	46	46	Met Standard
Students with Disabilities	*	38	43	**	*	44	45	**
English Learners	*	46	52	**	*	47.5	50	**
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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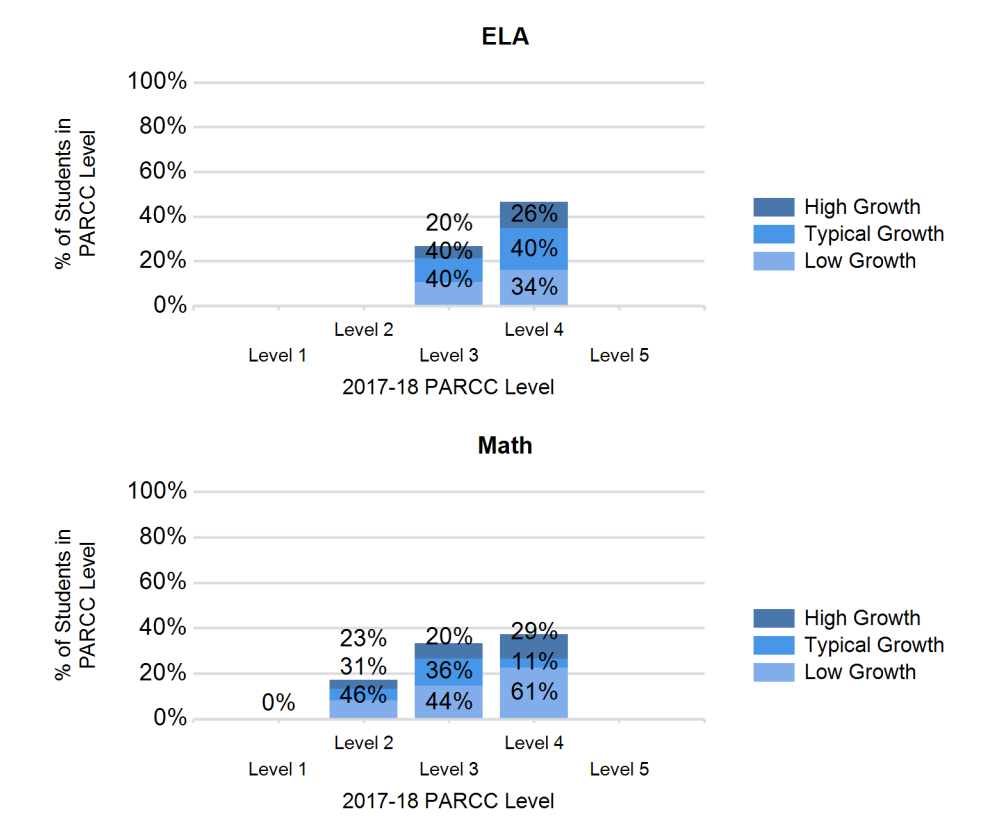
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A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

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

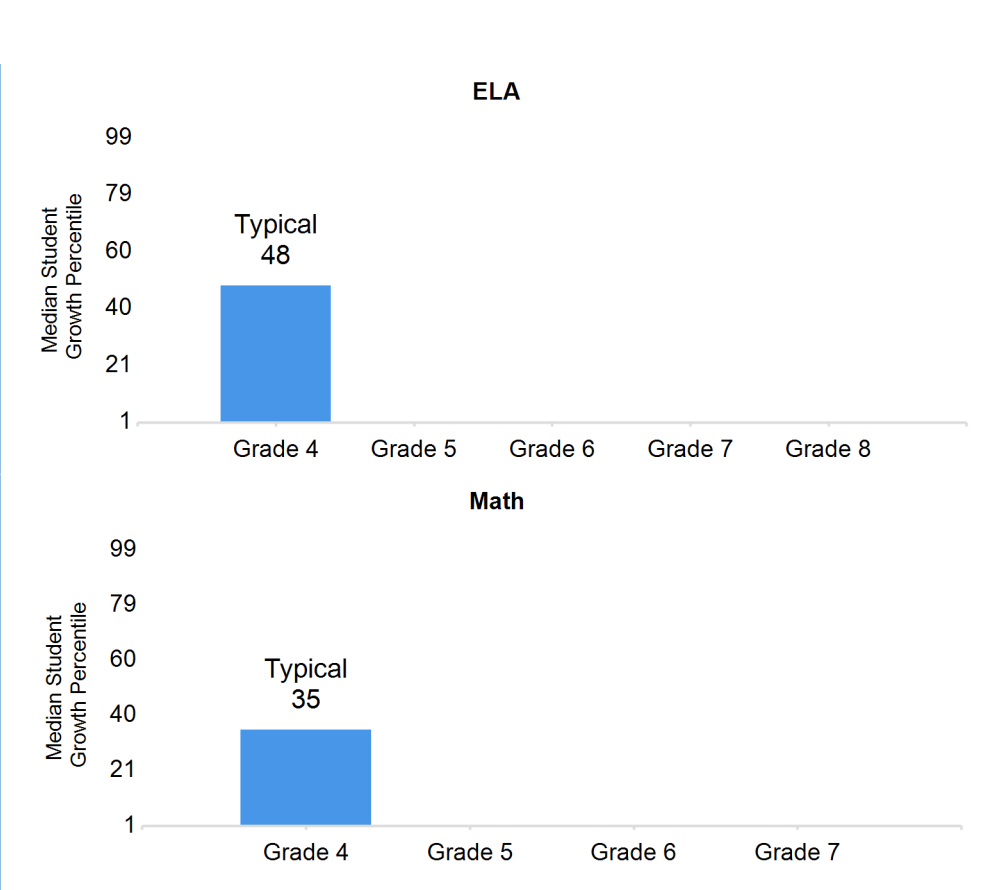
Student Growth by Performance Level

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



Student Growth by Grade

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



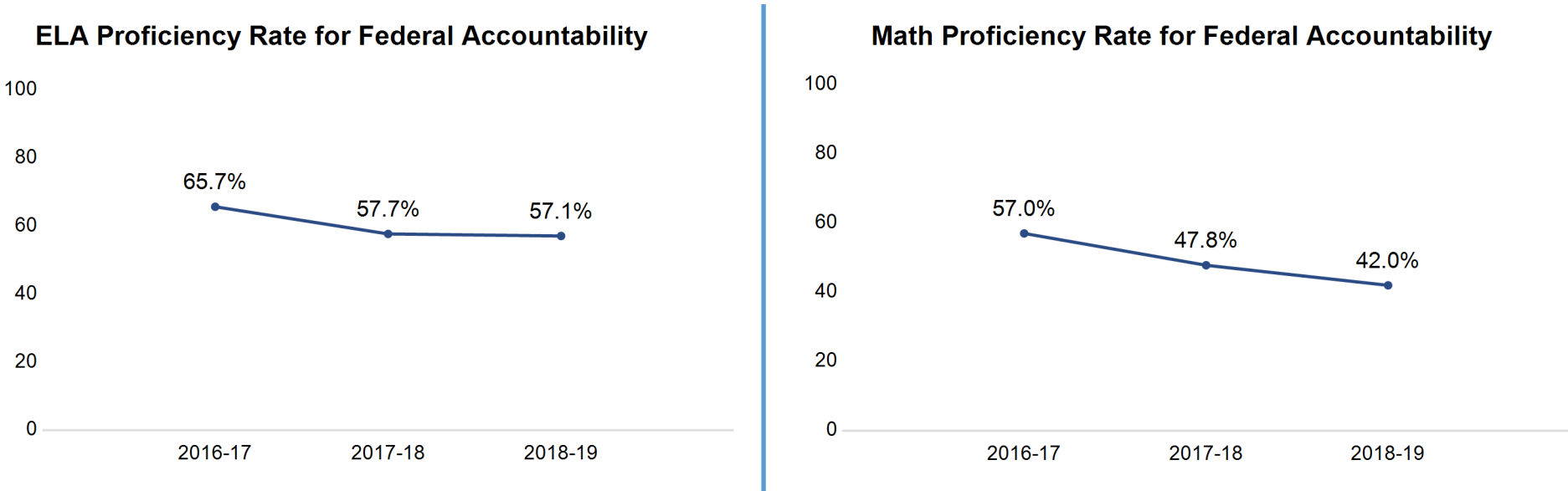


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.0%	95.3%	100.0%	96.4%	96.0%	100.0%
Proficiency Rate for Federal Accountability	65.7%	57.7%	57.1%	57.0%	47.8%	42.0%
Annual Target	65.5%	66.2%	67.0%	54.0%	55.3%	56.7%
Met Annual Target?	Met Target	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	156	100.0	57.1	57.9	57.9	57.1	67	Not Met
White	*	*	*	64.5	66.9	*	**	**
Hispanic	31	100.0	51.6	55.1	43.9	51.6	60.4	Met Target†
Black or African American	104	100.0	55.8	51.7	38.5	55.8	67.2	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	58.3	81.3	82.9	58.3	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	72	100.0	61.1	65.2	64.8	61.1		
Male	84	100.0	53.6	51.3	51.3	53.6		
Economically Disadvantaged Students	88	100.0	58.0	50.1	40.0	58.0	62.4	Met Target†
Non-Economically Disadvantaged Students	68	100.0	55.9	62.3	67.9	55.9		
Students with Disabilities	20	100.0	20.0	*	22.7	20.0	N	N
Students without Disabilities	136	100.0	62.5	*	65.1	62.5		
English Learners	16	100.0	31.3	40.7	29.3	31.3	**	**
Non-English Learners	140	100.0	60.0	59.4	60.6	60.0		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

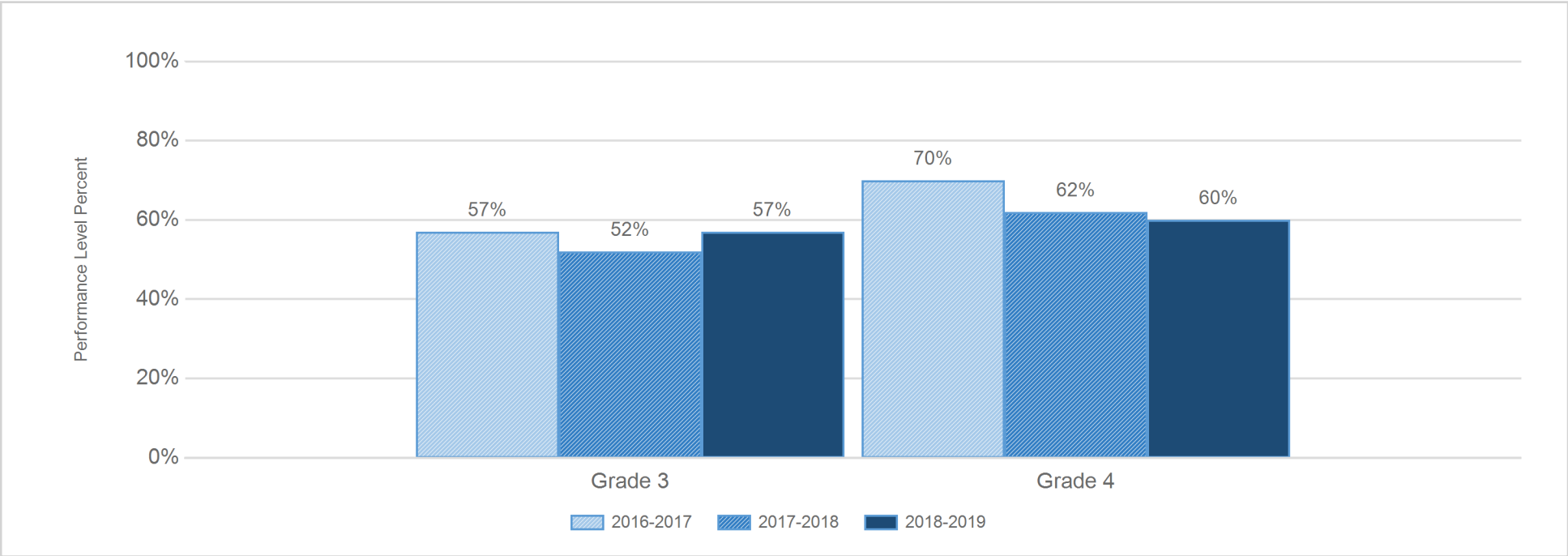


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	77	751	754	748	14%	*	21%	*	*	57%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	21	750	749	734	*	*	*	*	*	48%	36%
Black or African American	47	749	750	731	*	*	23%	*	*	55%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	38	758	761	753	*	*	*	*	*	63%	55%
Male	39	744	746	743	*	*	*	*	*	51%	46%
Economically Disadvantaged Students	46	755	743	731	*	*	*	*	*	61%	33%
Non-Economically Disadvantaged Students	31	745	759	759	*	*	*	*	*	52%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	761	754	*	*	*	*	*	*	56%
English Learners	10	718	721	713	*	*	*	*	*	30%	17%
Non-English Learners	67	756	757	751	*	*	*	*	*	61%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	81	757	762	755	*	*	30%	47%	14%	60%	57%
White	*	*	766	763	*	*	*	*	*	*	67%
Hispanic	12	763	764	743	0%	0%	*	*	*	75%	44%
Black or African American	56	756	755	739	*	*	29%	39%	18%	57%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	37	758	765	760	*	*	30%	*	*	62%	62%
Male	44	756	759	750	*	*	30%	*	*	59%	53%
Economically Disadvantaged Students	43	756	758	740	*	*	*	*	*	56%	40%
Non-Economically Disadvantaged Students	38	759	763	765	*	*	*	*	*	66%	69%
Students with Disabilities	*	*	*	725	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	157	100.0	42.0	41.5	44.5	42.0	56.7	Not Met
White	*	*	*	49.4	54.1	*	**	**
Hispanic	31	100.0	38.7	39.2	28.8	38.7	41.8	Met Target†
Black or African American	105	100.0	37.1	33.6	23.0	37.1	57.1	Not Met
Asian, Native Hawaiian, or Pacific Islander	12	100.0	75.0	66.3	76.5	75.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	72	100.0	36.1	43.1	44.9	36.1		
Male	85	100.0	47.1	40.0	44.2	47.1		
Economically Disadvantaged Students	88	100.0	44.3	32.4	26.3	44.3	50.1	Met Target†
Non-Economically Disadvantaged Students	69	100.0	39.1	46.4	54.9	39.1		
Students with Disabilities	20	100.0	25.0	11.6	17.4	25.0	N	N
Students without Disabilities	137	100.0	44.5	47.5	50.0	44.5		
English Learners	17	100.0	35.3	*	25.0	35.3	**	**
Non-English Learners	140	100.0	42.9	*	46.5	42.9		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

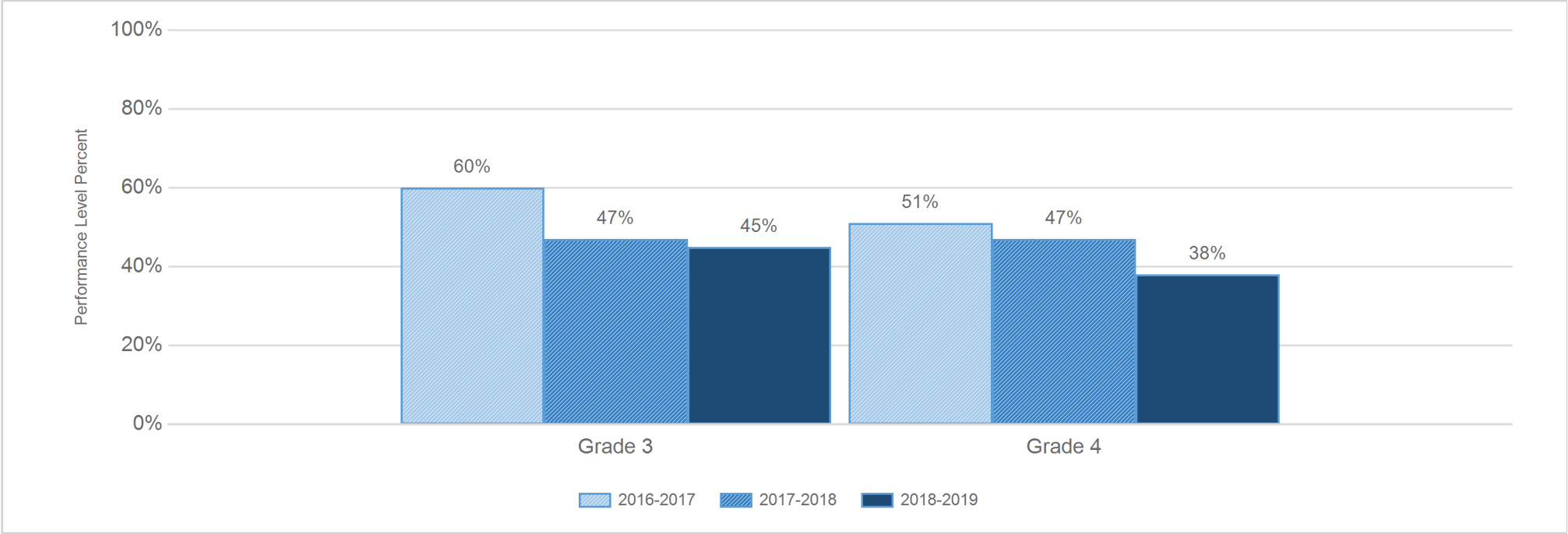


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	744	754	752	*	19%	29%	*	*	45%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	22	743	751	739	*	*	*	*	*	45%	40%
Black or African American	47	742	748	735	*	*	40%	*	*	36%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	39	743	755	751	*	*	26%	*	*	46%	54%
Male	39	744	753	752	*	*	33%	*	*	44%	56%
Economically Disadvantaged Students	46	747	743	737	*	*	24%	*	*	52%	37%
Non-Economically Disadvantaged Students	32	739	759	761	*	*	38%	*	*	34%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	10	726	731	728	*	*	*	*	*	30%	26%
Non-English Learners	68	746	756	754	*	*	*	*	*	47%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Franklin Elementary

(39-5290-100)

Grades Offered: PK-04

2018-2019

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	82	741	752	749	*	21%	32%	*	*	38%	51%
White	*	*	758	757	*	*	*	*	*	*	62%
Hispanic	12	736	754	737	*	*	*	*	*	25%	36%
Black or African American	57	740	743	731	*	25%	30%	*	*	37%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	37	733	750	749	*	*	38%	*	*	27%	50%
Male	45	749	754	749	*	*	27%	*	*	47%	52%
Economically Disadvantaged Students	43	739	746	734	*	*	28%	*	*	37%	32%
Non-Economically Disadvantaged Students	39	744	755	759	*	*	36%	*	*	38%	63%
Students with Disabilities	*	*	*	726	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	754	*	*	*	*	*	*	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	81.8%	56.6%	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	24	*	*
3-4	12	83.3%	16.7%
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 Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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.

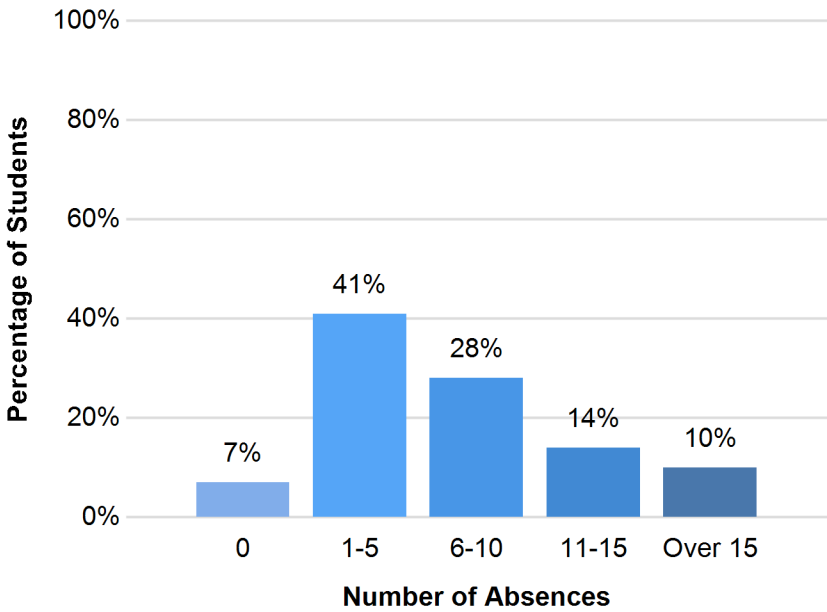
Chronic Absenteeism

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	36	8.3	9.2	Met
White	3	13.6	9.2	Not Met
Hispanic	11	13.9	9.2	Not Met
Black or African American	16	5.6	9.2	Met
Asian, Native Hawaiian, or Pacific	2	6.9	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	4	22.2	**	**
Female	18	9.3		
Male	18	7.4		
Economically Disadvantaged Students	14	5.9	9.2	Met
Students with Disabilities	9	16.1	9.2	Not Met
English Learners	5	12.2	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





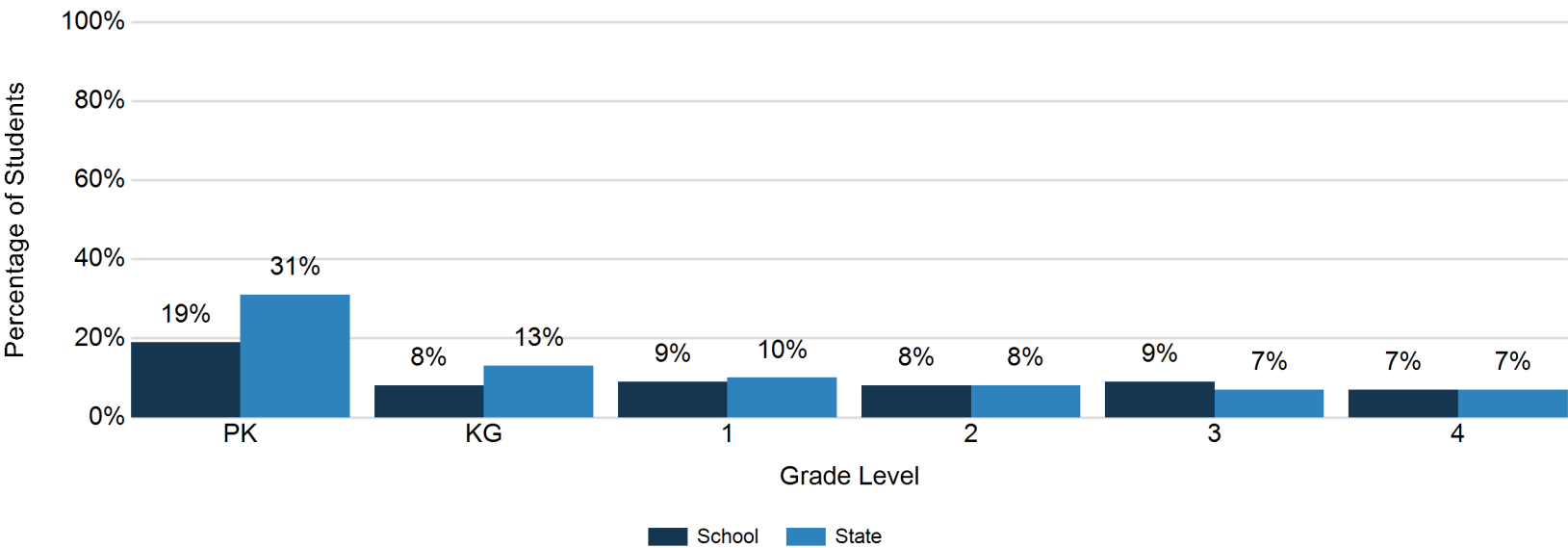
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	13	3.0%
Any Suspension	13	3.0%
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

17



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	1.5:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	38	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	7.6	10.8
Percentage of Teachers with 4 or more years experience in the district	60.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	217:1	170:1
Teachers to Administrators	19:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.9%	89.5%	100.0%	48.4%	77.1%	54.9%
Male	55.1%	10.5%	0.0%	51.6%	22.9%	45.1%
White	4.8%	57.9%	50.0%	42.4%	83.6%	77.4%
Hispanic	18.0%	15.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	66.1%	23.7%	50.0%	15.0%	6.6%	13.9%
Asian	6.5%	2.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.5%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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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.

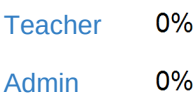
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	90.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	65.7%	57.7%	57.1%
Math Proficiency	57.0%	47.8%	42.0%
ELA Growth	54	50	48
Math Growth	48	48	33
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		66.7%	81.8%
Chronic Absenteeism	6.7%	7.8%	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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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.



Franklin Elementary
(39-5290-100)
Grades Offered: PK-04
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	Not Met	Not Met	Met Standard	Not Met	Exceeds Target	Met	No
White	**	**	**	**	n/a	Not Met	No
Hispanic	Met Target†	Met Target†	**	**	n/a	Not Met	No
Black or African American	Not Met	Not Met	Met Standard	Not Met	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	N	N	**	**	n/a	Not Met	No
English Learners	**	**	**	**	**	Not Met	No

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



Franklin Elementary
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2018-2019

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School Narrative

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

 Highlights:	- Franklin School employs the Leader in Me program which creates a culture of student empowerment. - Title I Targeted Assistance Program and RTI Program provide small group and individualized instruction for selected students to help re-mediate skill deficiencies and improve self-confidence. - A supplementary program for academically gifted and talented students is also available for those students who meet the district's established eligibility criteria.
 Mission, Vision, Theme:	At Franklin Elementary School, it is our mission to instill P.R.I.D.E. into our students. The acronym at our schools stands for the following: Franklin Elementary School students are: P. Proud R. Ready I. Intelligent D. Determined E. Educated Our mission at Franklin School is for all students to succeed academically, socially, emotionally and maintain an active healthy lifestyle. To achieve our mission we will provide a safe and clean learning environment, a challenging academic curriculum and a strong sense of community. We are confident that by creating a partnership with families and community we will achieve our mission.



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A blue icon representing a stack of three books, with the top book slightly offset to show the pages underneath. Courses, Curriculum, Instruction:	Franklin School has a strong academic curriculum that encourages skill development in the areas of Language Arts Literacy, Mathematics, Science and Social Studies. Special area teachers provide instruction in the areas of Health and Physical Education, Art, Vocal Music, Library Science, Computers and Spanish on a regular basis. Instrumental music lessons, band and orchestra are available to all third and fourth grade students.
A blue icon featuring a megaphone on the left and two musical notes on the right, one above the other. Clubs and Activities:	Student Leadership Jobs (Kindergarten Readers, Hallway Monitor) Jump Rope 4 Heart



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 Before and After School Programs:	Franklin School offers an after school program and summer program that incorporates active and engaging learner-centered activities that encourage creativity, problem solving, research, inquiry, and career readiness.
 Staff and Professional Learning:	Staff and Professional Learning include: Curriculum and Planning Leader In Me Student Engagement Data Driven Instruction Using Games to Engage Students in Problem Solving New Jersey Tiered System of Support Toolkit for Schools How Did You Get That? Improving Open-Ended Responses in Mathematics Grade Level Weekly PLCs



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 Student Supports and Services:	ELL After School Tutoring Small group social and emotional skills and strategies IR&S Team provides teachers with strategies to support struggling learners RTI Teachers
 Student Health and Wellness:	Family Zumba and Yoga Daily Recess PE Class twice a week Daily Breakfast
 Parent and Community Involvement:	Franklin School has an active Parent Teacher Association. The PTA works diligently on behalf of the students and school community. Through their various fund raising activities, the PTA provides many special assembly programs and purchases materials and equipment that supplement the students' instructional program. In addition, the PTA sponsors a host of fun-filled family oriented activities including the School Fair, Family Fun Day, the Holiday Music Program and the Spring Arts and Music Festival. Each year, parents provide hundreds of volunteer hours for the betterment of our school. Parental involvement is one of Franklin School's most treasured resources. Parent workshops are offered to show parents how to use Parent Portal.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching and administrative staff.
 Facilities:	Franklin Elementary School proudly serves a community that is rich in cultural and ethnic diversity. Built in 1931, this colonial style structure is situated on a spacious tree-lined four-acre campus. Franklin Elementary School has a full service library and media center, three computer labs, an art room, and a gym. Franklin Elementary School also has newly renovated bathrooms.
 School Safety:	Safety Drills School Safety Team



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Technology and STEM:	Bi-Weekly use of I-Ready by all classes Every classroom is equipped with a SmartBoard Chromebook Cart I-Pads
Early Childhood Education:	Full Day Pre-K from 8:45am to 3:05pm with 15 students in the class Funded by an Early Childhood Grant



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A blue circular icon with a white lowercase letter 'i' inside, representing information. Other Information	Franklin School has an enrollment of approximately 500 students in grades Pre-Kindergarten to four. The typical class has approximately twenty pupils. The teachers, administration and staff work in concert to provide an environment that nurtures learning, academic and personal growth, community spirit and a positive self-image in our students. Each child is encouraged to achieve to his/her fullest potential.
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Hannah Caldwell Elementary
(39-5290-083)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Hannah Caldwell Elementary**

(39-5290-083)

Grades Offered: PK-04

2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mrs. Kathy DiGiovanni
Address	1120 COMMERCE AVENUE UNION, NJ 07083
Phone Number	908-206-6101
Email Address	kdigiovanni@twpunionschools.org
Website	http://hannah.twpunionschools.org/



Hannah Caldwell Elementary
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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	70	76	87
KG	91	79	70
1	89	91	91
2	100	82	94
3	84	94	89
4	106	90	100
5	0	0	0
Total	540	512	531

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	45.6%	46.1%	48.0%
Male	54.4%	53.9%	52.0%
Economically Disadvantaged Students	30.6%	30.5%	30.5%
Students with Disabilities	16.3%	20.1%	17.3%
English Learners	5.7%	5.7%	6.4%
Homeless Students	0.2%	0.8%	0.8%
Students in Foster Care	0.0%	0.2%	0.8%
Military-Connected Students	0.0%	0.0%	0.4%
Migrant Students	0.0%	0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	17.4%	16.6%	17.3%
Hispanic	24.4%	26.6%	26.2%
Black or African American	39.4%	38.3%	38.8%
Asian	13.9%	13.9%	13.4%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.6%	4.5%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	56	63	22
PK - Full Day	14	13	65
KG - Half Day	0	0	0
KG - Full Day	91	79	70

Enrollment by Home Language

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

Home Language	% of Students
English	68.5%
Spanish	10.7%
Portuguese	4.9%
Creoles and pidgins	3.4%
Tagalog	2.4%
Other Languages	10.0%



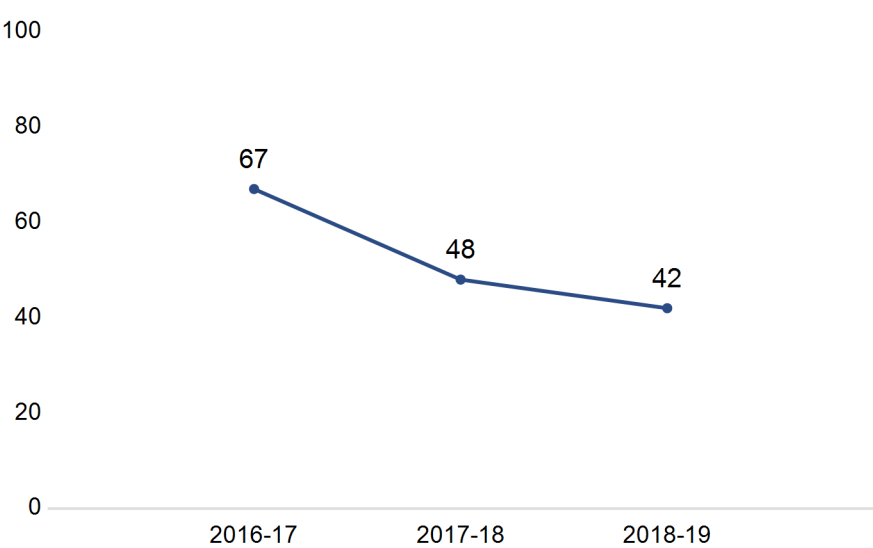
Hannah Caldwell Elementary
(39-5290-083)
Grades Offered: PK-04
2018-2019

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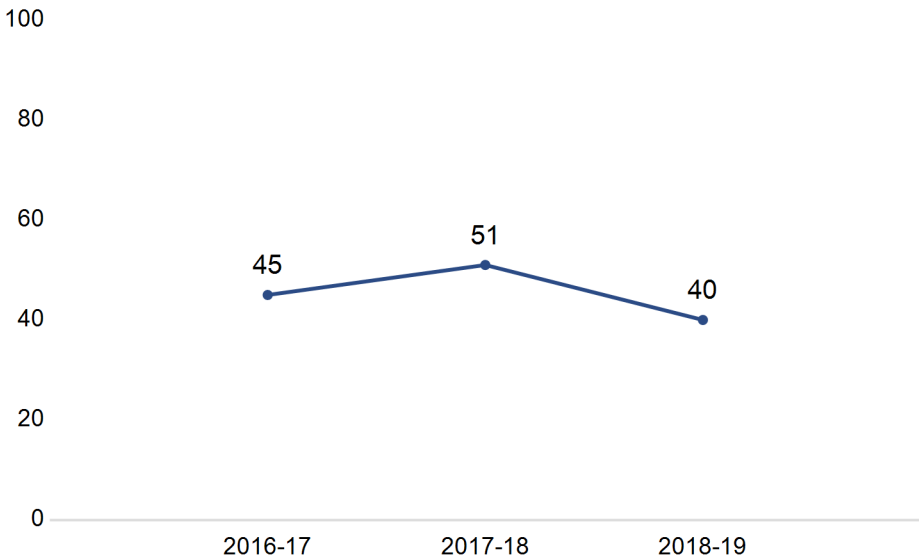
Student Growth Trends and Progress

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	67	48	42	45	51	40
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Hannah Caldwell Elementary

(39-5290-083)

Grades Offered: PK-04

2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	42	46	50	Met Standard	40	45	50	Met Standard
White	43	53	50	**	53	52	52	**
Hispanic	58.5	45	49	Met Standard	41	46	47	Met Standard
Black or African American	39	41	45	Not Met	25	42	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	29	56.5	59	**	39	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	46	51	53	N	42	44.5	50	N
Male	39	42	47	N	40	46	51	N
Economically Disadvantaged Students	42.5	44	48	Met Standard	48	46	46	Met Standard
Students with Disabilities	30	38	43	**	56	44	45	**
English Learners	*	46	52	**	*	47.5	50	**
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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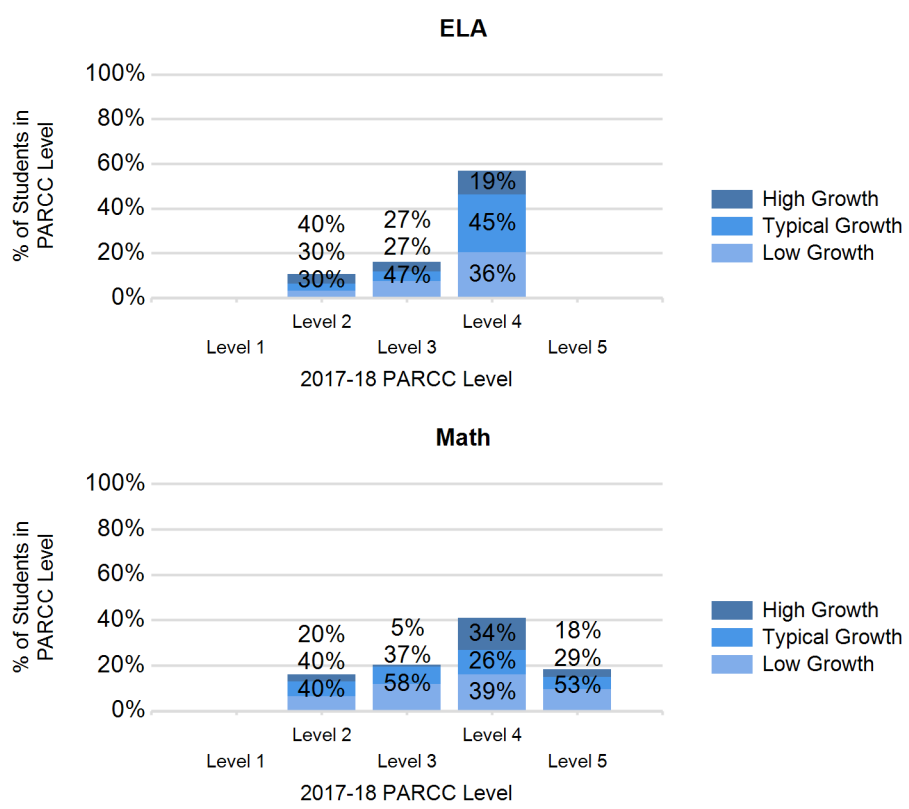
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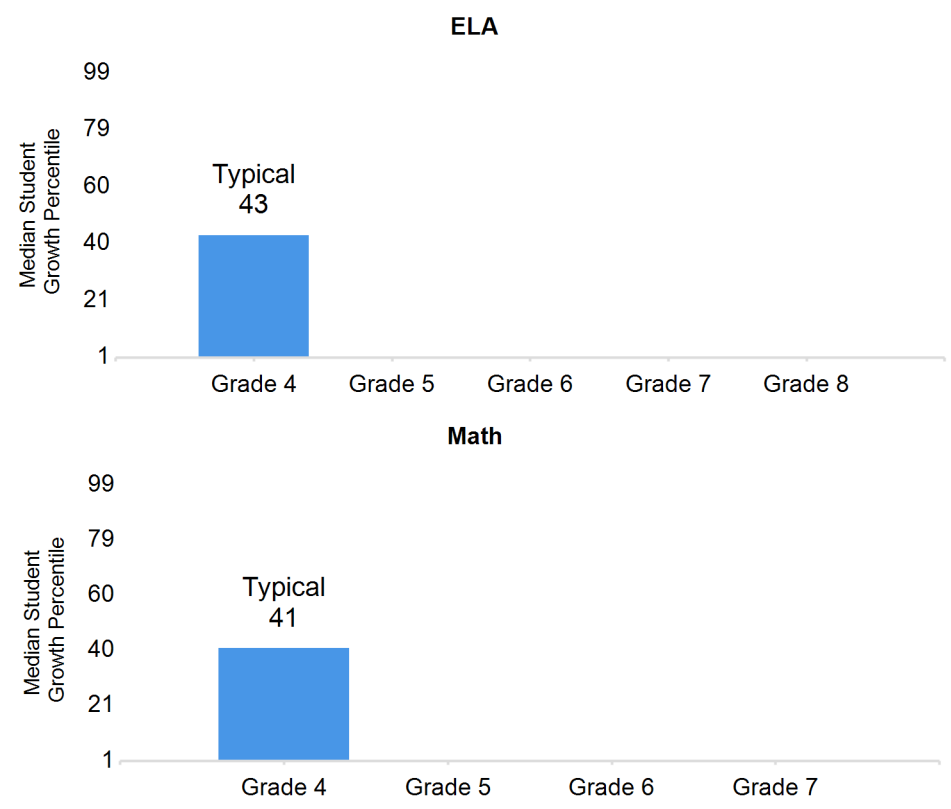
Student Growth by Performance Level

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



Student Growth by Grade

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



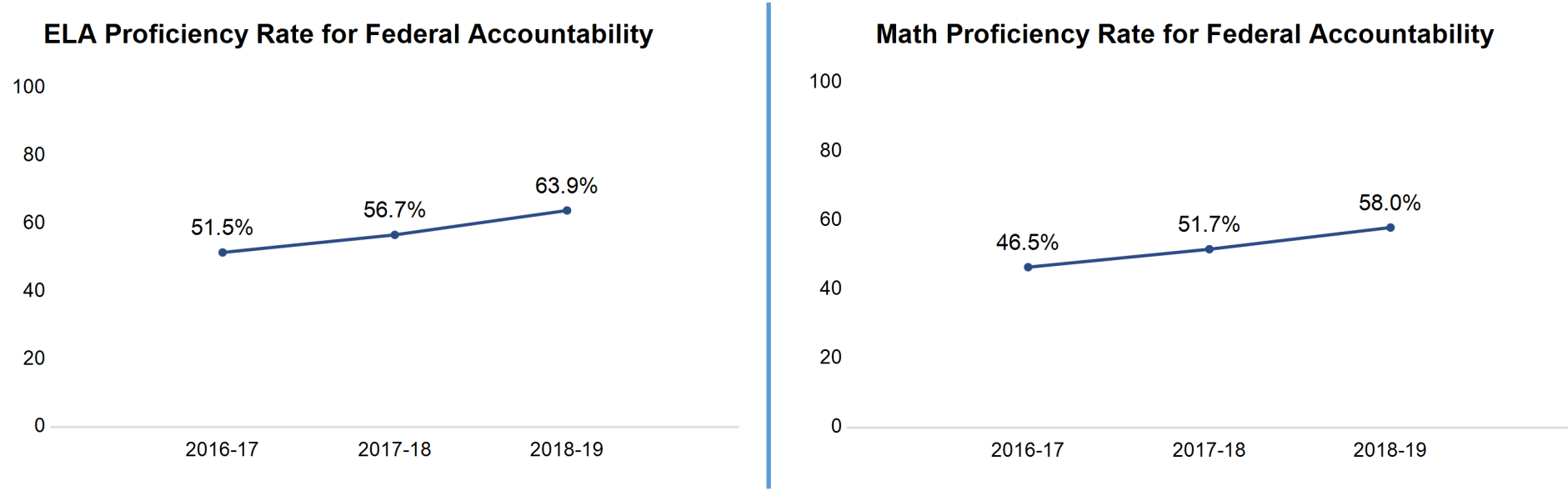


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.7%	97.9%	98.4%	93.7%	97.9%	98.4%
Proficiency Rate for Federal Accountability	51.5%	56.7%	63.9%	46.5%	51.7%	58.0%
Annual Target	44.8%	46.6%	48.5%	45.6%	47.4%	49.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	180	98.4	63.9	57.9	57.9	63.9	48.5	Met Target
White	*	*	*	64.5	66.9	*	56.7	Met Target
Hispanic	51	100.0	60.8	55.1	43.9	60.8	60.5	Met Target
Black or African American	71	97.4	62.0	51.7	38.5	62.0	37.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	81.5	81.3	82.9	81.5	65.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	92	99.0	68.5	65.2	64.8	68.5		
Male	88	97.9	59.1	51.3	51.3	59.1		
Economically Disadvantaged Students	66	98.6	65.2	50.1	40.0	65.2	41.7	Met Target
Non-Economically Disadvantaged Students	114	98.3	63.2	62.3	67.9	63.2		
Students with Disabilities	30	93.7	16.7	*	22.7	16.4	27.6	Met Target†
Students without Disabilities	150	99.4	73.3	*	65.1	73.3		
English Learners	14	100.0	57.1	40.7	29.3	57.1	**	**
Non-English Learners	166	98.3	64.5	59.4	60.6	64.5		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

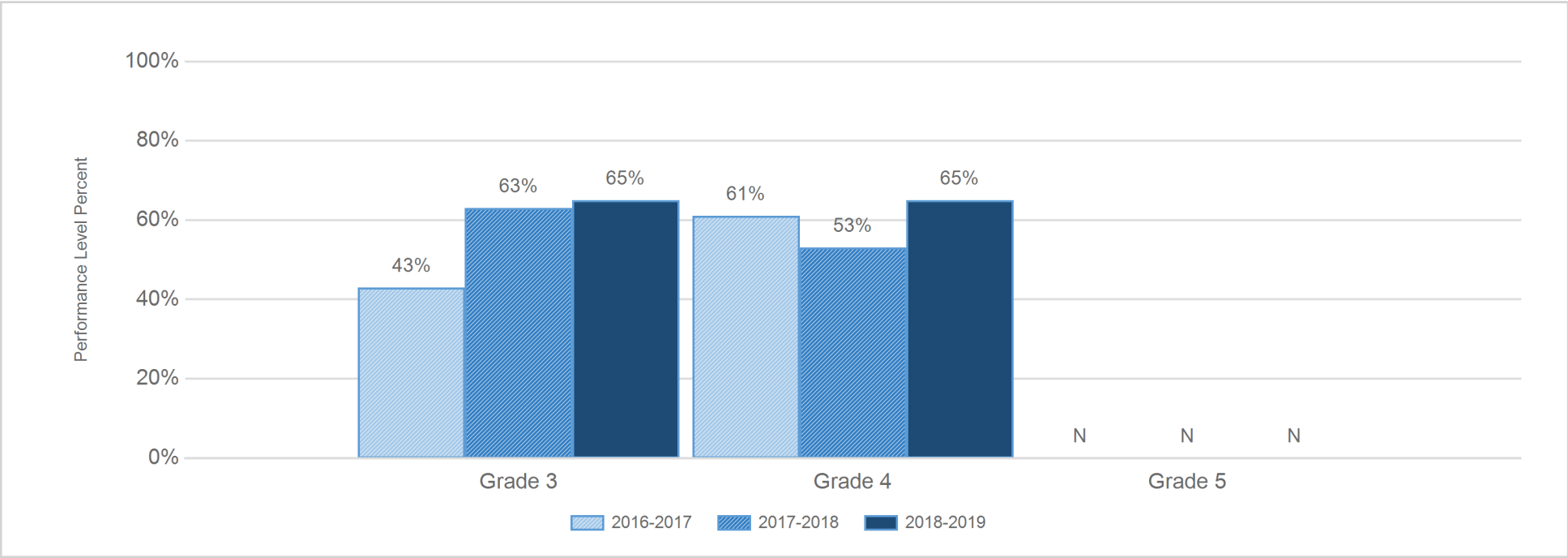


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English Language Arts Assessment - Performance Trends

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





Hannah Caldwell Elementary
(39-5290-083)
Grades Offered: PK-04
2018-2019

Report Key:
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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	85	760	754	748	*	15%	15%	*	*	65%	50%
White	*	*	759	757	*	*	*	*	*	*	60%
Hispanic	30	752	749	734	*	*	*	*	*	50%	36%
Black or African American	31	761	750	731	*	*	*	*	*	68%	33%
Asian, Native Hawaiian, or Pacific Islander	10	783	774	773	0%	0%	0%	*	*	100%	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	42	768	761	753	*	*	*	*	*	71%	55%
Male	43	753	746	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	26	746	743	731	*	*	*	*	*	50%	33%
Non-Economically Disadvantaged Students	59	767	759	759	*	*	*	*	*	71%	61%
Students with Disabilities	11	716	712	719	*	*	*	*	*	18%	24%
Students without Disabilities	74	767	761	754	*	*	*	*	*	72%	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	96	757	762	755	*	*	21%	48%	17%	65%	57%
White	*	*	766	763	*	*	*	*	*	*	67%
Hispanic	20	765	764	743	*	0%	*	*	*	75%	44%
Black or African American	42	755	755	739	0%	*	31%	*	*	57%	39%
Asian, Native Hawaiian, or Pacific Islander	17	765	773	779	*	0%	*	*	*	82%	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	51	760	765	760	*	*	*	*	*	67%	62%
Male	45	754	759	750	*	*	*	*	*	62%	53%
Economically Disadvantaged Students	41	760	758	740	*	*	*	*	*	71%	40%
Non-Economically Disadvantaged Students	55	755	763	765	*	*	*	*	*	60%	69%
Students with Disabilities	13	719	*	725	*	*	*	*	*	15%	25%
Students without Disabilities	83	763	*	761	*	*	*	*	*	72%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	181	98.4	58.0	41.5	44.5	58.0	49.2	Met Target
White	*	*	*	49.4	54.1	*	53.3	Met Target
Hispanic	51	100.0	52.9	39.2	28.8	52.9	56.7	Met Target†
Black or African American	71	97.4	54.9	33.6	23.0	54.9	39.4	Met Target
Asian, Native Hawaiian, or Pacific Islander	27	100.0	77.8	66.3	76.5	77.8	75.7	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	92	99.0	55.4	43.1	44.9	55.4		
Male	89	97.9	60.7	40.0	44.2	60.7		
Economically Disadvantaged Students	66	98.6	50.0	32.4	26.3	50.0	41.7	Met Target
Non-Economically Disadvantaged Students	115	98.4	62.6	46.4	54.9	62.6		
Students with Disabilities	30	93.7	23.3	11.6	17.4	23.0	35.4	Met Target†
Students without Disabilities	151	99.4	64.9	47.5	50.0	64.9		
English Learners	15	100.0	40.0	*	25.0	40.0	**	**
Non-English Learners	166	98.3	59.6	*	46.5	59.6		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

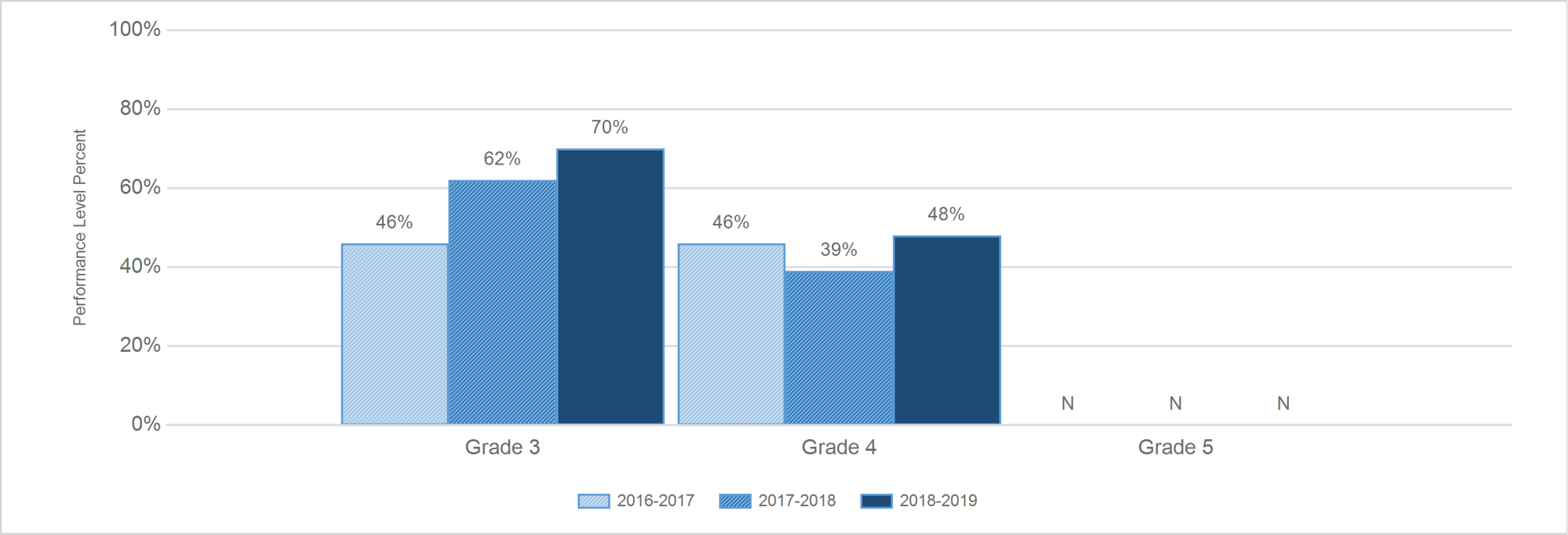


Hannah Caldwell Elementary
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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	86	764	754	752	*	*	23%	52%	17%	70%	55%
White	*	*	760	760	*	*	*	*	*	*	66%
Hispanic	30	762	751	739	0%	*	33%	*	*	60%	40%
Black or African American	31	762	748	735	*	*	*	*	*	71%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	43	760	755	751	*	*	*	*	*	70%	54%
Male	43	769	753	752	*	*	*	*	*	70%	56%
Economically Disadvantaged Students	26	749	743	737	*	*	*	*	*	42%	37%
Non-Economically Disadvantaged Students	60	771	759	761	*	*	*	*	*	82%	67%
Students with Disabilities	11	735	723	731	*	*	*	*	*	18%	31%
Students without Disabilities	75	769	759	756	*	*	*	*	*	77%	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	756	754	*	*	*	*	*	*	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Hannah Caldwell Elementary

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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	97	750	752	749	*	15%	31%	*	*	48%	51%
White	*	*	758	757	*	*	*	*	*	*	62%
Hispanic	20	750	754	737	0%	*	*	*	*	40%	36%
Black or African American	42	748	743	731	*	*	36%	*	*	43%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	51	748	750	749	*	*	31%	*	*	43%	50%
Male	46	752	754	749	*	*	30%	*	*	54%	52%
Economically Disadvantaged Students	41	751	746	734	*	*	27%	*	*	51%	32%
Non-Economically Disadvantaged Students	56	750	755	759	*	*	34%	*	*	46%	63%
Students with Disabilities	13	722	*	726	*	*	*	*	*	23%	25%
Students without Disabilities	84	755	*	754	*	*	*	*	*	52%	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	63.2%	**	**

† 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	18	*	*
3-4	13	84.6%	15.4%
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 Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Student absences provide important information about a school’s culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

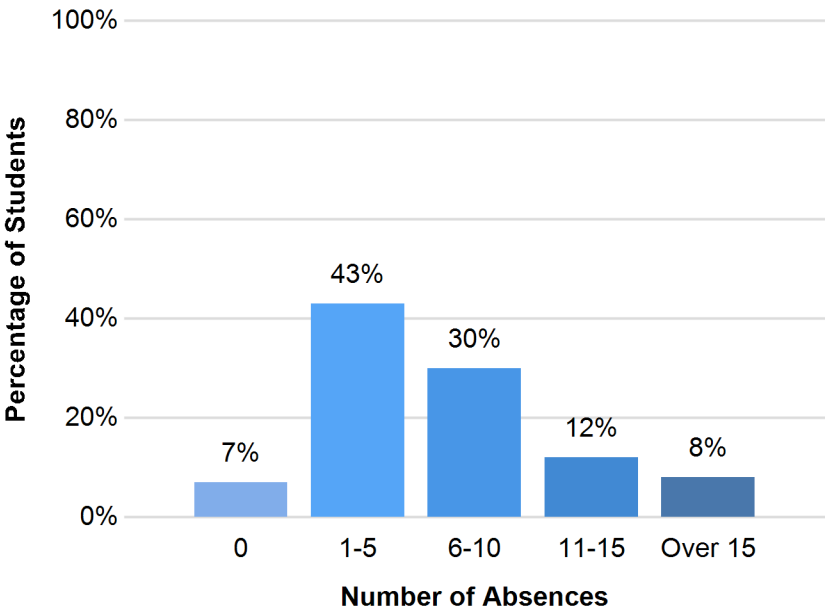
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	31	6.9	9.2	Met
White	7	9.5	9.2	Not Met
Hispanic	8	7.4	9.2	Met
Black or African American	11	6.0	9.2	Met
Asian, Native Hawaiian, or Pacific	4	6.2	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	5.6	**	**
Female	13	5.8		
Male	18	8.0		
Economically Disadvantaged Students	16	10.6	9.2	Not Met
Students with Disabilities	10	16.1	9.2	Not Met
English Learners	3	8.6	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





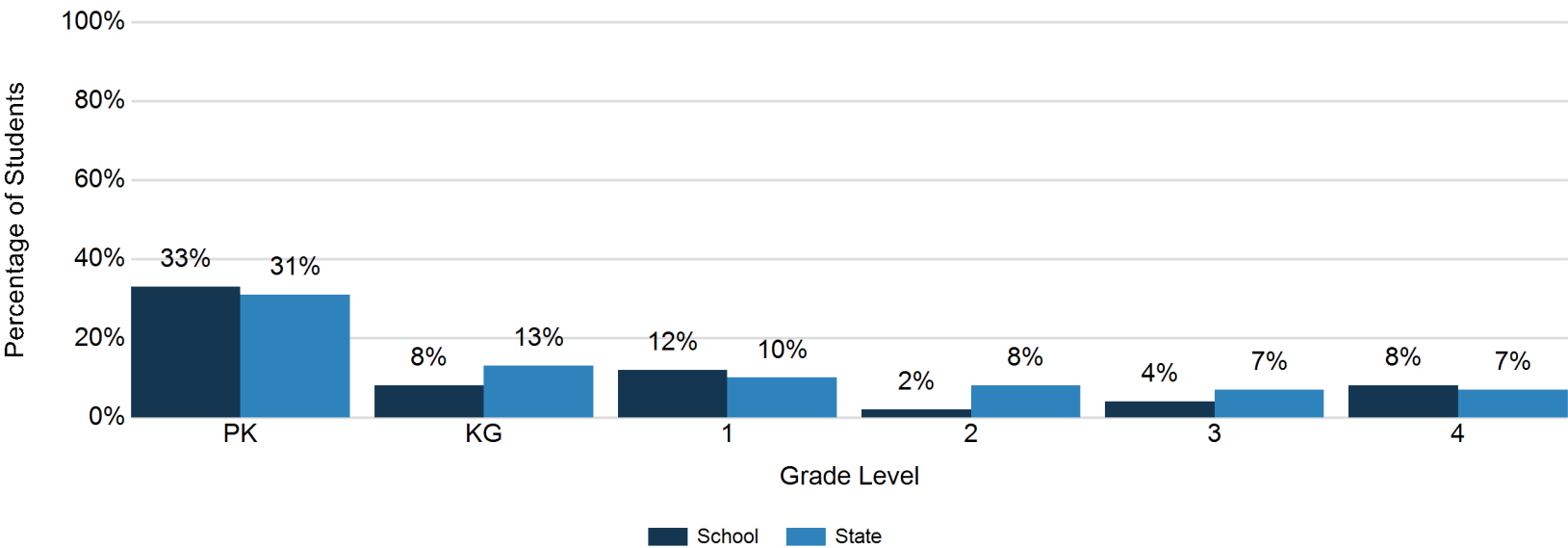
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

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

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of 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

N



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	1.7:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	8.8	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	83.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	266:1	170:1
Teachers to Administrators	25:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



Hannah Caldwell Elementary
(39-5290-083)
Grades Offered: PK-04
2018-2019

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

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	87.8%	50.0%	48.4%	77.1%	54.9%
Male	52.0%	12.2%	50.0%	51.6%	22.9%	45.1%
White	17.3%	89.8%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.2%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	38.8%	6.1%	0.0%	15.0%	6.6%	13.9%
Asian	13.4%	4.1%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



Hannah Caldwell Elementary
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2018-2019

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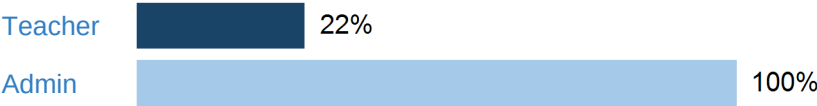
Teachers and Administrators - Level of Education

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.

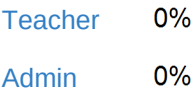
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	87.9%



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Per-Pupil Expenditures by Source

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

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

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

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

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



Hannah Caldwell Elementary
(39-5290-083)
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2018-2019

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

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

ESSA Accountability Status

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

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

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



Hannah Caldwell Elementary
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2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	51.5%	56.7%	63.9%
Math Proficiency	46.5%	51.7%	58.0%
ELA Growth	67	48	42
Math Growth	45	51	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		70.6%	63.2%
Chronic Absenteeism	8.8%	8.3%	6.9%

† 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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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.



Hannah Caldwell Elementary
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Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



Hannah Caldwell Elementary
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2018-2019

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School Narrative

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

 Highlights:	- Hannah Caldwell Elementary School has an enrollment of 570 children in Grades Pre-Kindergarten to Four. The school serves a diverse population that reflects the community. - A strong initiative for parent participation is evident through Parent Orientations for every grade-level, and Parenting Skills Seminars. - Workshop and programs are designed for parents to assist parents in understanding the Core Curriculum Standards, and their role through active participation.
 Mission, Vision, Theme:	We prepare and motivate our students for a rapidly changing world by teaching them critical thinking skills, and a respect for the core values of honesty, perseverance and compassion. Using SEL principles and strategies, each student will be motivated to raise their potential and inspired to learn. Every student will move forward academically and socially to become productive members of society and the community.



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 Courses, Curriculum, Instruction:	The program at Hannah Caldwell fosters academic excellence. Students receive instruction in all Core Content Standard areas. The school day also includes exploratory and enrichment areas such as Gifted/Talented, Health and Physical Education, Art, Music, Computers, Spanish, and Chorus. Instrumental music lessons, band, and orchestra are available to interested third and fourth grade students. The students at Hannah Caldwell enjoy the opportunity to access computers in the computer lab, media center, AAP Lab, as well as in their own classrooms. Hannah Caldwell utilizes RAZ Kids, a reading program based on the child's current reading level.
 Clubs and Activities:	Student Council Safety Patrol



Hannah Caldwell Elementary
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 Before and After School Programs:	Hannah Caldwell offers an after school academic enrichment program for students.
 Staff and Professional Learning:	Teachers receive up to 20 hours of PD per year from the school, PD includes: Writers Workshop, Iready and Journeys



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 Student Supports and Services:	Speech, ESL, Resource Center, In-Class Support, and the RTI program are available to students needing support services. Students may also receive services for I&RS and counseling through our school counselor.
 Student Health and Wellness:	Hannah Caldwell offers students a Breakfast Program. All students also participate in Physical Education and Health Classes as well as a daily recess.
 Parent and Community Involvement:	With a strong PTA and SEPAG organizations, our parents remain involved in the school community.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching staff.
 Facilities:	Hannah Caldwell Elementary School is located on a hilltop setting at 1120 Commerce Avenue in Union, New Jersey.
 School Safety:	School safety is a priority. Along with monthly drills, Hannah Caldwell has a school safety patrol. Professional Development on school safety is available for the staff.



Hannah Caldwell Elementary
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School Narrative

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Technology and STEM:	Hannah Caldwell School has Smartboards in every room, 2 computer labs, Iready program, multiple Chromebook carts for studnet use.
Early Childhood Education:	There are currently both full day and half day preK classes in Hannah Caldwell School.



Hannah Caldwell Elementary
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Other Information	Each month students receive student of the month recognition A Teacher is selected as Teacher of the Year PBSIS recognizes students and teachers monthly
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Jefferson Elementary
(39-5290-085)
Grades Offered: 05-05
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Jefferson Elementary
(39-5290-085)
Grades Offered: 05-05
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mrs. Laura Damato
Address	155 HILTON AVENUE UNION, NJ 07083
Phone Number	908-851-6560
Email Address	ldamato@twpunionschools.org
Website	http://jefferson.twpunionschools.org/
Twitter	https://twitter.com/JeffBlueKnights



Jefferson Elementary
(39-5290-085)
Grades Offered: 05-05
2018-2019

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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	538	566	559
Total	538	566	559

Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	49.3%	46.5%	50.8%
Male	50.7%	53.5%	49.2%
Economically Disadvantaged Students	36.4%	33.0%	31.5%
Students with Disabilities	13.8%	16.6%	17.2%
English Learners	1.5%	5.5%	3.2%
Homeless Students	0.6%	0.5%	1.1%
Students in Foster Care	0.2%	0.4%	0.5%
Military-Connected Students	0.0%	0.2%	1.1%
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	18.4%	18.0%	17.5%
Hispanic	26.2%	24.9%	29.3%
Black or African American	44.2%	43.3%	42.0%
Asian	8.7%	11.1%	8.9%
Native Hawaiian or Pacific Islander	0.2%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	2.2%	2.3%	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	64.4%
Spanish	12.0%
Portuguese	6.6%
Creoles and pidgins, French-based	2.7%
Creoles and pidgins	2.3%
Other Languages	12.0%



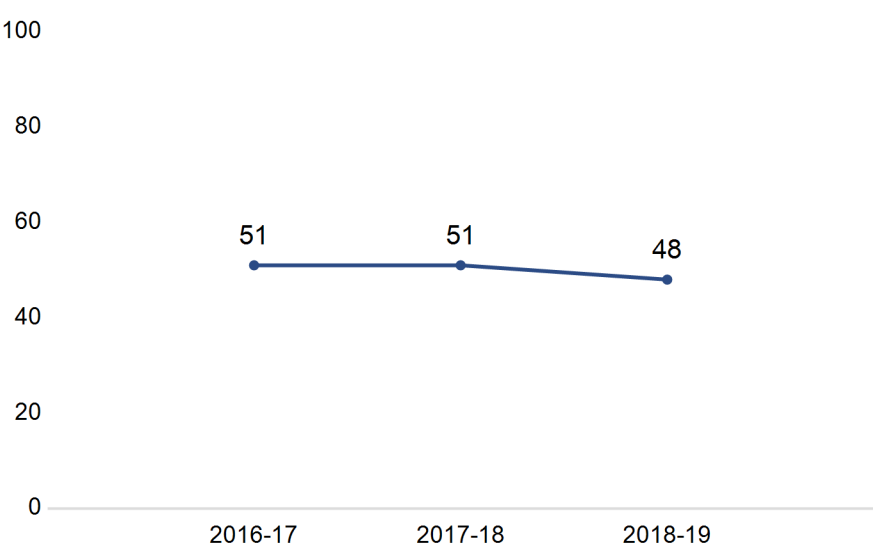
Jefferson Elementary
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2018-2019

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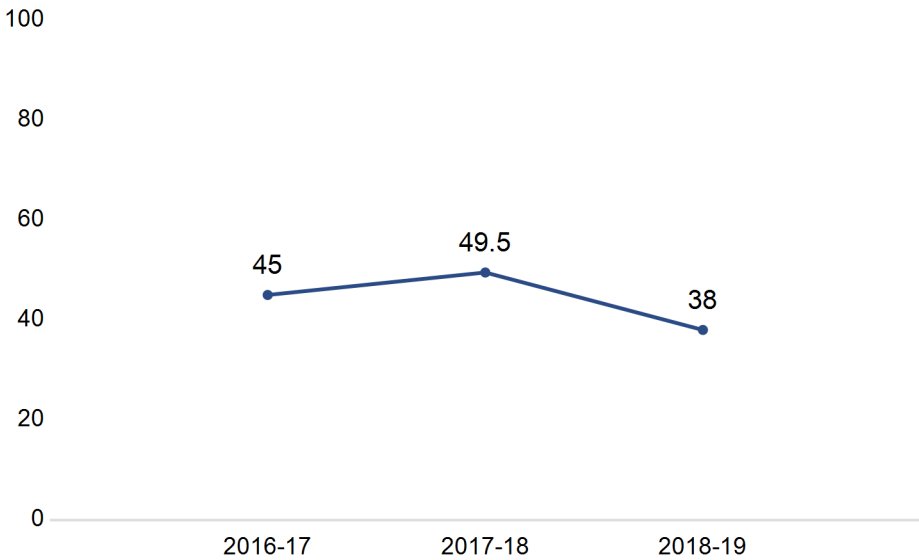
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	51	51	48	45	49.5	38
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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2018-2019

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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	48	46	50	Met Standard	38	45	50	Not Met
White	53	53	50	Met Standard	43	52	52	Met Standard
Hispanic	44	45	49	Met Standard	35.5	46	47	Not Met
Black or African American	46	41	45	Met Standard	40	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	61	56.5	59	Exceeds Standard	45	45	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	51.5	51	49	**	32	45.5	52	**
Female	52	51	53	N	35	44.5	50	N
Male	45	42	47	N	43	46	51	N
Economically Disadvantaged Students	46	44	48	Met Standard	35	46	46	Not Met
Students with Disabilities	48	38	43	Met Standard	42	44	45	Met Standard
English Learners	51	46	52	Met Standard	46.5	47.5	50	Met Standard
Homeless Students	*	54	43	N	*	58.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



Jefferson Elementary
(39-5290-085)
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2018-2019

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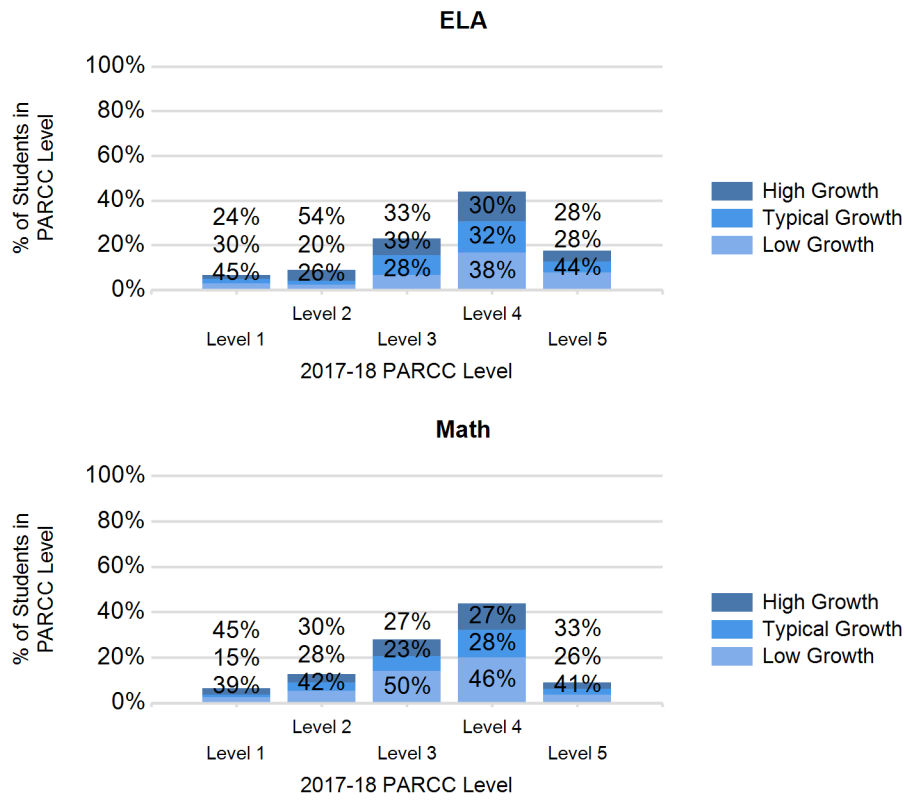
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

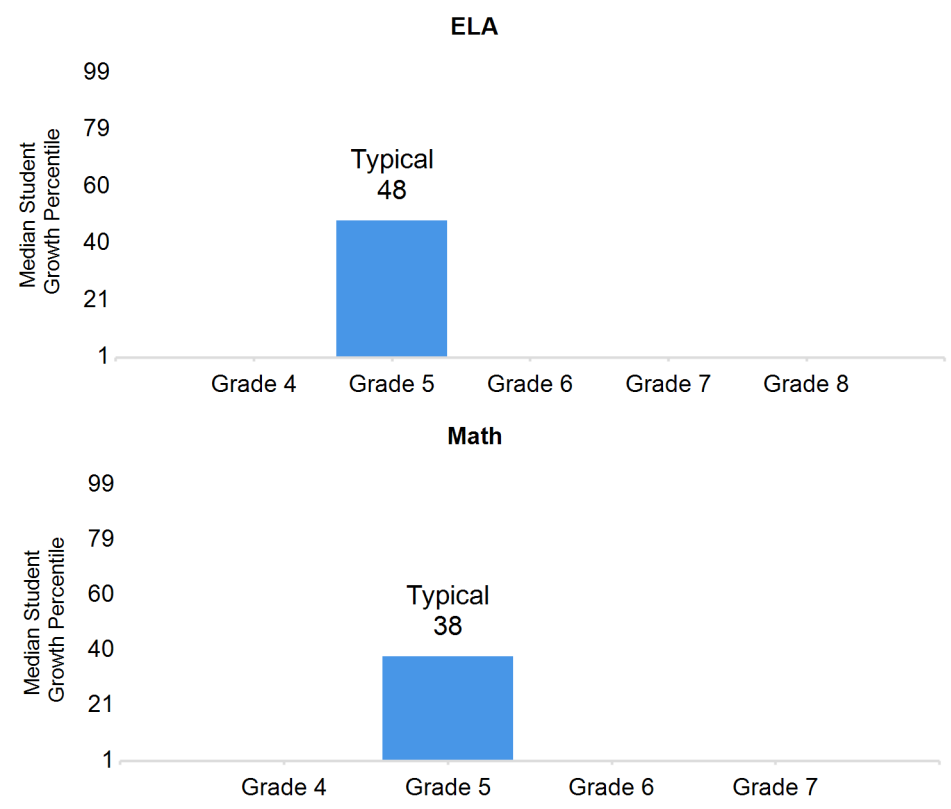
Student Growth by Performance Level

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



Student Growth by Grade

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



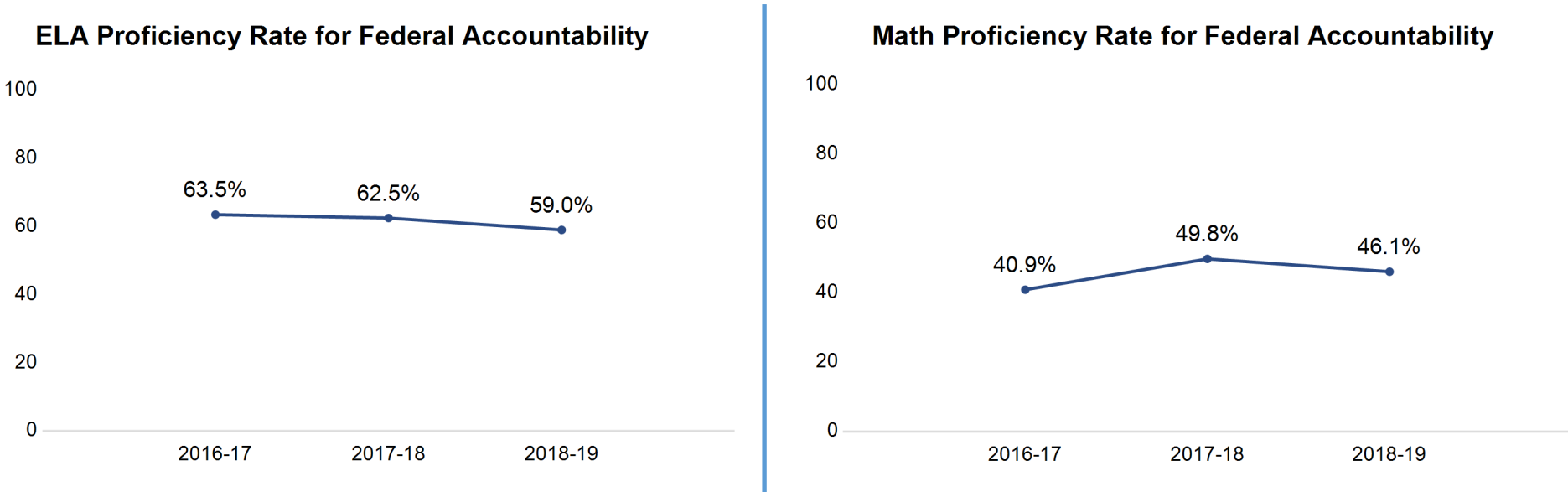


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	93.8%	96.5%	97.3%	94.2%	96.2%	96.8%
Proficiency Rate for Federal Accountability	63.5%	62.5%	59.0%	40.9%	49.8%	46.1%
Annual Target	50.8%	52.4%	53.9%	43.1%	45.1%	47.0%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	527	97.3	59.0	57.9	57.9	59.0	53.9	Met Target
White	95	97.0	60.0	64.5	66.9	60.0	59.1	Met Target
Hispanic	155	97.5	57.4	55.1	43.9	57.4	53.3	Met Target
Black or African American	219	97.0	53.9	51.7	38.5	53.9	46.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	48	98.0	81.3	81.3	82.9	81.3	70.2	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	10	100.0	80.0	*	64.4	80.0	**	**
Female	266	97.2	64.3	65.2	64.8	64.3		
Male	261	97.4	53.6	51.3	51.3	53.6		
Economically Disadvantaged Students	172	98.3	48.8	50.1	40.0	48.8	44	Met Target
Non-Economically Disadvantaged Students	355	96.8	63.9	62.3	67.9	63.9		
Students with Disabilities	86	94.7	22.1	*	22.7	22.0	20.8	Met Target
Students without Disabilities	441	97.8	66.2	*	65.1	66.2		
English Learners	53	98.2	50.9	40.7	29.3	50.9	59.8	Met Target†
Non-English Learners	474	97.2	59.9	59.4	60.6	59.9		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



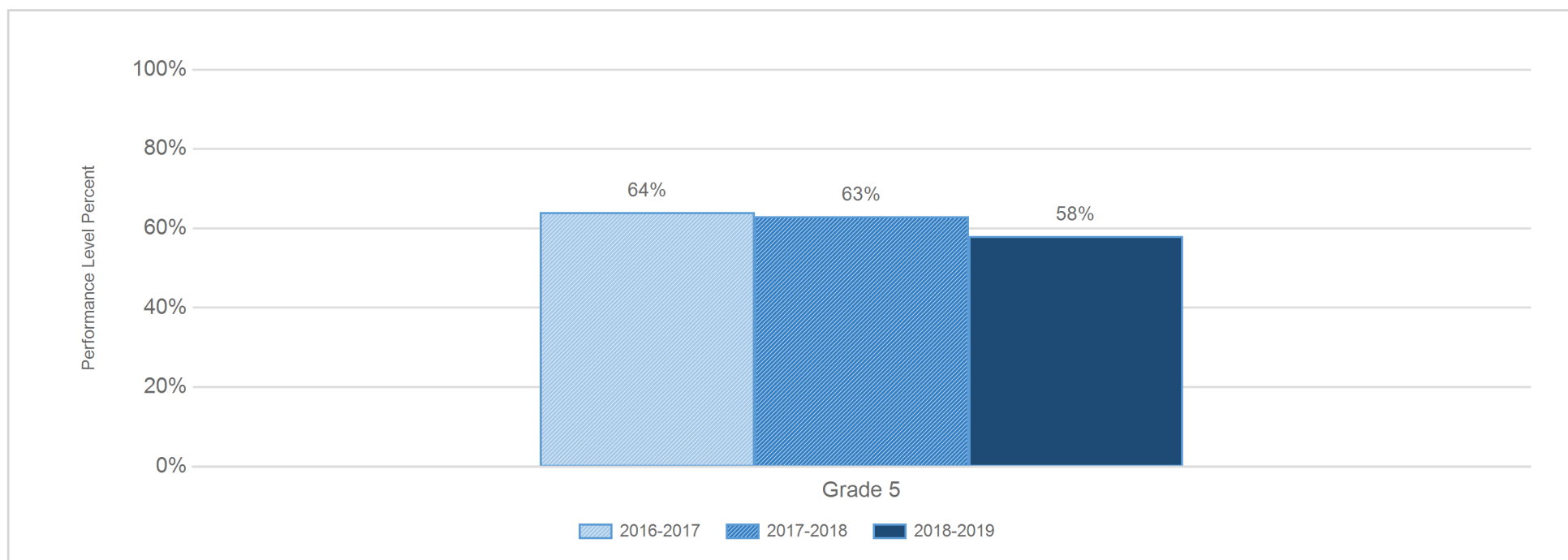
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	538	755	755	756	7%	9%	26%	49%	10%	58%	58%
White	96	759	759	764	*	*	28%	48%	11%	59%	68%
Hispanic	158	754	754	743	*	*	27%	*	*	56%	44%
Black or African American	226	750	750	739	8%	10%	29%	47%	6%	53%	38%
Asian, Native Hawaiian, or Pacific Islander	47	773	773	781	*	*	*	*	*	83%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	11	765	765	762	0%	0%	*	*	*	82%	65%
Female	272	760	760	761	5%	9%	23%	50%	13%	63%	64%
Male	266	750	750	750	8%	9%	30%	47%	7%	53%	52%
Economically Disadvantaged Students	176	745	745	740	9%	15%	28%	*	*	48%	39%
Non-Economically Disadvantaged Students	362	760	760	766	5%	6%	25%	*	*	64%	69%
Students with Disabilities	88	722	722	724	*	*	27%	*	*	22%	23%
Students without Disabilities	450	762	762	762	*	*	26%	*	*	66%	65%
English Learners	13	733	733	713	*	*	*	*	*	31%	11%
Non-English Learners	525	756	756	758	*	*	*	*	*	59%	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	527	96.8	46.1	41.5	44.5	46.1	47	Met Target†
White	95	96.0	55.8	49.4	54.1	55.8	52.8	Met Target
Hispanic	155	96.9	41.9	39.2	28.8	41.9	44.9	Met Target†
Black or African American	220	97.0	38.2	33.6	23.0	38.2	37.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	47	96.0	76.6	66.3	76.5	76.6	73.4	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	10	100.0	50.0	*	53.3	50.0	**	**
Female	265	96.5	44.9	43.1	44.9	44.9		
Male	262	97.1	47.3	40.0	44.2	47.3		
Economically Disadvantaged Students	173	98.3	30.1	32.4	26.3	30.1	36.3	Not Met
Non-Economically Disadvantaged Students	354	96.0	54.0	46.4	54.9	54.0		
Students with Disabilities	85	93.7	20.0	11.6	17.4	19.7	19.7	Met Target
Students without Disabilities	442	97.4	51.1	47.5	50.0	51.1		
English Learners	55	96.6	36.4	*	25.0	36.4	41.7	Met Target†
Non-English Learners	472	96.8	47.2	*	46.5	47.2		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

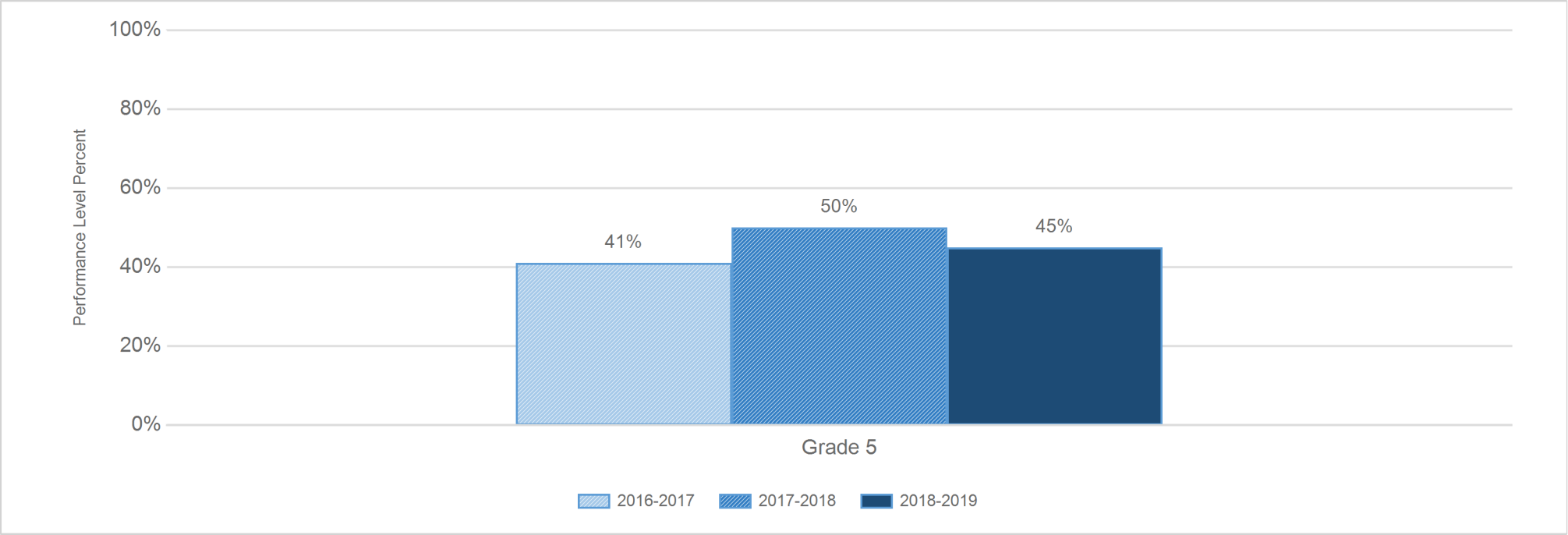


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	540	746	746	747	6%	23%	26%	36%	9%	45%	47%
White	96	751	751	755	*	19%	20%	*	*	55%	58%
Hispanic	158	744	744	735	*	25%	28%	*	*	41%	30%
Black or African American	227	740	740	729	7%	26%	30%	32%	5%	37%	23%
Asian, Native Hawaiian, or Pacific Islander	48	764	764	775	*	*	*	*	*	75%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	11	764	764	753	0%	*	*	*	*	55%	55%
Female	273	745	745	747	7%	21%	28%	36%	8%	44%	47%
Male	267	746	746	747	5%	24%	24%	37%	10%	47%	47%
Economically Disadvantaged Students	177	736	736	732	8%	32%	31%	22%	7%	29%	27%
Non-Economically Disadvantaged Students	363	750	750	757	5%	18%	23%	43%	10%	53%	59%
Students with Disabilities	88	720	720	725	22%	42%	17%	*	*	19%	19%
Students without Disabilities	452	750	750	752	3%	19%	28%	*	*	50%	52%
English Learners	16	723	723	718	*	*	*	*	*	13%	12%
Non-English Learners	524	746	746	749	*	*	*	*	*	46%	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	50.0%	**	**

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



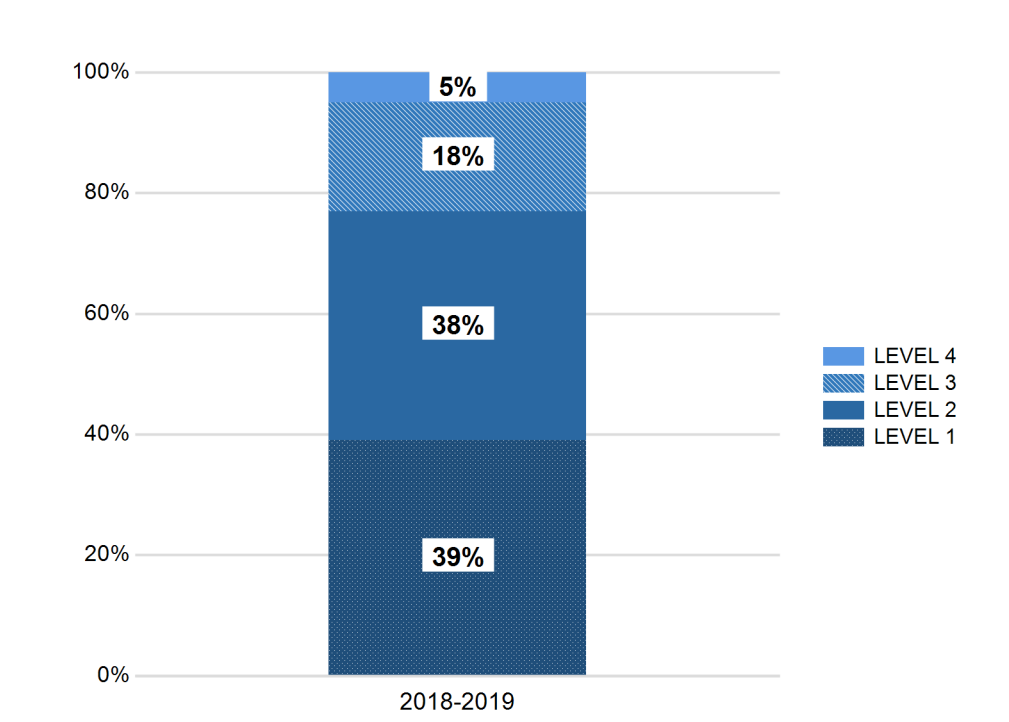
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	39	38	18	5
White	26	46	20	7
Hispanic	40	35	19	6
Black or African American	49	37	13	1
Asian, Native Hawaiian, or Pacific Islander	17	35	33	15
American Indian or Alaska Native	N	N	N	N
Two or More Races	27	45	9	18
Female	41	36	18	4
Male	37	41	17	6
Economically Disadvantaged Students	53	36	9	2
Non-Economically Disadvantaged Students	32	39	22	7
Students with Disabilities	80	13	7	0
Students without Disabilities	32	43	20	6
English Learners	79	14	7	0
Non-English Learners	38	39	18	5
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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

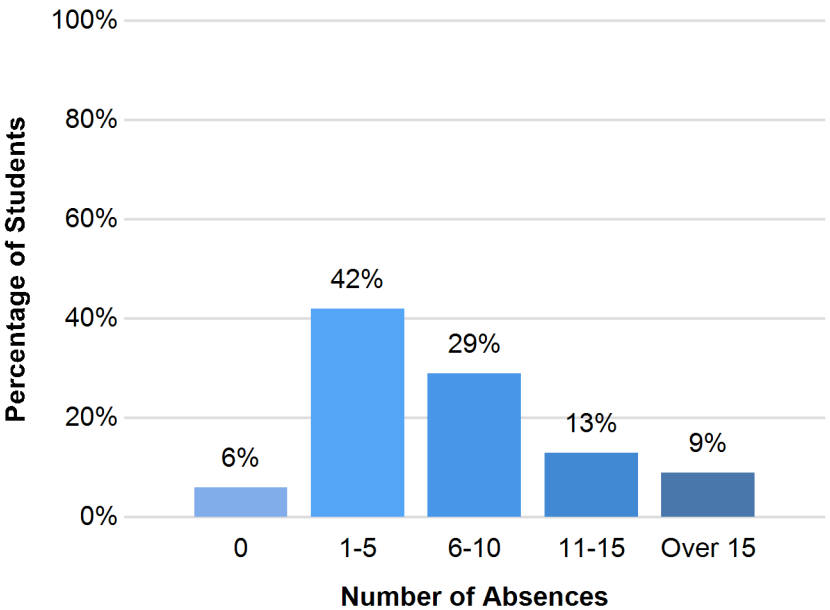
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	40	7.2	7.5	Met
White	6	6.1	7.5	Met
Hispanic	9	5.6	7.5	Met
Black or African American	19	8.1	7.5	Not Met
Asian, Native Hawaiian, or Pacific	5	10.0	7.5	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	1	8.3	**	**
Female	20	7.1		
Male	20	7.3		
Economically Disadvantaged Students	13	7.5	7.5	Met
Students with Disabilities	9	9.6	7.5	Not Met
English Learners	3	16.7	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





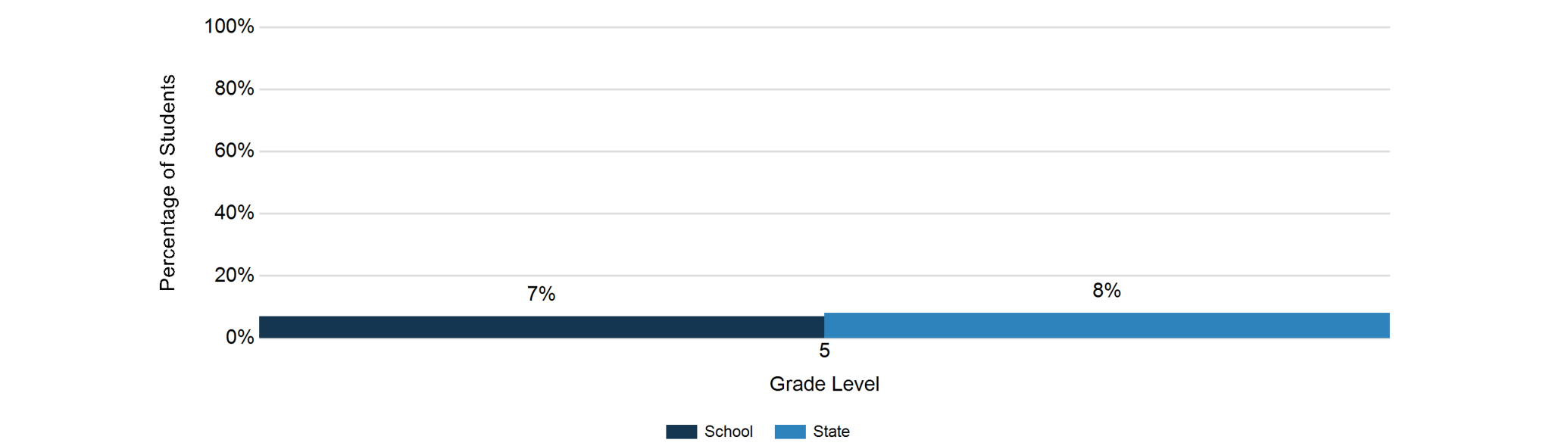
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Chronic Absenteeism by Grade

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)	0
Total Unique Incidents	1
Incidents Per 100 Students Enrolled	0.18

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	20	3.6%
Any Suspension	20	3.6%
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

45



Jefferson Elementary
(39-5290-085)
Grades Offered: 05-05
2018-2019

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 5 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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	52	118,214
Average years experience in public schools	13.3	12.1
Average years experience in district	13.0	10.8
Percentage of Teachers with 4 or more years experience in the district	86.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	140:1	170:1
Teachers to Administrators	13:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.8%	82.7%	100.0%	48.4%	77.1%	54.9%
Male	49.2%	17.3%	0.0%	51.6%	22.9%	45.1%
White	17.5%	92.3%	75.0%	42.4%	83.6%	77.4%
Hispanic	29.3%	3.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	42.0%	3.8%	25.0%	15.0%	6.6%	13.9%
Asian	8.9%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Jefferson Elementary
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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.

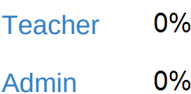
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	90.8%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

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

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

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

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	63.5%	62.5%	59.0%
Math Proficiency	40.9%	49.8%	46.1%
ELA Growth	51	51	48
Math Growth	45	50	38
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	50.0%
Chronic Absenteeism	6.3%	6.8%	7.2%

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



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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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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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2018-2019

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School Narrative

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

 Highlights:	- Jefferson, the 5th grade district school, follows the New Jersey Student Learning Standards and has been named a Leader In Me “Lighthouse” School. - Following the Leader In Me: Student Leadership Committees, Leadership Period, Leadership Day, Career Day, Leader of the Month, Student Lead Data Tracking, student Lead Conferences.
 Mission, Vision, Theme:	To support the mission of the district, the vision of Jefferson School is to provide continuing academic growth and development in a unique environment, which encourages positive adaptation to change. The foundation of our efforts is the belief that all children can learn, that standards must be set, and that expectations must be high and clearly communicated.
 Awards, Recognition, Accomplishments:	Student Leaders of the Month, Blue Knight Nickel Incentives, Teacher of the Year, NJPTA principal of the year.



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 Courses, Curriculum, Instruction:	NJ Standards Based Learning, L.E.A.D. - Law Enforcement Against Drugs, Gifted & Talented Program, Flipped Classroom Instruction, S.W.A.G.
 Clubs and Activities:	“Spirit to Overcome” - student diversity program “Black History” Month Celebrations Bullying Assembly - “Block the Hate” - Former UHS Student, Fred Rosser



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 Before and After School Programs:	Morning Breakfast Program - breakfast provided by food services for all students
 Staff and Professional Learning:	Curriculum based Instruction Differentiated Instruction Leader In Me Technology



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An icon representing student supports and services, showing a blue silhouette of a person with a sunburst above their head and two upward-pointing arrows.	English as a Second Language Speech Intervention Special Education Services RTI Instruction Intervention and Referral Services
An icon representing student health and wellness, showing a blue apple with a heart shape inside it and a single leaf on the stem.	Breakfast Program Physical Education - 2x/week Recess Daily Health - "It's a Change Thing" (Puberty)
An icon representing parent and community involvement, showing two blue hands shaking.	PTA SEPAG Leader In Me: Parent Community Committee Genesis Parent Portal



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching and administrative staff.
 Facilities:	The current building is 7 years old Library Computer Lab Art Classroom Gymnasium Auditorium
 School Safety:	Two full-time Security Officers; one is a former police lieutenant L.E.A.D. Officer Monthly Fire and Security Drills



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 Technology and STEM:	2:1 - Chromebooks Smartboards Sprout Technology Laptops
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Other Information	Leader In Me: Lighthouse Status June 2018
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Kawameeh Middle School
(39-5290-070)
Grades Offered: 06-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Kawameeh Middle School
(39-5290-070)
Grades Offered: 06-08
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mr. Jason Malanda
Address	490 DAVID TERRACE UNION, NJ 07083
Phone Number	908-851-6570
Email Address	jmalanda@twpunionschools.org
Website	http://kawameeh.twpunionschools.org/
Twitter	https://twitter.com/KMS_OneTribe



Kawameeh Middle School

(39-5290-070)

Grades Offered: 06-08

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
5	0	0	0
6	225	213	229
7	238	226	221
8	220	227	223
Total	683	666	673

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

Student Group	2016-17	2017-18	2018-19
Female	46.4%	46.8%	46.1%
Male	53.6%	53.2%	53.9%
Economically Disadvantaged Students	28.1%	27.2%	28.8%
Students with Disabilities	14.3%	16.7%	14.7%
English Learners	1.8%	1.4%	2.7%
Homeless Students	0.6%	0.3%	0.0%
Students in Foster Care	0.0%	0.3%	0.1%
Military-Connected Students	0.0%	0.8%	0.9%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	29.3%	27.0%	23.2%
Hispanic	25.6%	28.7%	30.9%
Black or African American	34.4%	33.2%	33.9%
Asian	9.1%	9.2%	9.5%
Native Hawaiian or Pacific Islander	0.6%	0.5%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.0%	1.5%	2.1%

Enrollment by Home Language

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

Home Language	% of Students
English	73.1%
Spanish	11.7%
Portuguese	4.8%
Tagalog	1.6%
Creoles and pidgins	1.3%
Other Languages	7.4%



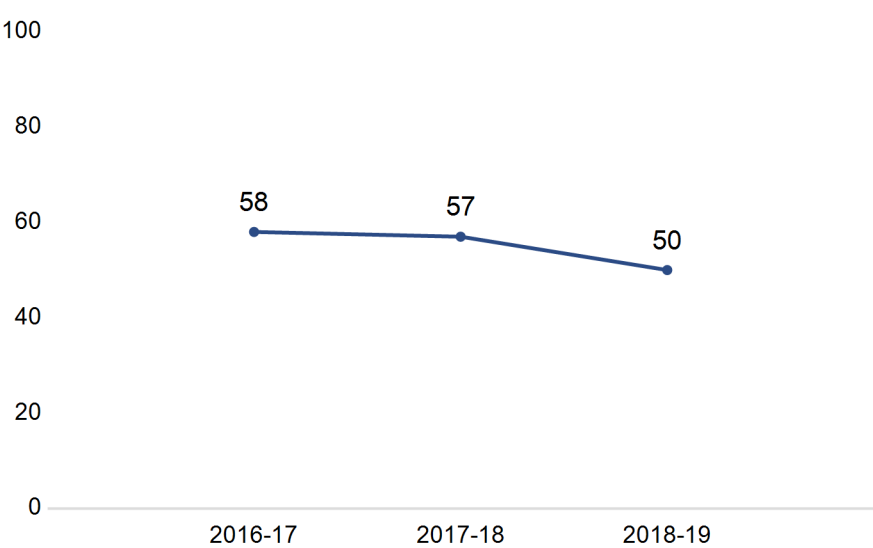
Kawameeh Middle School
(39-5290-070)
Grades Offered: 06-08
2018-2019

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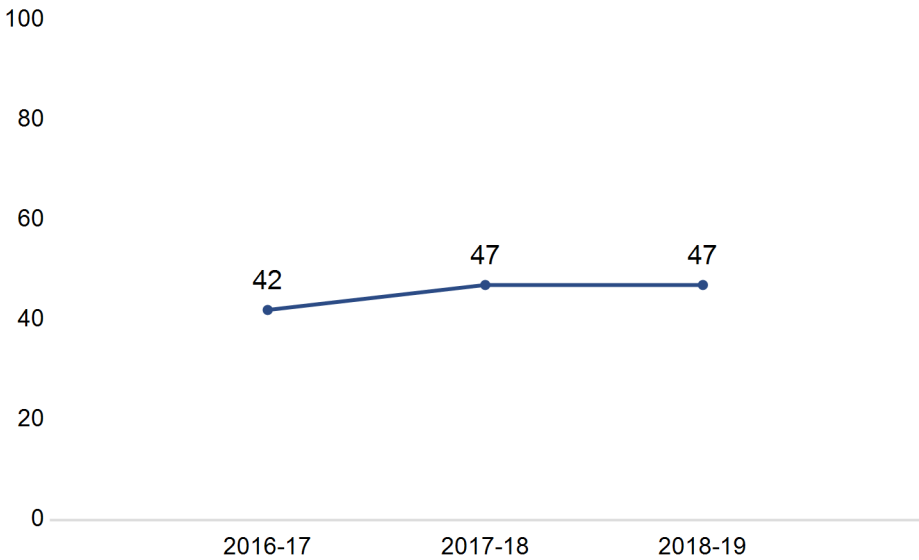
Student Growth Trends and Progress

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	58	57	50	42	47	47
Met Standard (40-59.5)?	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	50	46	50	Met Standard	47	45	50	Met Standard
White	56	53	50	Met Standard	45	52	52	Met Standard
Hispanic	45	45	49	Met Standard	52	46	47	Met Standard
Black or African American	44	41	45	Met Standard	47	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	62	56.5	59	Exceeds Standard	44.5	45	60	Met Standard
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	47.5	51	49	**	45	45.5	52	**
Female	58	51	53	N	47.5	44.5	50	N
Male	40.5	42	47	N	46	46	51	N
Economically Disadvantaged Students	38.5	44	48	Not Met	55	46	46	Met Standard
Students with Disabilities	30	38	43	Not Met	45	44	45	Met Standard
English Learners	51	46	52	Met Standard	46	47.5	50	Met Standard
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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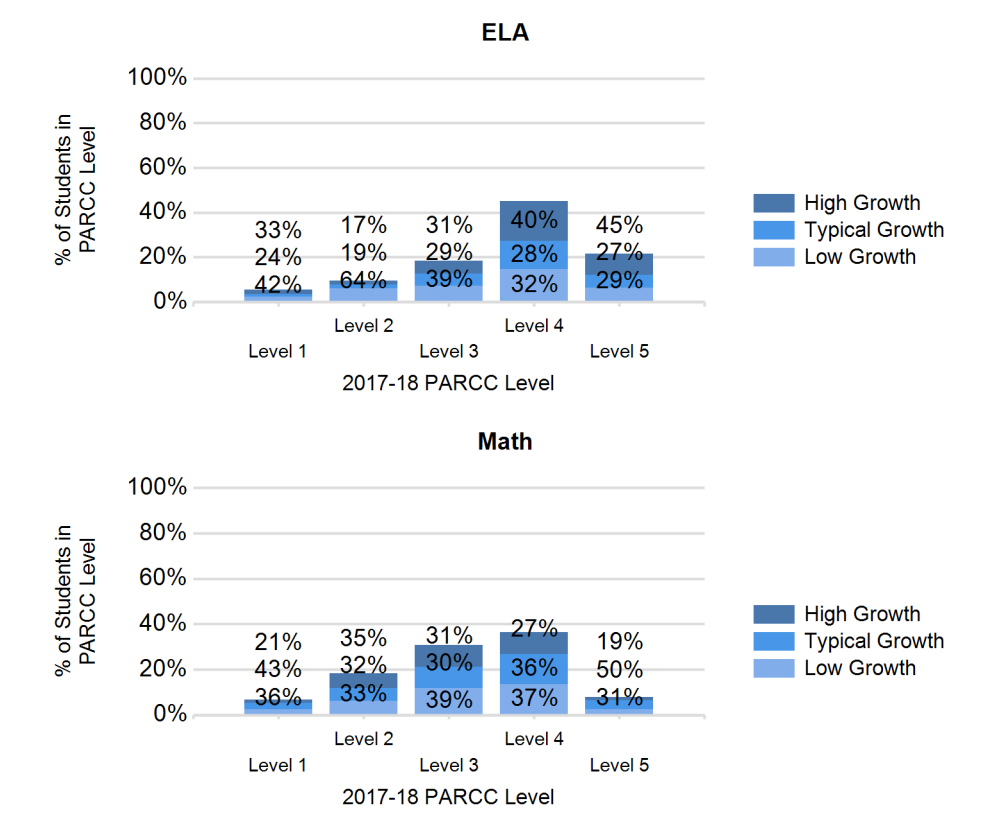
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

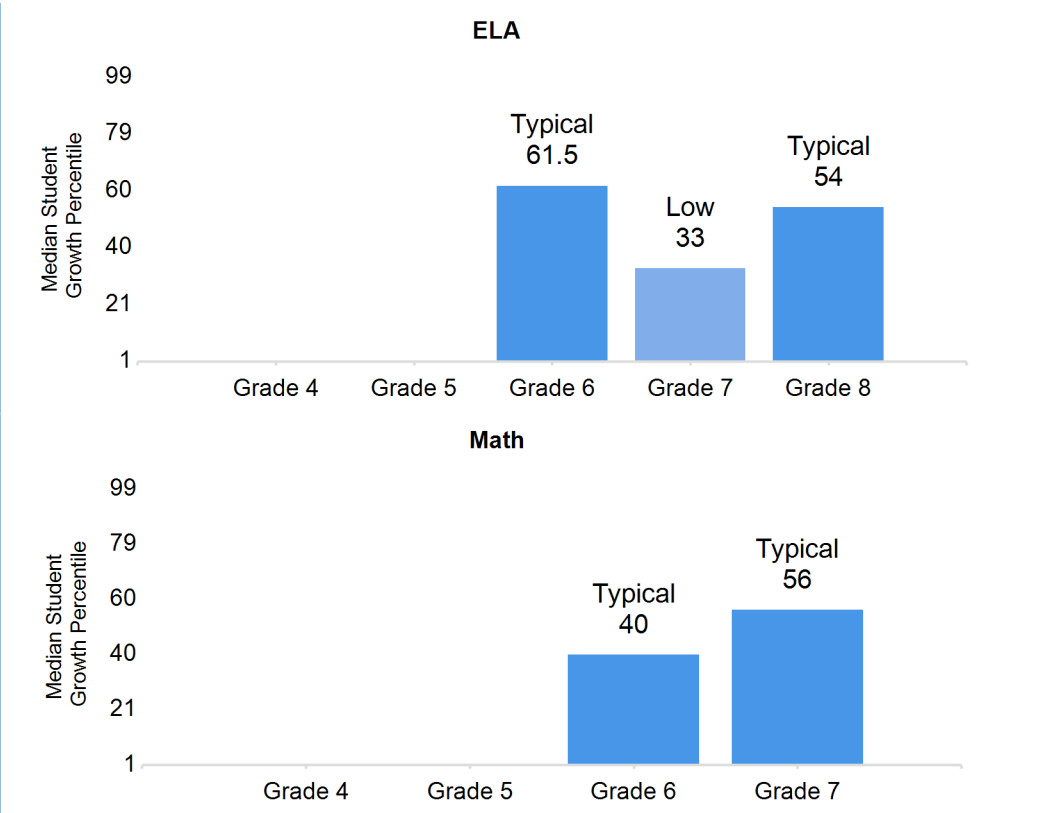
Student Growth by Performance Level

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



Student Growth by Grade

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



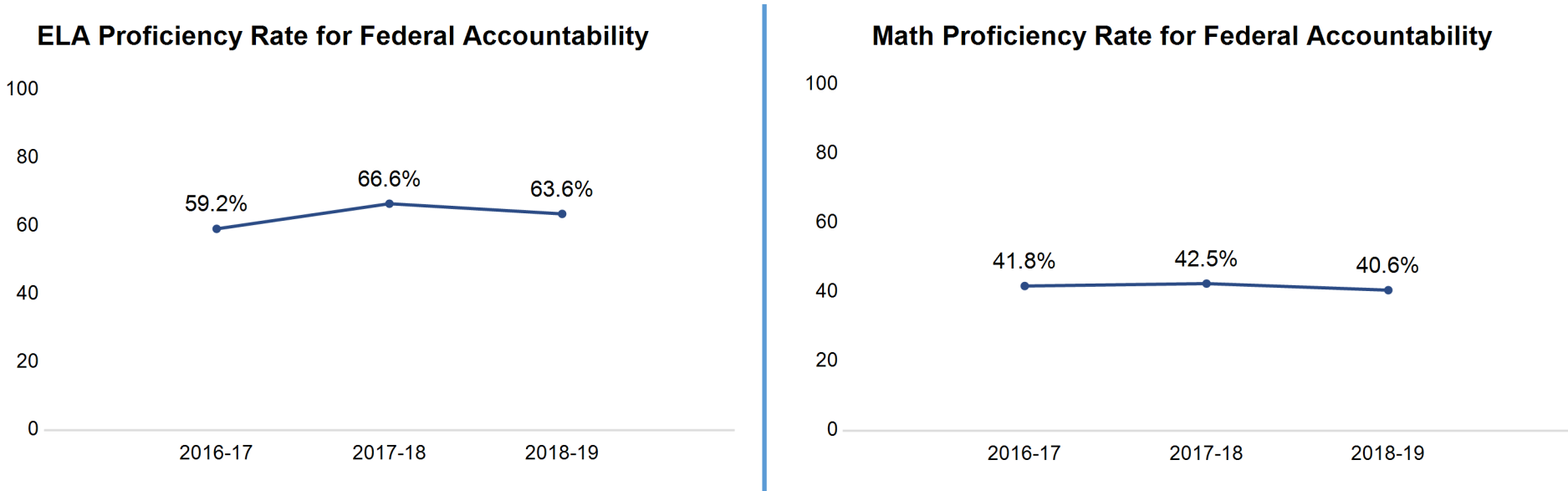


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.6%	96.5%	96.6%	95.2%	95.6%	97.0%
Proficiency Rate for Federal Accountability	59.2%	66.6%	63.6%	41.8%	42.5%	40.6%
Annual Target	52.5%	54.0%	55.4%	37.0%	39.2%	41.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	642	96.6	63.6	57.9	57.9	63.6	55.4	Met Target
White	152	95.6	69.7	64.5	66.9	69.7	58.5	Met Target
Hispanic	198	97.6	58.6	55.1	43.9	58.6	52	Met Target
Black or African American	214	96.0	56.1	51.7	38.5	56.1	49.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	66	100.0	84.8	81.3	82.9	84.8	73.1	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	12	85.7	83.3	*	64.4	75.2	**	**
Female	295	96.4	75.9	65.2	64.8	75.9		
Male	347	96.7	53.0	51.3	51.3	53.0		
Economically Disadvantaged Students	183	95.3	51.4	50.1	40.0	51.4	42.8	Met Target
Non-Economically Disadvantaged Students	459	97.1	68.4	62.3	67.9	68.4		
Students with Disabilities	98	93.4	19.4	*	22.7	19.0	26.8	Not Met
Students without Disabilities	544	97.2	71.5	*	65.1	71.5		
English Learners	43	100.0	37.2	40.7	29.3	37.2	36.8	Met Target
Non-English Learners	599	96.3	65.4	59.4	60.6	65.4		
Homeless Students	N	N	N	64.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

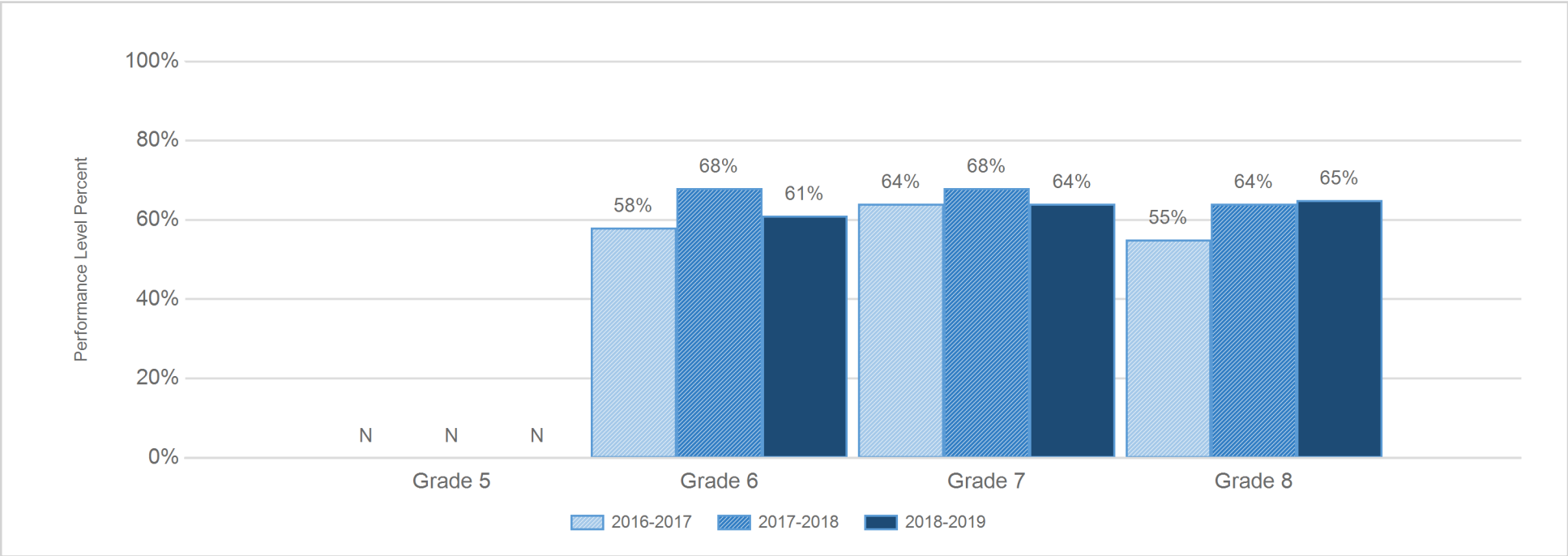


Kawameeh Middle School
(39-5290-070)
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2018-2019

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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 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	223	760	750	754	7%	13%	19%	41%	20%	61%	56%
White	51	771	764	762	*	*	*	39%	31%	71%	65%
Hispanic	67	748	745	743	*	19%	24%	*	*	48%	43%
Black or African American	71	753	741	738	*	15%	23%	*	*	55%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	758	760	*	*	*	*	*	*	64%
Female	106	767	757	762	*	*	18%	*	*	67%	64%
Male	117	753	744	748	*	*	20%	*	*	56%	48%
Economically Disadvantaged Students	60	747	740	740	*	22%	20%	*	*	50%	39%
Non-Economically Disadvantaged Students	163	765	756	763	*	10%	18%	*	*	65%	67%
Students with Disabilities	32	715	715	722	*	*	*	*	*	13%	19%
Students without Disabilities	191	767	757	761	*	*	*	*	*	69%	64%
English Learners	*	*	724	710	*	*	*	*	*	*	*
Non-English Learners	*	*	751	756	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	213	761	755	761	8%	12%	16%	34%	30%	64%	63%
White	48	766	764	769	*	*	21%	40%	29%	69%	72%
Hispanic	64	763	755	747	*	*	*	38%	30%	67%	50%
Black or African American	77	748	747	741	14%	18%	18%	30%	19%	49%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	786	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	751	768	*	*	*	*	*	*	68%
Female	97	775	767	769	*	*	*	35%	42%	77%	71%
Male	116	750	744	753	*	*	*	33%	20%	53%	55%
Economically Disadvantaged Students	67	748	745	743	*	*	21%	*	*	49%	45%
Non-Economically Disadvantaged Students	146	768	762	771	*	*	14%	*	*	71%	73%
Students with Disabilities	35	717	709	720	*	*	*	*	*	23%	22%
Students without Disabilities	178	770	764	769	*	*	*	*	*	72%	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	N	N	*	729	N	N	N	N	N	N	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	*	*	*	758	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	205	768	757	762	10%	9%	16%	32%	33%	65%	63%
White	51	780	766	770	*	*	*	27%	45%	73%	72%
Hispanic	69	761	755	747	*	*	22%	36%	22%	58%	49%
Black or African American	67	760	747	741	*	*	16%	34%	28%	63%	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	94	788	767	771	*	*	*	28%	55%	83%	71%
Male	111	751	748	753	*	*	*	36%	14%	50%	55%
Economically Disadvantaged Students	53	751	747	743	*	*	*	*	*	57%	45%
Non-Economically Disadvantaged Students	152	774	762	772	*	*	*	*	*	68%	72%
Students with Disabilities	25	712	704	721	44%	*	*	*	*	20%	22%
Students without Disabilities	180	776	765	770	6%	*	*	*	*	72%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	N	N	*	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	647	97.0	40.6	41.5	44.5	40.6	41.5	Met Target†
White	154	96.9	48.1	49.4	54.1	48.1	45	Met Target
Hispanic	199	97.6	36.7	39.2	28.8	36.7	34.2	Met Target
Black or African American	216	96.5	30.6	33.6	23.0	30.6	35.3	Met Target†
Asian, Native Hawaiian, or Pacific Islander	66	100.0	65.2	66.3	76.5	65.2	63.8	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	12	85.7	58.3	*	53.3	52.7	**	**
Female	298	97.1	45.6	43.1	44.9	45.6		
Male	349	97.0	36.4	40.0	44.2	36.4		
Economically Disadvantaged Students	186	96.9	26.3	32.4	26.3	26.3	29.6	Met Target†
Non-Economically Disadvantaged Students	461	97.1	46.4	46.4	54.9	46.4		
Students with Disabilities	98	93.4	*	11.6	17.4	*	16.3	Not Met
Students without Disabilities	549	97.7	*	47.5	50.0	*		
English Learners	45	100.0	22.2	*	25.0	22.2	21.6	Met Target
Non-English Learners	602	96.8	42.0	*	46.5	42.0		
Homeless Students	N	N	N	38.5	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

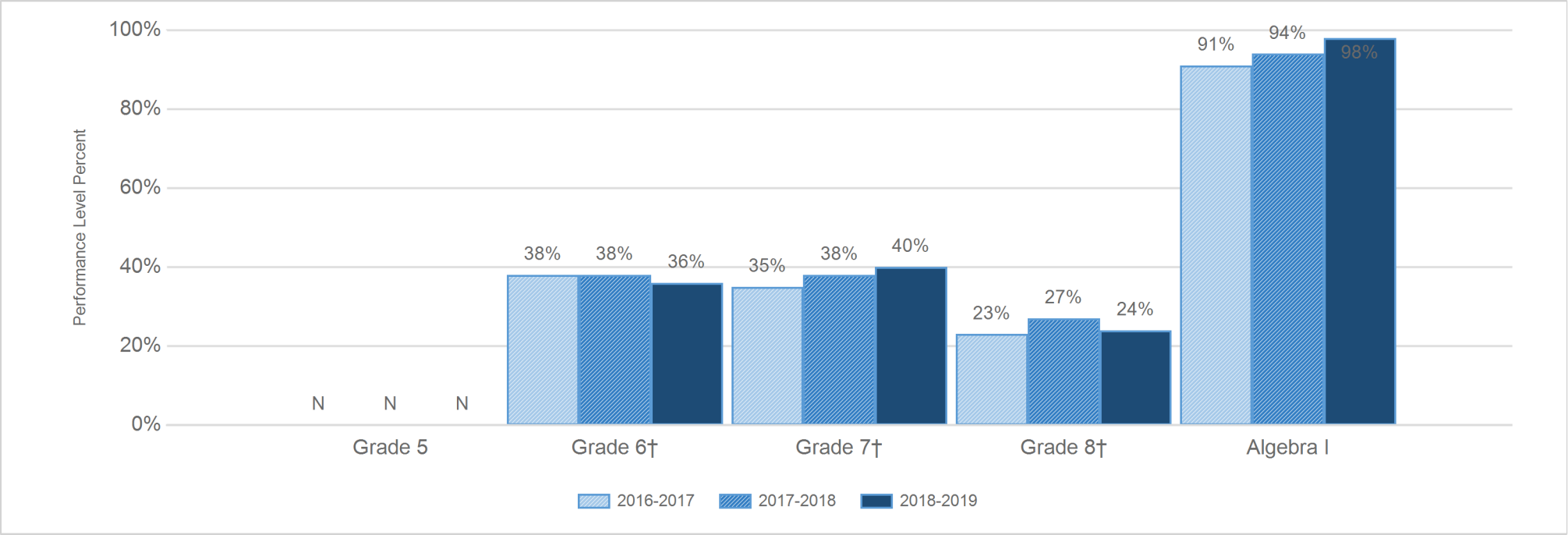


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 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	224	739	736	741	9%	23%	32%	*	*	36%	41%
White	51	746	*	749	*	22%	25%	*	*	47%	51%
Hispanic	68	729	731	729	*	37%	*	*	*	25%	24%
Black or African American	71	736	730	722	*	20%	42%	*	*	28%	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	755	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	731	747	*	*	*	*	*	*	48%
Female	107	738	738	742	9%	27%	31%	*	*	33%	42%
Male	117	740	734	740	9%	20%	32%	*	*	39%	40%
Economically Disadvantaged Students	61	729	727	726	*	33%	36%	*	*	18%	21%
Non-Economically Disadvantaged Students	163	742	742	750	*	20%	30%	*	*	43%	53%
Students with Disabilities	32	704	705	716	*	*	*	*	*	*	12%
Students without Disabilities	192	744	742	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	N	N	*	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	*	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



Kawameeh Middle School
(39-5290-070)
Grades Offered: 06-08
2018-2019

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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	216	745	743	744	6%	19%	34%	29%	11%	40%	42%
White	49	746	747	751	*	*	45%	*	*	37%	53%
Hispanic	65	745	745	733	*	25%	31%	*	*	42%	26%
Black or African American	78	736	736	727	*	24%	36%	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	771	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	751	749	*	*	*	*	*	*	51%
Female	99	749	746	744	*	17%	33%	*	*	45%	42%
Male	117	742	740	743	*	21%	35%	*	*	36%	42%
Economically Disadvantaged Students	68	738	738	731	*	28%	28%	*	*	35%	24%
Non-Economically Disadvantaged Students	148	749	746	751	*	16%	37%	*	*	43%	53%
Students with Disabilities	35	713	712	718	*	*	*	*	*	*	13%
Students without Disabilities	181	752	749	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	N	N	*	721	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	746	*	*	*	*	*	*	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	147	726	721	728	24%	28%	24%	*	*	24%	29%
White	27	726	717	737	*	*	*	*	*	26%	38%
Hispanic	52	726	724	722	23%	29%	27%	21%	0%	21%	22%
Black or African American	57	725	717	714	25%	32%	21%	*	*	23%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	51	728	721	731	20%	37%	*	*	*	25%	31%
Male	96	725	720	726	26%	23%	*	*	*	23%	27%
Economically Disadvantaged Students	51	725	722	719	25%	25%	31%	*	*	18%	20%
Non-Economically Disadvantaged Students	96	727	720	735	23%	29%	21%	*	*	27%	36%
Students with Disabilities	25	711	697	707	*	*	*	*	*	*	10%
Students without Disabilities	122	729	726	734	*	*	*	*	*	*	35%
English Learners	*	*	708	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	721	730	*	*	*	*	*	*	30%
Homeless Students	N	N	*	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	60	795	743	744	0%	0%	*	*	*	98%	42%
White	25	799	753	752	0%	0%	0%	*	*	100%	53%
Hispanic	17	795	740	728	0%	0%	0%	*	*	100%	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	44	793	746	745	0%	0%	*	*	*	98%	44%
Male	16	803	739	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	*	717	N	N	N	N	N	N	12%
Students without Disabilities	60	795	*	748	0%	0%	*	*	*	98%	47%
English Learners	N	N	*	710	N	N	N	N	N	N	*
Non-English Learners	60	795	*	745	0%	0%	*	*	*	98%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	*	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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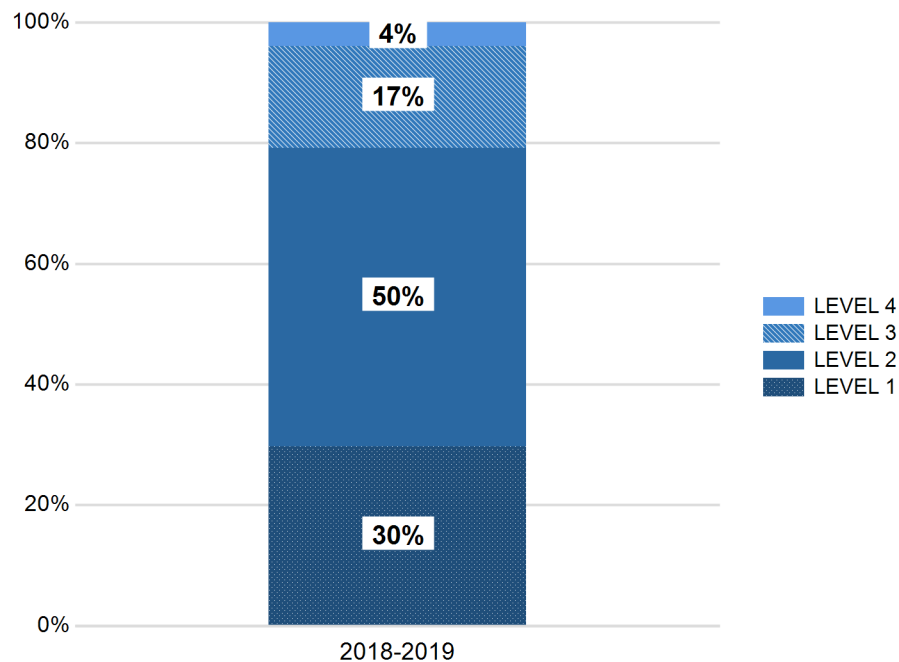
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 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	30	50	17	4
White	25	43	27	4
Hispanic	30	50	17	3
Black or African American	32	57	8	3
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	22	52	25	1
Male	36	49	10	6
Economically Disadvantaged Students	37	53	10	0
Non-Economically Disadvantaged Students	27	49	19	5
Students with Disabilities	71	29	0	0
Students without Disabilities	24	53	19	4
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	239
7	0	0	226
8	61	0	166
Total	61	0	631

World Languages - Course Participation

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

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	227	0	0	0	0	0	0
7	219	217	0	0	216	0	0
8	40	38	0	0	14	0	0
Total	486	255	0	0	230	0	0



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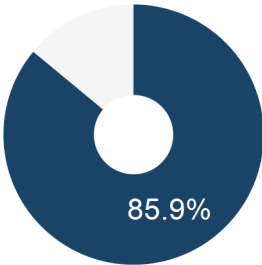
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Visual and Performing Arts – Course Participation

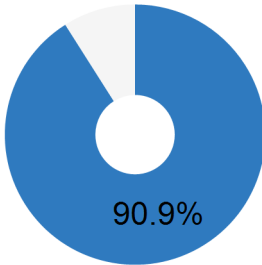
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

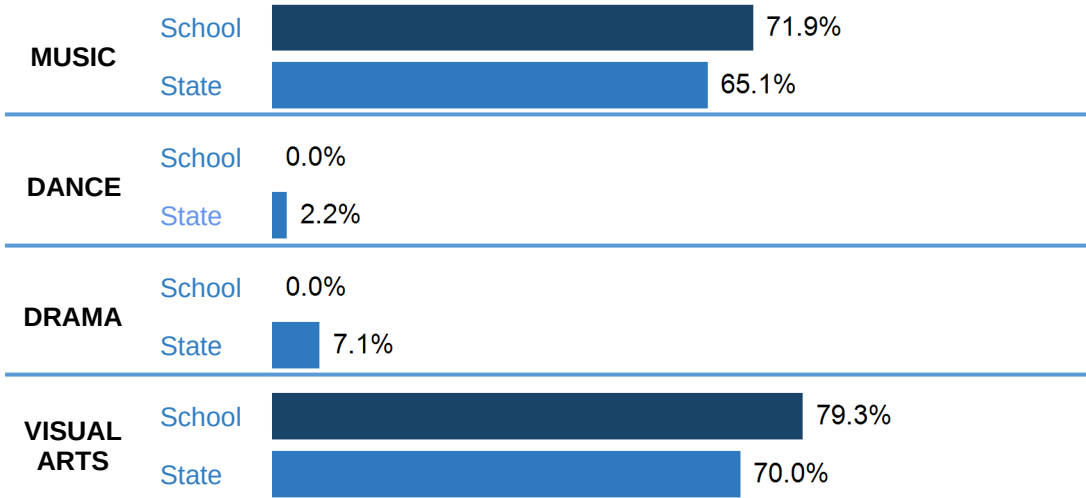


School



State

Students enrolled in one or more classes by discipline:





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

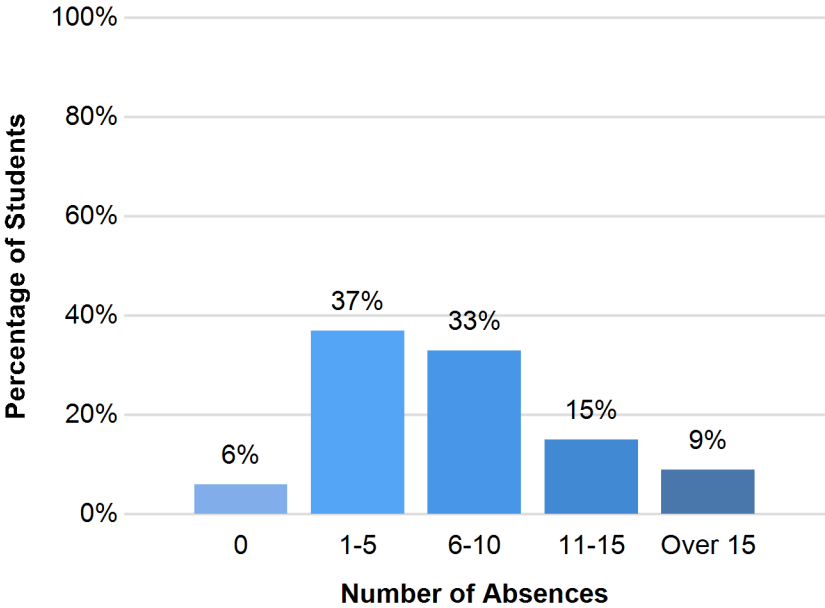
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	40	6.1	9.1	Met
White	10	6.5	9.1	Met
Hispanic	18	8.8	9.1	Met
Black or African American	9	4.1	9.1	Met
Asian, Native Hawaiian, or Pacific	0	0	9.1	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	21.4	**	**
Female	20	6.6		
Male	20	5.7		
Economically Disadvantaged Students	21	11.1	9.1	Not Met
Students with Disabilities	7	8.4	9.1	Met
English Learners	2	11.1	**	**
Homeless Students	N	N		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





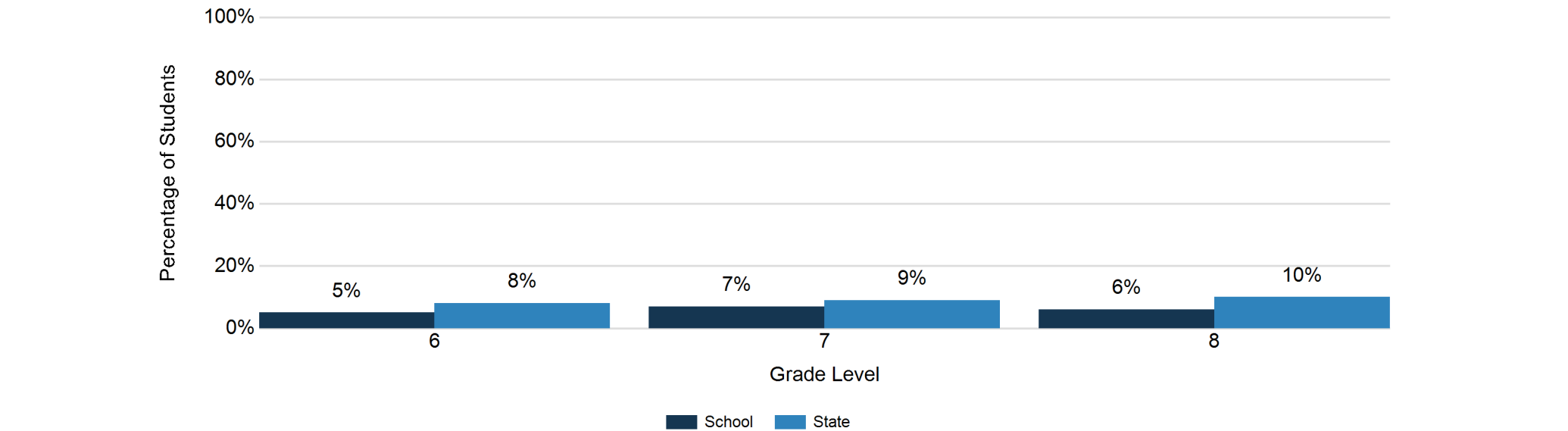
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Chronic Absenteeism by Grade

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	2
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	5
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.19

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	1	0	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	2	2	4
Disability	0	0	0
Other	3	4	7
No Identified Nature	0		0

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	*	*
Out-of-School Suspensions	60	8.9%
Any Suspension	60	8.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
162



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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	8:00 AM
Typical End Time	2:35 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 32 Mins
Shared Time - Instructional Time	6 Hrs. 32 Mins.

Device Ratios

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

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



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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	62	118,214
Average years experience in public schools	14.5	12.1
Average years experience in district	13.3	10.8
Percentage of Teachers with 4 or more years experience in the district	93.5%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	12:1
Students to Administrators	224:1	170:1
Teachers to Administrators	21:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



Kawameeh Middle School

(39-5290-070)

Grades Offered: 06-08

2018-2019

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

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

Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.1%	82.3%	0.0%	48.4%	77.1%	54.9%
Male	53.9%	17.7%	100.0%	51.6%	22.9%	45.1%
White	23.2%	88.7%	100.0%	42.4%	83.6%	77.4%
Hispanic	30.9%	4.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	33.9%	6.5%	0.0%	15.0%	6.6%	13.9%
Asian	9.5%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.1%	0.0%	0.0%	2.1%	0.2%	0.2%



Kawameeh Middle School
(39-5290-070)
Grades Offered: 06-08
2018-2019

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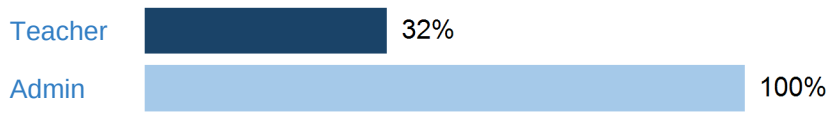
Teachers and Administrators - Level of Education

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.

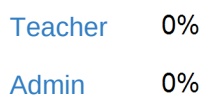
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	90.3%



Kawameeh Middle School
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2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



Kawameeh Middle School
(39-5290-070)
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2018-2019

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

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

ESSA Accountability Status

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

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

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



Kawameeh Middle School

(39-5290-070)

Grades Offered: 06-08

2018-2019

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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.2%	66.6%	63.6%
Math Proficiency	41.8%	42.5%	40.6%
ELA Growth	58	57	50
Math Growth	42	47	47
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.1%	7.2%	6.1%

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



Kawameeh Middle School

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

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

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

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

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

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

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

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

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

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



Kawameeh Middle School
(39-5290-070)
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2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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 2018-2019

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School Narrative

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

 Highlights:	- KMS offers a comprehensive and caring educational environment that is designed to promote cognitive growth and expand the students' self-confidence and positive feelings toward learning. - Working together and participating in co-curricular programs and activities on a regular basis promotes multicultural respect, understanding, cooperation and tolerance for our diverse population. - Our dedicated staff offers challenging educational opportunities within a nurturing environment. Professional staff members at KMS are committed to helping students reach their maximum potential.
 Mission, Vision, Theme:	Mission: One tribe focused on success for all. Vision: Collectively create a fun, safe, and nurturing environment; which ignites untapped potential for growth and learning. Student Values: We expect all students to strive for excellence in an atmosphere of high, yet realistic, expectations, which are constantly readjusted as students progress as learners. We expect students foster an environment of respect for themselves and others by showing kindness, compassion and honesty. We will inspire students to be lifelong learners who can thrive as independent learners in a collaborative environment while also preparing them to be productive, accountable and responsible.
 Awards, Recognition, Accomplishments:	Kawameeh Middle School presents awards to 8th Grade Students during a ceremony at the end of the school year. Awards are given in the areas of Highest GPA, Highest Average in Subject Area, Self-Improvement, Motivation, Perseverance, Athletics, Cultural Arts, Fine Arts, Music, Moral and Ethical Behavior and Civic Leadership. Presidential Academic Fitness Awards are also presented. Students in each grade are nominated for Student of the Month. We also recognize a teacher and support staff person of the year.



Kawameeh Middle School
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Courses, Curriculum, Instruction:

At the middle school level, one of the most important functions is to provide instruction that will create a seamless transition to high school. K-12 articulation is the key to achieving this goal. Supervisors meet regularly with their department staff to discuss curriculum as well as instructional methods based on objectives, program goals and current educational research and performance data. Course offerings include the following: Language Arts, Mathematics, Social Studies, Science, Health/Physical Education, Spanish, French, German, Art, Technology, Music, as well as band, chorus and orchestra programs. Mathematics and language arts classes are blocked into a double period. In addition, support classes have been established for students who exhibit difficulties in mathematics and language arts. Honors level courses are also offered for our seventh and eighth grade students who meet the entrance criteria in English, Math, Science and Social Studies.



Sports and Athletics:

Sports Offered: Baseball (Boys), Cheerleading (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Volleyball (Girls), Wrestling (Coed)



Clubs and Activities:

Kawameeh Middle School celebrates individual talents by offering a wide variety of extra-curricular programs. Examples, such as the visual and performing arts programs, math and chess clubs, poetry club, science club, environmental club, service organizations, and a wide variety of athletic programs, celebrate the uniqueness of each child. Our Anti-Bullying Program takes a whole-school approach and includes administration, teaching staff, students and community members. Students are provided educational experiences through an Advisory program built into the academic day. Our program promotes awareness, tolerance and prevention. Various assemblies and guest speakers enhance the educational experiences of our students.



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 Before and After School Programs:	Kawameeh Middle School has an After-Care program run by the local YMCA.
 Staff and Professional Learning:	Staff members engage in ongoing building based professional development throughout the school year. Teachers attend sessions focused on PLC's, Standards Mastery, Data Analysis, Effective Assessment, as well other building based needs determined by our SCIP team. Teachers work in collaborative subject area teams and meet daily plan, analyze assessments, and group students into support areas. Staff Values: Consistently model our core values; they guide us in how we treat each other and live together as a community. Foster professional development, teacher collaboration and teacher input to attain maximum achievement for our students and school, while remaining open to change. Utilize multisensory teaching styles and strategies that will connect with students and will teach relevant content that is derived from state and national standards. Provide a safe, creative and challenging learning environment that consist of curricular and extracurricular opportunities for our students.



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School Narrative

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 Student Supports and Services:	1:1 and shared aides; in-class resource (support and replacement) programs; out-of-class resource programs; self-contained programs; individual and group related services (including but not limited to speech/language therapy, occupational therapy, physical therapy, counseling, and transition planning); behavior intervention plans; crisis counseling; and formal Child Study Team evaluations. Extra help: Homework Club; Peer Tutoring (Tues and Thursday Mornings in room 206 for 7th and 8th graders and cafeteria for 6th graders); Lunch Help with teachers Intervention and Referral Services: Program in place to provide strategies for students experiencing learning and/or behavioral difficulties RTI: System of supports is in place for all students to receive additional support in academic, social, emotional and behavioral areas in a timely manner during the school day.
 Student Health and Wellness:	All students are scheduled into physical education classes 5 days per week. One marking period per year, students are scheduled for health education. Our school offers a breakfast program to all students every day of the year.
 Parent and Community Involvement:	6th Grade/New Student Orientation Parent Presentation on Harassment, Intimidation, and Bullying Family Fitness Night Martin Luther King Jr. Presentation of Awards for students who exemplify the same qualities as MLK Counseling Newsletter, School Website, School Messenger Communication System, Genesis Student Information System Parent Teacher Association sponsored family activities throughout the school year.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The students at Kawameeh feel incredibly safe and take great pride in their school. The staff and students believe that the students are challenged academically and supported by the efforts of the teachers.
 Facilities:	Kawameeh Middle School opened in 1956. Renovations and additions were completed in 2005. The school has dedicated science labs, library, art and music rooms, student cafeteria and a gymnasium.
 School Safety:	Kawameeh Middle School employs 3 full time security officers to monitor school grounds during the school day. The school utilizes an alarm system on all exterior doors during school hours and limits access to the building to the front door only. A school greeter is positioned at the front door to ensure visitors are checked in and report to the correct location. School personnel are equipped with hand-held radios that communicate directly with 911 operators and local police. The school regularly schedules safety and fire drills to ensure students and staff are familiar with procedures in case of a true emergency. Kawameeh Middle School maintains a School Safety Team that reviews current data on HIB and school trends and makes recommendations for areas in need of improvement.



Kawameeh Middle School
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2018-2019

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 Technology and STEM:	Kawameeh Middle School has a 1:1 chromebook program for all students. Each classroom is equipped with desktop computers, smartboards and document cameras. Teachers utilize Google G Suite resources including google classroom, drive, docs, etc. Students operate in an almost entirely digital environment due to new curriculum resources in Mathematics, English and Science are web based.
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School Narrative

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 Other Information	At the middle school level, one of the most important functions is to provide instruction that will create a seamless transition to high school. K-12 articulation is the key to achieving this goal. Supervisors meet regularly with their department staff to discuss curriculum as well as instructional methods based on objectives, program goals and current educational research and performance data. Course offerings include the following: Language Arts, Mathematics, Social Studies, Science, Health/Physical Education, Spanish, French, German, Art, Technology, Music, as well as band, chorus and orchestra programs. Mathematics and language arts classes are blocked into a double period. In addition, support classes have been established for students who exhibit difficulties in mathematics and language arts. Honors level courses are also offered for our seventh and eighth grade students who meet the entrance criteria.
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Livingston Elementary
(39-5290-130)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Livingston Elementary
(39-5290-130)
Grades Offered: PK-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mr. Benjamin Kloc
Address	960 MIDLAND BLVD UNION, NJ 07083
Phone Number	908-851-6440
Email Address	bkloc@TWPUNIONSCHOOLS.ORG
Website	http://livingston.twpunionschools.org/



Livingston Elementary

(39-5290-130)

Grades Offered: PK-04

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	34	27	41
KG	72	77	73
1	77	76	76
2	82	83	77
3	86	75	86
4	76	93	70
Total	427	431	423

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

Student Group	2016-17	2017-18	2018-19
Female	47.5%	46.9%	48.0%
Male	52.5%	53.1%	52.0%
Economically Disadvantaged Students	24.6%	26.2%	27.7%
Students with Disabilities	8.2%	11.8%	12.8%
English Learners	4.2%	5.8%	4.7%
Homeless Students	1.2%	0.9%	0.7%
Students in Foster Care	0.5%	0.0%	0.5%
Military-Connected Students	0.0%	0.0%	0.5%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	25.1%	23.0%	22.7%
Hispanic	25.5%	26.0%	26.7%
Black or African American	35.1%	37.8%	37.4%
Asian	10.1%	9.7%	9.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	4.2%	3.5%	4.0%

Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
PK - Half Day	29	26	26
PK - Full Day	5	1	15
KG - Half Day	0	0	0
KG - Full Day	72	77	73

Enrollment by Home Language

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

Home Language	% of Students
English	82.0%
Spanish	7.1%
Portuguese	3.8%
Creoles and pidgins	1.4%
Other Languages	5.7%



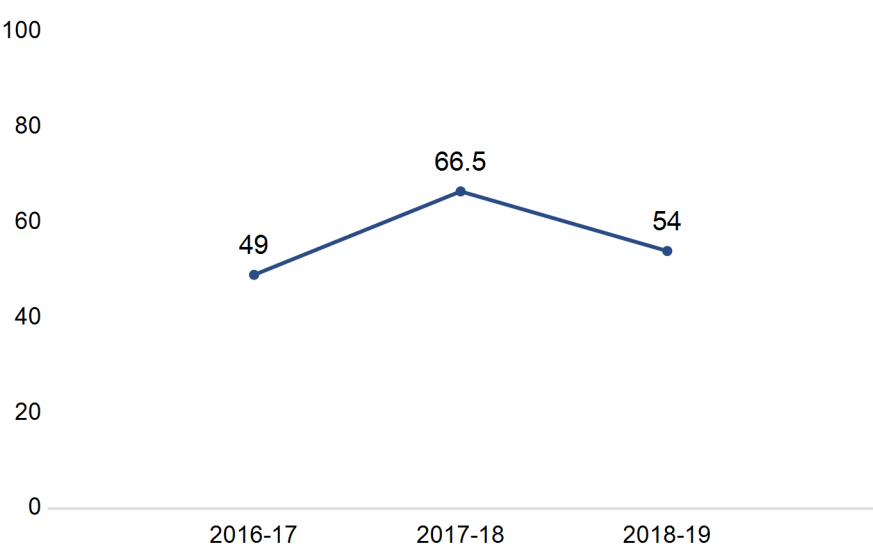
Livingston Elementary
(39-5290-130)
Grades Offered: PK-04
2018-2019

Report Key:
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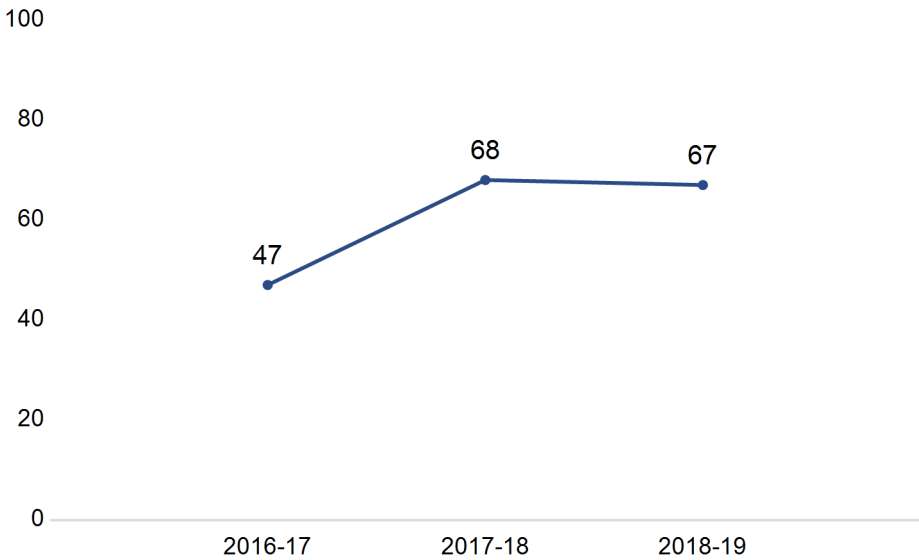
Student Growth Trends and Progress

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

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	49	66.5	54	47	68	67
Met Standard (40-59.5)?	Met Standard	Exceeds Standard	Met Standard	Met Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	46	50	Met Standard	67	45	50	Exceeds Standard
White	69	53	50	**	68	52	52	**
Hispanic	45	45	49	**	44	46	47	**
Black or African American	49	41	45	Met Standard	58	42	43	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	56.5	59	**	*	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	61	51	53	N	69	44.5	50	N
Male	49	42	47	N	65	46	51	N
Economically Disadvantaged Students	61	44	48	Exceeds Standard	68	46	46	Exceeds Standard
Students with Disabilities	26.5	38	43	**	50.5	44	45	**
English Learners	*	46	52	**	*	47.5	50	**
Homeless Students	*	54	43	N	*	58.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	43	49	N	N	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



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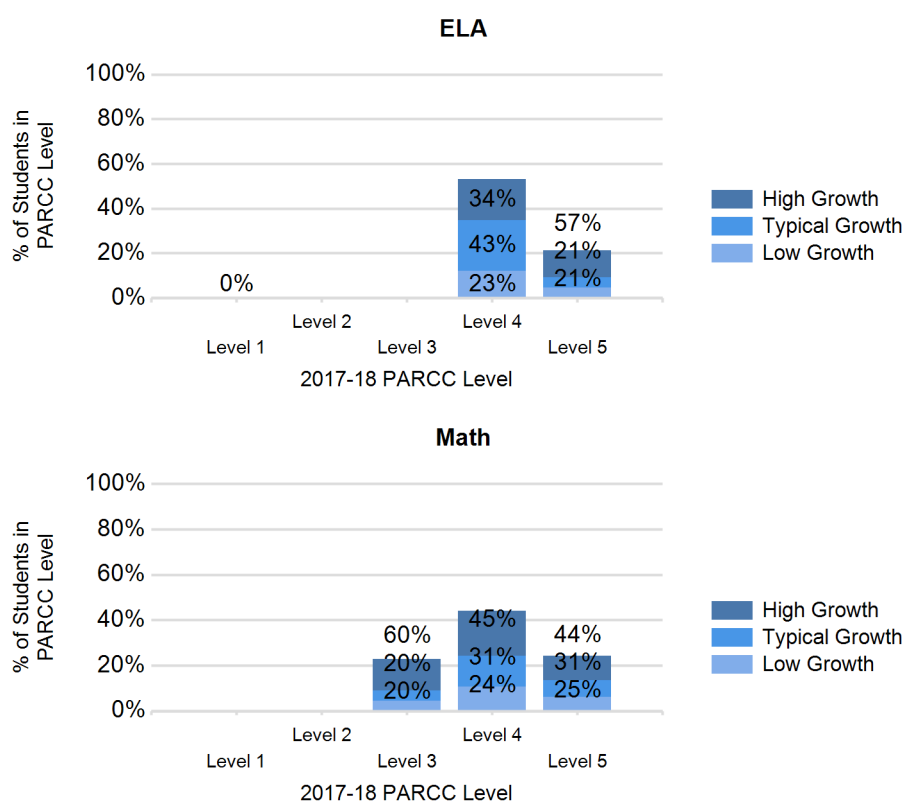
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

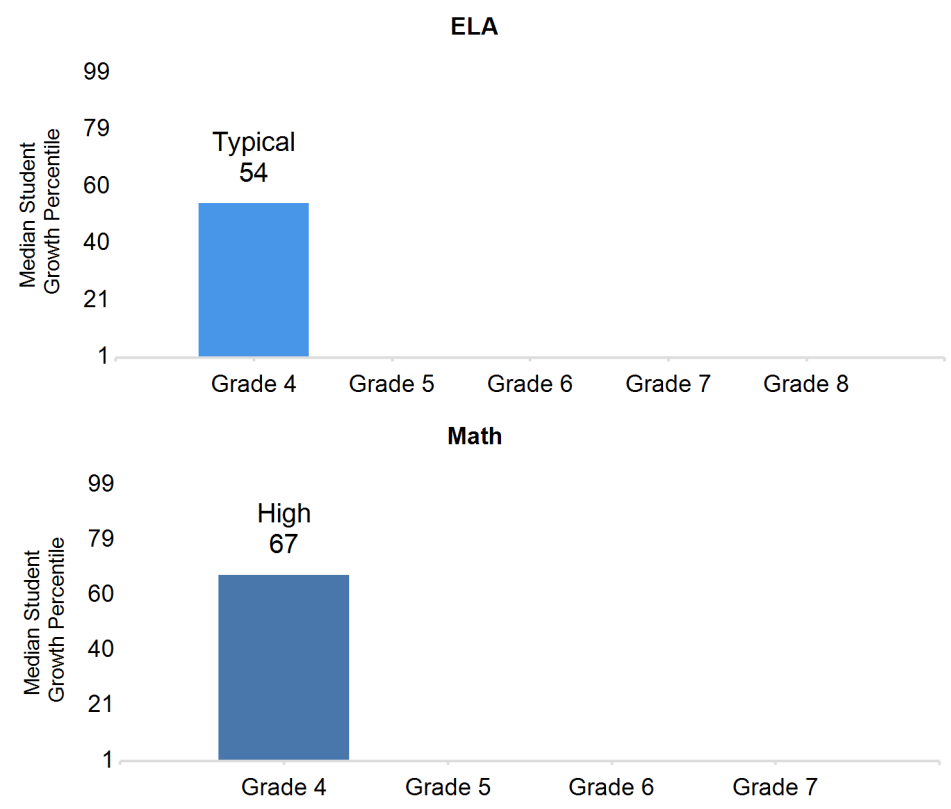
Student Growth by Performance Level

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



Student Growth by Grade

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



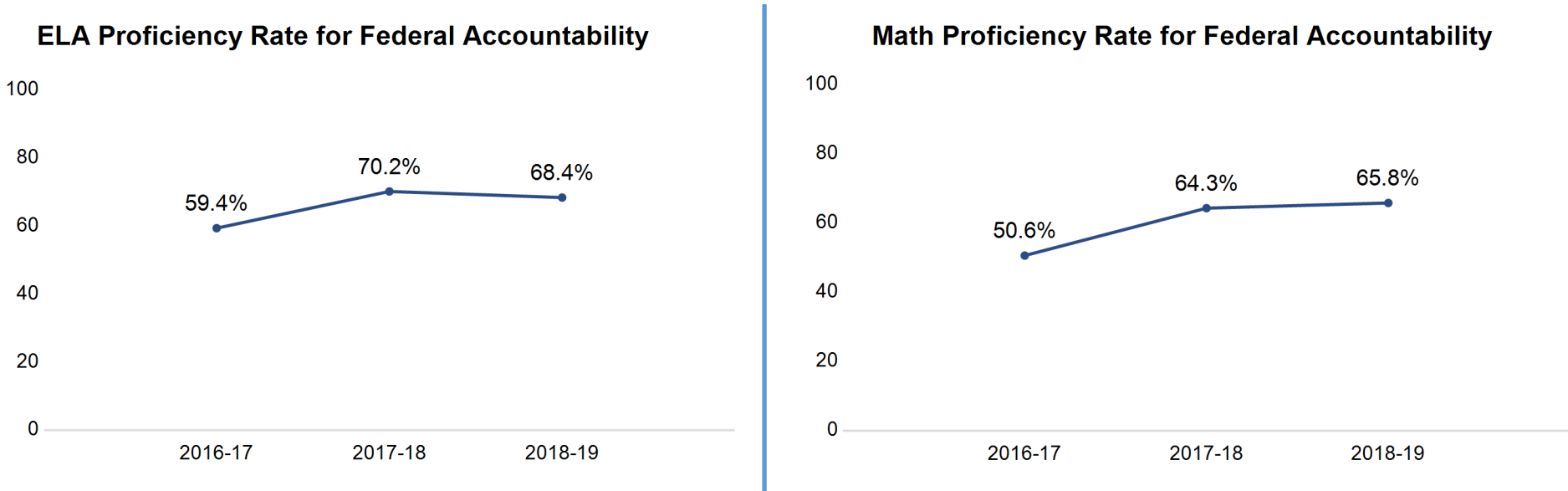


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.7%	96.4%	96.9%	95.7%	95.8%	96.3%
Proficiency Rate for Federal Accountability	59.4%	70.2%	68.4%	50.6%	64.3%	65.8%
Annual Target	55.4%	56.7%	58.0%	47.8%	49.5%	51.2%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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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	155	96.9	68.4	57.9	57.9	68.4	58	Met Target
White	32	97.0	81.3	64.5	66.9	81.3	58	Met Goal
Hispanic	39	95.1	66.7	55.1	43.9	66.7	51.3	Met Target
Black or African American	64	98.5	57.8	51.7	38.5	57.8	56.7	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.3	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	71	93.4	69.0	65.2	64.8	67.9		
Male	84	100.0	67.9	51.3	51.3	67.9		
Economically Disadvantaged Students	53	96.4	64.2	50.1	40.0	64.2	38.4	Met Target
Non-Economically Disadvantaged Students	102	97.1	70.6	62.3	67.9	70.6		
Students with Disabilities	20	87.0	15.0	*	22.7	13.7	35.6	Not Met
Students without Disabilities	135	98.5	76.3	*	65.1	76.3		
English Learners	11	84.6	72.7	40.7	29.3	64.5	**	**
Non-English Learners	144	98.0	68.1	59.4	60.6	68.1		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



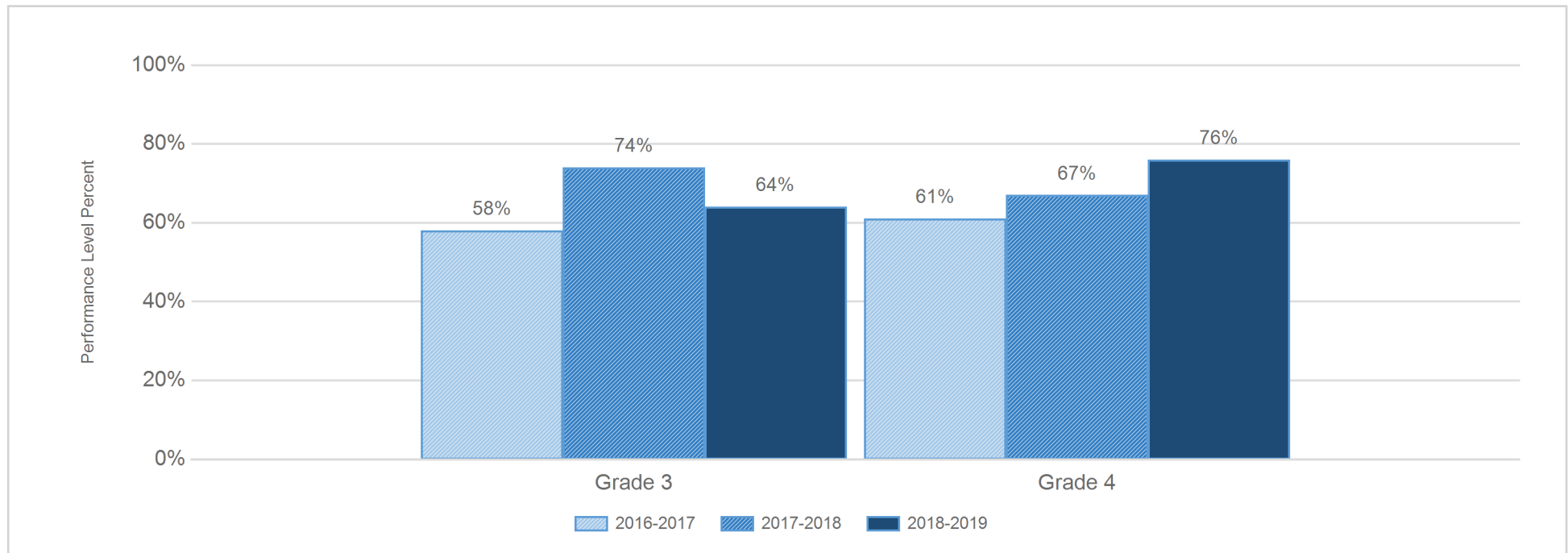
Livingston Elementary
(39-5290-130)
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2018-2019

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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	84	764	754	748	*	*	25%	*	*	64%	50%
White	17	769	759	757	*	*	*	*	*	76%	60%
Hispanic	21	762	749	734	*	*	*	*	*	62%	36%
Black or African American	32	754	750	731	0%	*	38%	*	*	47%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	44	765	761	753	*	*	*	*	*	66%	55%
Male	40	762	746	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	26	752	743	731	*	*	*	*	*	54%	33%
Non-Economically Disadvantaged Students	58	769	759	759	*	*	*	*	*	69%	61%
Students with Disabilities	*	*	712	719	*	*	*	*	*	*	24%
Students without Disabilities	*	*	761	754	*	*	*	*	*	*	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	*	*	*	752	*	*	*	*	*	*	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	772	762	755	*	*	*	43%	34%	76%	57%
White	15	792	766	763	0%	*	0%	*	*	87%	67%
Hispanic	17	770	764	743	0%	*	0%	*	*	76%	44%
Black or African American	30	764	755	739	*	*	*	*	*	73%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	26	777	765	760	*	*	*	*	*	77%	62%
Male	42	769	759	750	*	*	*	*	*	76%	53%
Economically Disadvantaged Students	27	773	758	740	*	*	*	*	*	74%	40%
Non-Economically Disadvantaged Students	41	771	763	765	*	*	*	*	*	78%	69%
Students with Disabilities	11	723	*	725	*	*	*	*	*	18%	25%
Students without Disabilities	57	781	*	761	*	*	*	*	*	88%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	*	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	155	96.3	65.8	41.5	44.5	65.8	51.2	Met Target
White	32	97.0	78.1	49.4	54.1	78.1	63.2	Met Target
Hispanic	39	93.0	61.5	39.2	28.8	60.1	42.5	Met Target
Black or African American	64	98.5	56.3	33.6	23.0	56.3	41.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	71	92.3	63.4	43.1	44.9	61.4		
Male	84	100.0	67.9	40.0	44.2	67.9		
Economically Disadvantaged Students	53	96.4	60.4	32.4	26.3	60.4	23.7	Met Target
Non-Economically Disadvantaged Students	102	96.3	68.6	46.4	54.9	68.6		
Students with Disabilities	20	87.0	35.0	11.6	17.4	32.0	35.7	Met Target†
Students without Disabilities	135	97.8	70.4	47.5	50.0	70.4		
English Learners	11	80.0	72.7	*	25.0	60.1	**	**
Non-English Learners	144	98.0	65.3	*	46.5	65.3		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

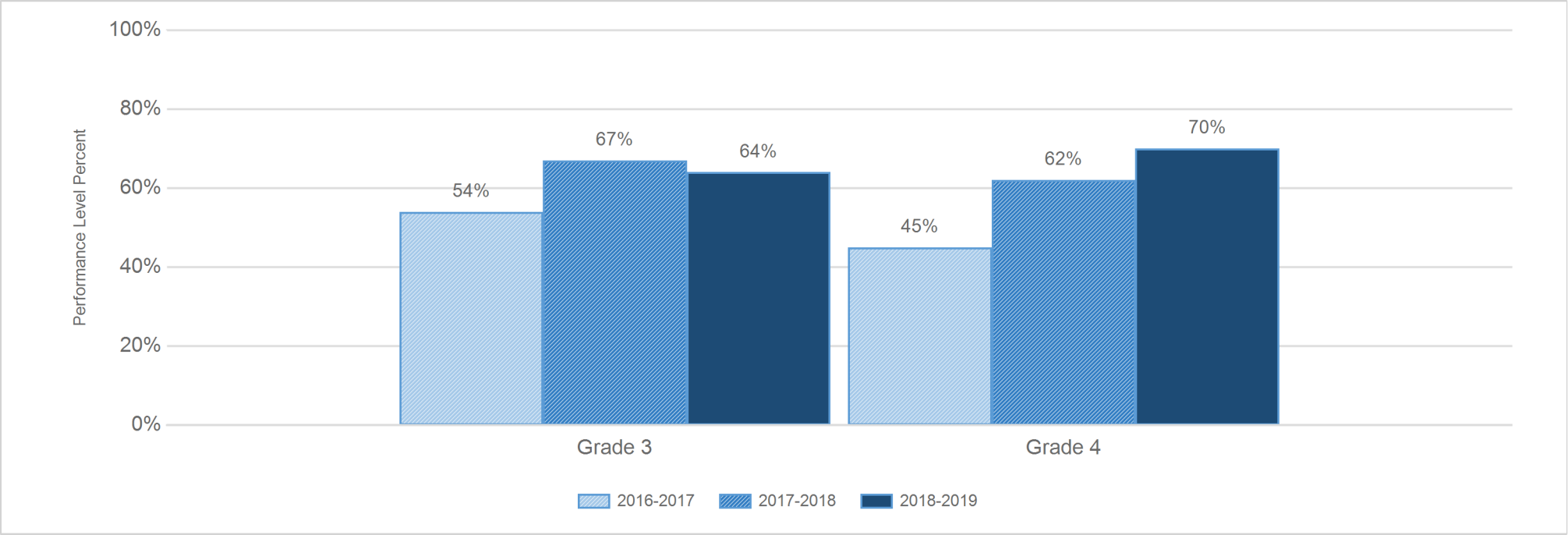


Livingston Elementary
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2018-2019

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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	84	761	754	752	*	*	26%	50%	14%	64%	55%
White	17	771	760	760	0%	*	*	*	*	71%	66%
Hispanic	21	759	751	739	0%	*	*	76%	0%	76%	40%
Black or African American	32	753	748	735	*	*	41%	*	*	47%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	44	759	755	751	*	*	*	*	*	64%	54%
Male	40	764	753	752	*	*	*	*	*	65%	56%
Economically Disadvantaged Students	26	748	743	737	*	*	*	*	*	50%	37%
Non-Economically Disadvantaged Students	58	767	759	761	*	*	*	*	*	71%	67%
Students with Disabilities	*	*	723	731	*	*	*	*	*	*	31%
Students without Disabilities	*	*	759	756	*	*	*	*	*	*	60%
English Learners	*	*	731	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	756	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	69	762	752	749	*	*	17%	52%	17%	70%	51%
White	15	780	758	757	0%	0%	*	*	*	87%	62%
Hispanic	18	754	754	737	*	*	*	*	*	44%	36%
Black or African American	30	754	743	731	*	*	*	*	*	70%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	27	760	750	749	*	*	*	*	*	63%	50%
Male	42	763	754	749	*	*	*	*	*	74%	52%
Economically Disadvantaged Students	27	762	746	734	*	*	*	*	*	70%	32%
Non-Economically Disadvantaged Students	42	761	755	759	*	*	*	*	*	69%	63%
Students with Disabilities	11	732	*	726	*	*	*	*	*	45%	25%
Students without Disabilities	58	768	*	754	*	*	*	*	*	74%	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	*	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



Livingston Elementary
(39-5290-130)
Grades Offered: PK-04
2018-2019

Report Key:

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	12	*	*
3-4	*	*	*
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 Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
---------------	-----------	-----------	-----------	-----------



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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.

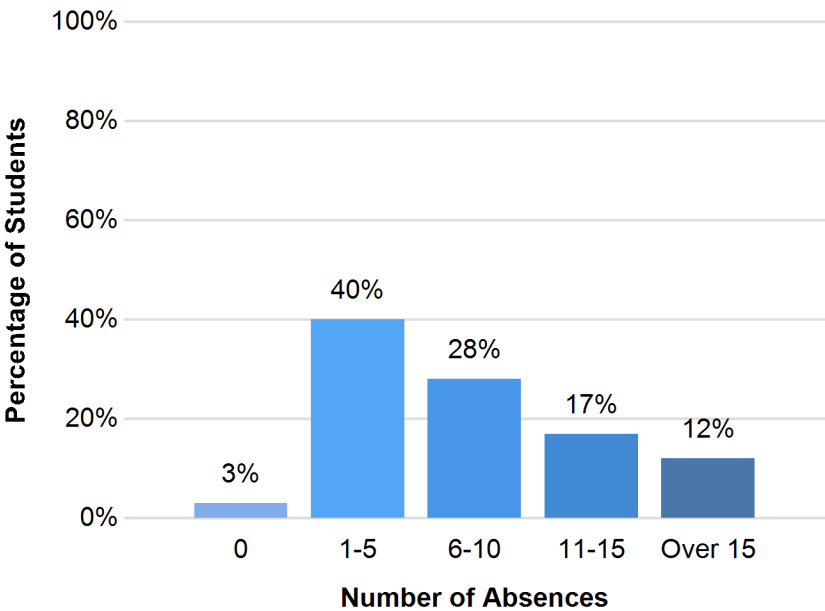
Chronic Absenteeism

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	35	9.1	9.2	Met
White	7	8.0	9.2	Met
Hispanic	10	9.6	9.2	Not Met
Black or African American	12	8.3	9.2	Met
Asian, Native Hawaiian, or Pacific	4	11.4	9.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	2	14.3	**	**
Female	13	7.1		
Male	22	10.9		
Economically Disadvantaged Students	14	12.0	9.2	Not Met
Students with Disabilities	9	15.8	9.2	Not Met
English Learners	4	19.0	9.2	Not Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





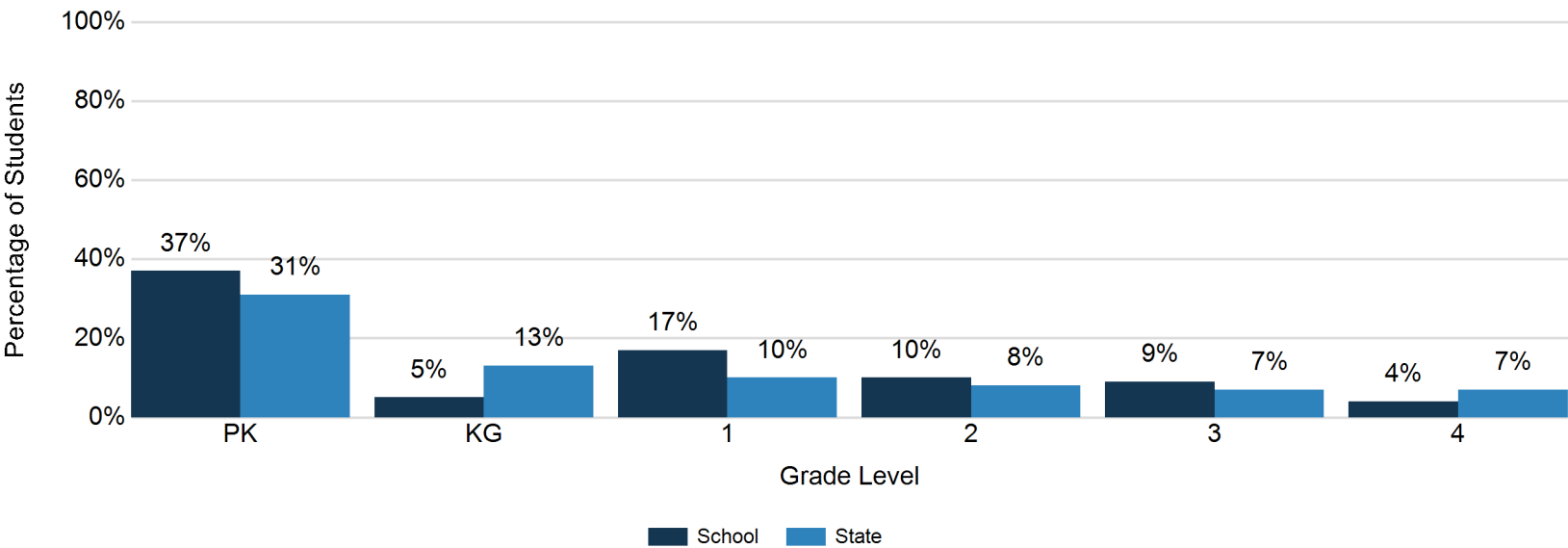
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Chronic Absenteeism by Grade

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





Livingston Elementary

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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)	0
Total Unique Incidents	0
Incidents Per 100 Students Enrolled	0.00

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

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

N



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	2.2:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	33	118,214
Average years experience in public schools	13.9	12.1
Average years experience in district	13.9	10.8
Percentage of Teachers with 4 or more years experience in the district	90.9%	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	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	423:1	170:1
Teachers to Administrators	33:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	48.0%	84.8%	0.0%	48.4%	77.1%	54.9%
Male	52.0%	15.2%	100.0%	51.6%	22.9%	45.1%
White	22.7%	97.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	26.7%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	37.4%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	9.2%	3.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

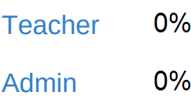
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	92.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	59.4%	70.2%	68.4%
Math Proficiency	50.6%	64.3%	65.8%
ELA Growth	49	66	54
Math Growth	47	68	67
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		64.3%	41.7%
Chronic Absenteeism	8.3%	10.6%	9.1%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- Livingston School is a pre-K - grade 4 school that has established a proud tradition of providing its students with a quality educational program in a caring, nurturing environment. - Using a wide array of strategies, materials and methodologies, the teachers strive to differentiate their instruction to address the educational needs and learning styles of each student. - The academic program at Livingston School is enhanced by instruction in art, physical education, vocal and instrumental music, computer education, conversational Spanish, and library/media.
 Mission, Vision, Theme:	The vision at Livingston Elementary School is to ensure the district mission will be practiced daily by our staff and students through preparing and motivating our students for a rapidly changing world by instilling in them critical thinking skills, a global perspective, and a respect for core values of honesty, loyalty, perseverance, and compassion. Students will have success for today and will become competent citizens in the thriving, 21st century society.



Livingston Elementary
(39-5290-130)
Grades Offered: PK-04
2018-2019

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School Narrative

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 Courses, Curriculum, Instruction:	Journeys (ELA), Go Math, Science Fusion. i-Ready is a software program that provides instruction, diagnostic assessments, standards mastery assessments and much more to enrich and enhance in-class instruction. All of these curricular programs include interactive online components which are accessible to students at home and enhance instruction in the classroom.
 Clubs and Activities:	Livingston School's Student Council is comprised of elected fourth grade students who are committed to providing service to our school and community. Serving as positive role models, the members of the Student Council coordinate a number of school-wide philanthropic projects and activities. Additionally, Livingston School offers the Livingston Leaders program which is designed to give students the opportunity to engage in integrated meaningful school-based community service with instruction and reflection to enrich their Social Emotional learning experiences.



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 Before and After School Programs:	ivingston Schools after-school enrichment program is designed to provide students an opportunity to reinforce essential skills in the areas of Math, Reading, and Writing. Our morning computer program is designed to enhance the students' language arts skills through the use of the i-Ready computer program.
 Staff and Professional Learning:	Professional development is delivered through six half days of professional development for teachers. Additionally, we offer ongoing professional development for all teachers through Global PD. In the 2018-2019 school year, the district moved to full-day Pre-K and provided a series of professional development workshops for this staff. Further, teachers in grades K-4 attended professional learning opportunities on the newly implemented Journey's ELA Program.



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School Narrative

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 Student Supports and Services:	English Language Learners are supported. RTI and Gifted/talented, teachers provide supplementary instruction for language arts and math. The Intervention and Referral Services Team provides supports from staff members with expertise in different areas. Special services are provided for students in conjunction with their IEP through in-class support, Resource Room and self-contained classes as appropriate.
 Student Health and Wellness:	Students participate in a comprehensive PE/health program offered by a certified PE teacher as well as 20 minutes of recess daily. Students are able to purchase lunch, which consists of an entree, fruit, vegetable, and choice of milk. The food service provider surveys the students, faculty and parents to learn their opinions and better serve the needs of the students.
 Parent and Community Involvement:	Livingston School has an outstanding instructional staff and a highly professional support staff. Who are committed and work closely with our parent community to create an educational environment that encourages student learning and growth. Our PTA is also one of our greatest resources.

School Narrative

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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching staff.
 Facilities:	Livingston Elementary School was constructed and opened in 1927 and still remains in excellent shape. Our ongoing maintenance and upgrades including new boilers, roof, security and technologically infrastructure has helped us maintain an outstanding healthy, safe, learning environment for our students, staff and community members who use our school.
 School Safety:	Livingston Elementary School has established a close relationship with the UPD and the UFD. Representatives from these emergency services visit the school periodically and present important information to the students. We practice mandatory drills for fire and different types of emergencies on a monthly basis. Livingston School has a School Safety Team is comprised of certificated staff members. This team monitors and assesses school needs as they affect school climate and culture.



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 Technology and STEM:	iReady is an interactive online learning environment designed to assess students and provide individualized instruction based on each one"s unique needs. Livingston school is equipped with two computer labs, which allow the teachers to schedule lab time twice a week for students to work in iReady.
 Early Childhood Education:	Livingston School has two half-day pre-kindergarten classes and one full day pre-kindergarten class.



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School Narrative

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Other Information	We are committed to providing a safe, positive learning environment for our students. We take pride in working hard to motivate each student to do his or her best. Working together with students and parents, we strive to ensure that each individual student has the opportunity to develop to their full potential.
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Union High School
(39-5290-050)
Grades Offered: 09-12
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:



Union High School
 (39-5290-050)
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 2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mr. Corey Lowery
Address	2350 NORTH THIRD STREET UNION, NJ 07083
Phone Number	908-851-6500
Email Address	clowery@twpunionschools.org
Website	http://uhs.twpunionschools.org/



Union High School

(39-5290-050)

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
9	544	528	544
10	528	551	544
11	569	538	541
12	570	569	526
Total	2,211	2,186	2,155

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

Student Group	2016-17	2017-18	2018-19
Female	48.4%	47.9%	47.8%
Male	51.6%	52.1%	52.2%
Economically Disadvantaged Students	39.4%	37.2%	40.2%
Students with Disabilities	13.0%	14.8%	16.3%
English Learners	3.1%	3.0%	3.8%
Homeless Students	0.6%	0.9%	0.9%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.0%	0.1%	0.4%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	19.9%	19.0%	18.4%
Hispanic	20.7%	21.6%	22.9%
Black or African American	49.0%	49.0%	48.5%
Asian	9.2%	8.8%	8.3%
Native Hawaiian or Pacific Islander	0.8%	1.1%	1.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.5%	0.5%	0.6%

Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	2,188	2,164	2,142
Shared Time Students	44	42	26
Full Time Equivalent	2,210	2,185	2,155

Enrollment by Home Language

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

Home Language	% of Students
English	70.4%
Spanish	10.6%
Portuguese	3.9%
Creoles and pidgins, French-based	3.8%
Tagalog	2.3%
Other Languages	9.1%



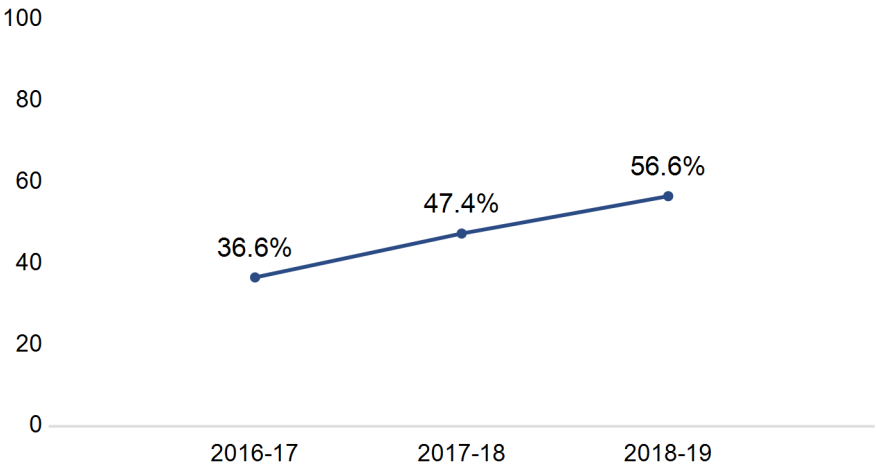
Union High School
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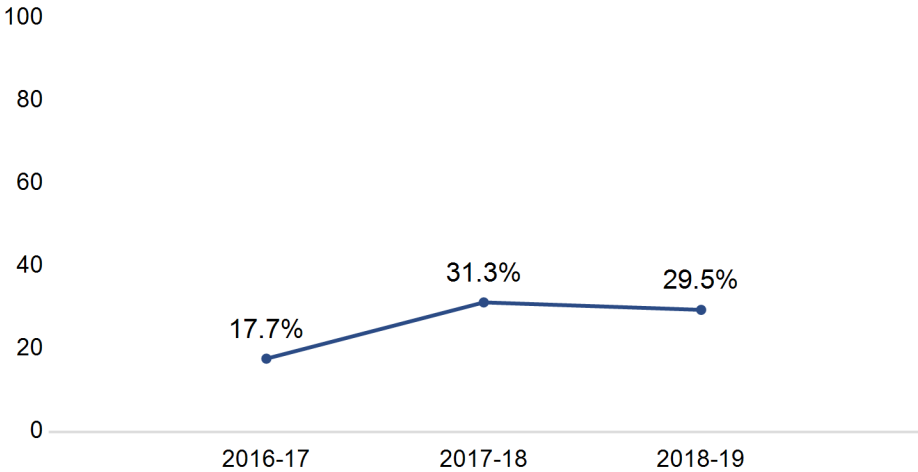
English Language Arts and Mathematics Performance Trends

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

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	98.6%	98.9%	98.4%	97.9%	98.4%	98.5%
Proficiency Rate for Federal Accountability	36.6%	47.4%	56.6%	17.7%	31.3%	29.5%
Annual Target	28.8%	31.5%	34.2%	19.6%	22.8%	25.9%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target†	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	1046	98.4	56.6	57.9	57.9	56.6	34.2	Met Target
White	193	100.0	61.7	64.5	66.9	61.7	33.9	Met Target
Hispanic	239	98.4	48.5	55.1	43.9	48.5	30.6	Met Target
Black or African American	516	98.0	53.9	51.7	38.5	53.9	31.1	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.3	82.9	*	55.9	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	491	97.9	64.6	65.2	64.8	64.6		
Male	555	98.9	49.5	51.3	51.3	49.5		
Economically Disadvantaged Students	408	97.4	51.2	50.1	40.0	51.2	27.6	Met Target
Non-Economically Disadvantaged Students	638	99.1	60.0	62.3	67.9	60.0		
Students with Disabilities	179	96.8	15.6	*	22.7	15.6	16.1	Met Target†
Students without Disabilities	867	98.8	65.1	*	65.1	65.1		
English Learners	39	100.0	17.9	40.7	29.3	17.9	19	Met Target†
Non-English Learners	1007	98.4	58.1	59.4	60.6	58.1		
Homeless Students	*	*	*	64.0	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

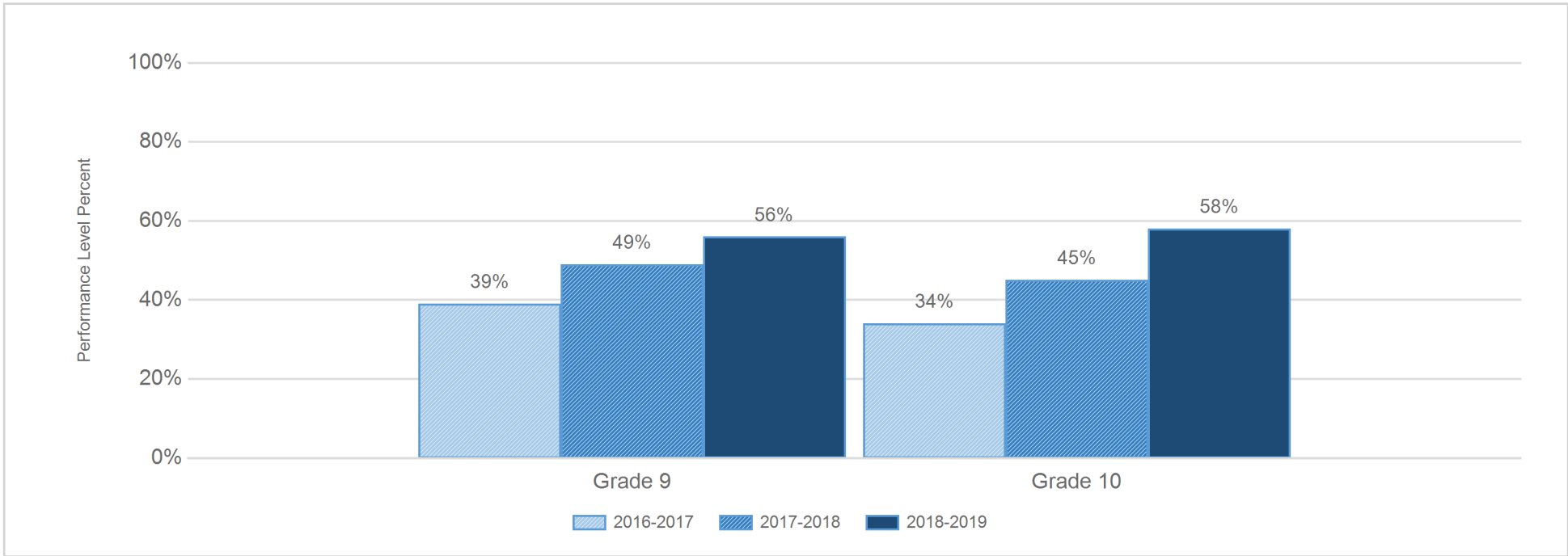


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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 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	529	752	752	753	10%	12%	23%	42%	14%	56%	56%
White	94	758	758	762	*	*	20%	45%	17%	62%	65%
Hispanic	130	742	742	737	15%	10%	28%	39%	8%	47%	40%
Black or African American	258	750	750	732	10%	13%	24%	40%	12%	53%	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	256	757	757	760	8%	9%	21%	44%	18%	62%	63%
Male	273	747	747	746	12%	14%	25%	40%	10%	50%	49%
Economically Disadvantaged Students	206	746	746	734	14%	12%	23%	41%	10%	51%	36%
Non-Economically Disadvantaged Students	323	755	755	762	7%	11%	23%	43%	16%	59%	65%
Students with Disabilities	88	714	714	717	34%	27%	27%	11%	0%	11%	17%
Students without Disabilities	441	759	759	760	5%	8%	22%	48%	16%	64%	63%
English Learners	16	697	697	693	*	*	*	*	*	*	*
Non-English Learners	513	753	753	755	*	*	*	*	*	*	*
Homeless Students	*	*	*	720	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	721	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	*	*	*	715	*	*	*	*	*	*	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	525	752	752	757	13%	12%	17%	42%	16%	58%	58%
White	97	756	756	767	*	*	19%	49%	13%	63%	67%
Hispanic	111	743	743	738	16%	17%	16%	39%	12%	50%	43%
Black or African American	263	750	750	733	15%	11%	18%	40%	16%	56%	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	242	761	761	766	10%	7%	14%	45%	22%	68%	66%
Male	283	744	744	749	14%	17%	19%	40%	10%	50%	51%
Economically Disadvantaged Students	203	746	746	735	15%	14%	19%	41%	11%	52%	40%
Non-Economically Disadvantaged Students	322	756	756	767	11%	11%	16%	43%	19%	62%	67%
Students with Disabilities	78	706	706	711	45%	27%	*	*	*	19%	19%
Students without Disabilities	447	760	760	765	7%	10%	*	*	*	65%	65%
English Learners	13	671	671	687	*	*	*	*	*	*	*
Non-English Learners	512	754	754	760	*	*	*	*	*	*	*
Homeless Students	*	*	*	723	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	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	1061	98.5	29.5	41.5	44.5	29.5	25.9	Met Target
White	195	99.5	32.8	49.4	54.1	32.8	25.9	Met Target
Hispanic	240	98.0	23.3	39.2	28.8	23.3	24.8	Met Target†
Black or African American	525	98.2	28.0	33.6	23.0	28.0	23.2	Met Target
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.3	76.5	*	41.5	Met Target
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	496	98.1	31.3	43.1	44.9	31.3		
Male	565	98.8	28.0	40.0	44.2	28.0		
Economically Disadvantaged Students	373	97.2	25.5	32.4	26.3	25.5	22.5	Met Target
Non-Economically Disadvantaged Students	688	99.2	31.7	46.4	54.9	31.7		
Students with Disabilities	181	97.8	*	11.6	17.4	*	14.4	Not Met
Students without Disabilities	880	98.6	*	47.5	50.0	*		
English Learners	37	95.7	*	*	25.0	*	23.7	Not Met
Non-English Learners	1024	98.6	*	*	46.5	*		
Homeless Students	*	*	*	38.5	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

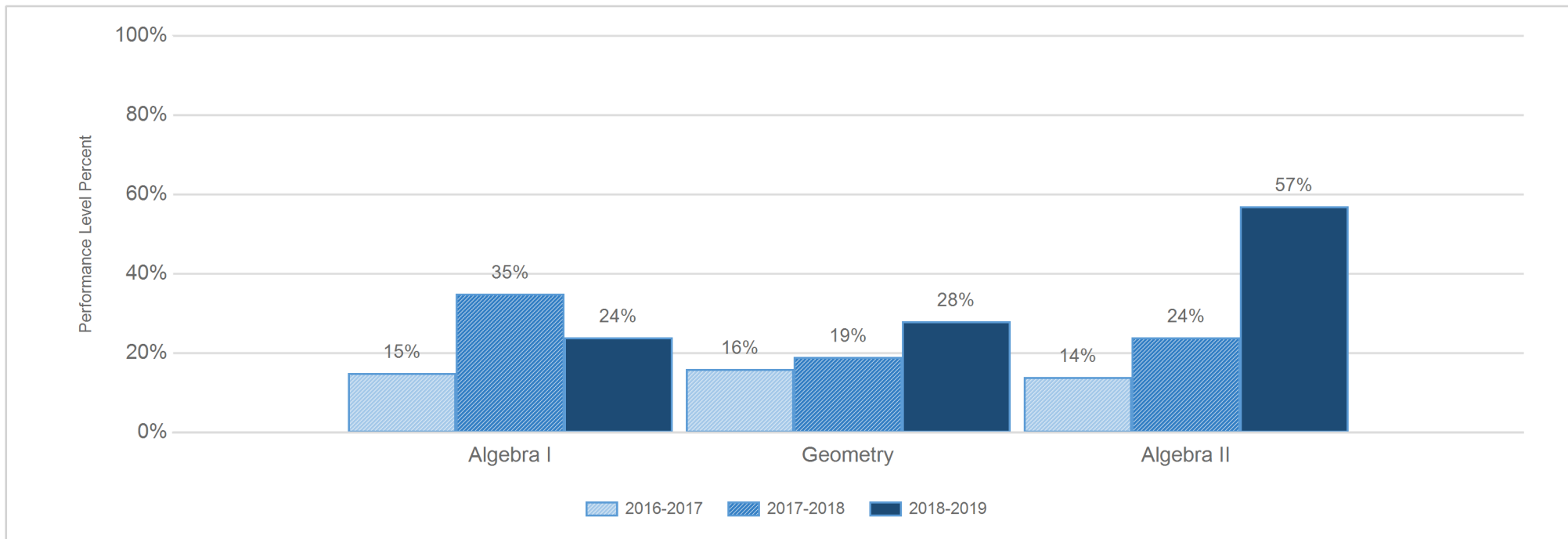


Union High School
(39-5290-050)
Grades Offered: 09-12
2018-2019

Report Key:
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Mathematics Assessment – Performance Trends

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



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



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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	536	730	743	744	9%	35%	32%	*	*	24%	42%
White	84	733	753	752	*	35%	33%	*	*	25%	53%
Hispanic	138	729	740	728	11%	33%	35%	22%	0%	22%	24%
Black or African American	284	729	*	725	10%	37%	29%	*	*	25%	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	250	732	746	745	9%	33%	32%	*	*	26%	44%
Male	286	729	739	743	9%	36%	31%	*	*	23%	41%
Economically Disadvantaged Students	182	726	*	727	11%	43%	26%	*	*	20%	23%
Non-Economically Disadvantaged Students	354	733	*	752	8%	30%	35%	*	*	27%	52%
Students with Disabilities	100	711	*	717	*	*	*	*	*	*	12%
Students without Disabilities	436	735	*	748	*	*	*	*	*	*	47%
English Learners	24	704	*	710	*	*	*	*	*	*	*
Non-English Learners	512	732	*	745	*	*	*	*	*	*	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	*	*	*	707	*	*	*	*	*	*	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	401	732	732	737	12%	25%	36%	*	*	28%	35%
White	75	737	737	743	*	16%	40%	*	*	35%	43%
Hispanic	89	727	727	724	15%	29%	40%	*	*	16%	17%
Black or African American	190	728	728	720	13%	28%	34%	*	*	24%	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	186	732	732	738	11%	26%	35%	*	*	27%	36%
Male	215	731	731	736	13%	23%	36%	*	*	28%	34%
Economically Disadvantaged Students	153	728	728	722	15%	25%	34%	*	*	25%	16%
Non-Economically Disadvantaged Students	248	734	734	743	10%	24%	37%	*	*	29%	43%
Students with Disabilities	68	705	705	712	*	*	*	*	*	*	*
Students without Disabilities	333	737	737	741	*	*	*	*	*	*	*
English Learners	11	704	704	708	*	*	*	*	*	*	*
Non-English Learners	390	732	732	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	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	136	754	754	755	*	10%	29%	*	*	57%	58%
White	35	751	751	758	*	*	40%	49%	0%	49%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	57	754	754	725	*	*	30%	*	*	58%	27%
Asian, Native Hawaiian, or Pacific Islander	25	757	757	777	0%	*	*	*	*	60%	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	69	757	757	752	*	*	25%	*	*	62%	55%
Male	67	751	751	758	*	*	34%	*	*	52%	62%
Economically Disadvantaged Students	39	753	753	729	*	*	28%	*	*	54%	32%
Non-Economically Disadvantaged Students	97	755	755	761	*	*	30%	*	*	59%	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	136	754	754	756	*	10%	29%	*	*	57%	60%
English Learners	*	*	*	696	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	755	*	*	*	*	*	*	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	742	*	*	*	*	*	*	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	13	13

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	37.7%	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	47	*	*
3-4	28	*	*
5 or more	*	*	*



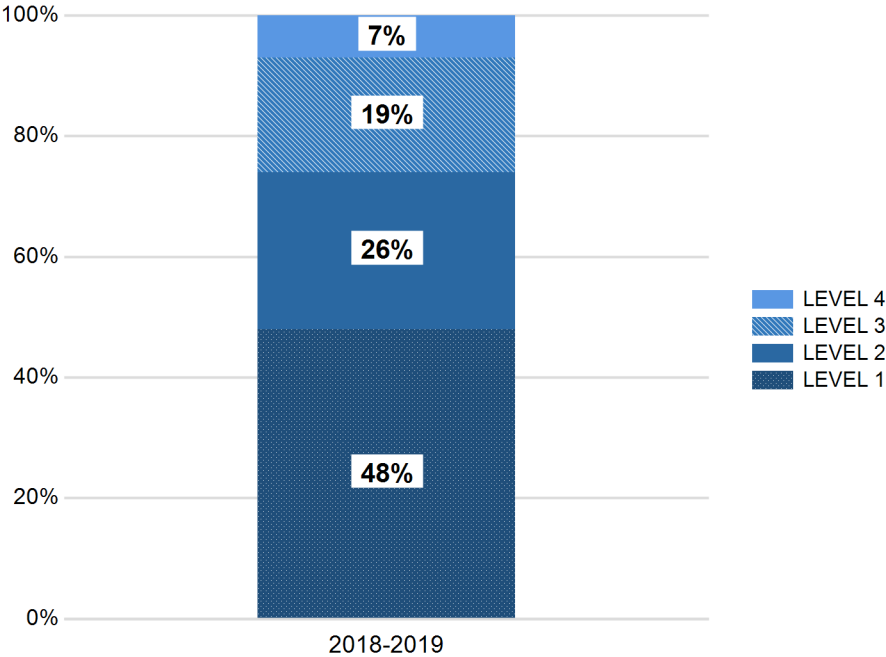
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	48	26	19	7
White	40	28	24	8
Hispanic	50	27	18	5
Black or African American	57	24	15	5
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	46	26	20	7
Male	50	26	18	6
Economically Disadvantaged Students	55	24	15	6
Non-Economically Disadvantaged Students	44	27	22	7
Students with Disabilities	79	18	1	1
Students without Disabilities	43	27	22	7
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	*	*	*	*



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

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	76.2%	72.1%
12th graders taking ACT in 2018-19 or prior years	16.2%	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	443	476	Grade 10: 430 Grade 11: 460	48%	61%
PSAT 10/NMSQT - Math	449	477	Grade 10: 480 Grade 11: 510	31%	43%
SAT - Reading and Writing	505	539	480	64%	70%
SAT - Math	498	541	530	37%	53%
ACT - Reading	20	25	22	40%	66%
ACT - English	20	24	18	71%	81%
ACT - Math	20	24	22	38%	65%
ACT - Science	21	24	23	31%	57%



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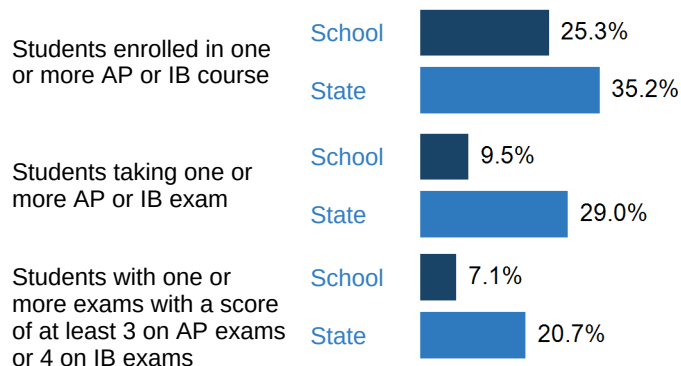
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate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

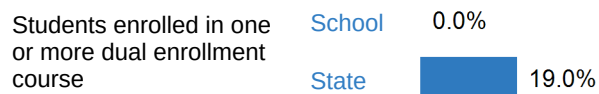
AP/IB Coursework – Participation and Performance

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



Dual Enrollment Coursework - Participation

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



AP/ IB Courses Offered

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

AP/IB Course	Students Enrolled	Students Tested
AP Biology	33	28
AP Calculus AB	25	6
AP Chemistry	19	15
AP Comparative Government and Politics	15	0
AP English Language and Composition	24	7
AP English Literature and Composition	48	19
AP European History	8	3
AP Physics 1	0	9
AP Physics B	127	0
AP Physics C	14	0
AP Psychology	51	22
AP Spanish Language	12	5
AP Statistics	15	4
AP Studio Art—Drawing Portfolio	13	0
AP Studio Art—Two-Dimensional	0	13
AP U.S. Government and Politics	23	5



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AP/IB Course	Students Enrolled	Students Tested
AP U.S. History	85	38
Total Exams taken		174
Exams with scores of at least 3 on AP exams or 4 on IB exams		126



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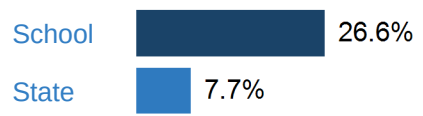
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This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education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

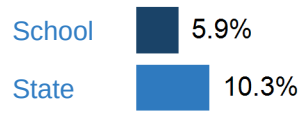
Career and Technical Education Participation

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

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



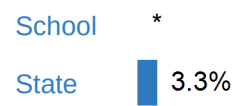
CTE Concentrators
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

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

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

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

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	26.6%	5.9%	7.7%	10.3%
White	28.2%	5.9%	6.1%	9.6%
Hispanic	24.7%	8.0%	10.3%	11.3%
Black or African American	26.7%	5.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	*	*	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	18.8%	4.5%	7.3%	10.6%
Male	33.6%	7.2%	8.0%	10.1%
Economically Disadvantaged Students	28.2%	5.9%	10.4%	11.8%
Students with Disabilities	29.7%	7.5%	6.6%	9.2%
English Learners	*	*	8.7%	3.2%
Homeless Students	*	*	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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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



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
Architecture & Construction	351		
Arts, AV Technology & Communications	256		
Business Management & Administration	*		
Education and Training	*		
Health Science	55		
Hospitality & Tourism	*	*	*
Human Services	36	*	*
Information Technology	0	*	*
Transportation, Distribution & Logistics	*	*	*
Total (All Clusters)	713	*	*



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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	431	127	0	0	0	0	11
10	39	379	142	0	0	0	103
11	6	29	291	62	0	6	178
12	0	14	50	15	25	50	341
Total	476	549	483	77	25	56	633
Enrolled in AP/IB Course					25	15	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

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

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	88	1	469	0	1	7
10	496	68	6	5	0	5
11	43	357	2	75	73	42
12	12	17	4	30	67	248
Total	639	443	481	110	141	302
Enrolled in AP/IB Course	33	19		0	141	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

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

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	553	3	1	0	0	7
10	21	537	0	1	0	10
11	9	544	9	81	20	39
12	19	67	48	190	127	122
Total	602	1151	58	272	147	178
Enrolled in AP/IB Course	0	85	0	51		41
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	350	139	0	0	28	0	0
10	370	91	0	0	30	0	0
11	277	62	0	0	17	0	0
12	83	21	0	0	5	0	0
Total	1080	313	0	0	80	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	328	91	0	0	32	0	0



Union High School
 (39-5290-050)
 Grades Offered: 09-12
 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.

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	2	0	0	0	0	0
10	4	0	0	0	0	0
11	21	0	0	0	0	0
12	51	0	0	0	0	0
Total	78	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



Union 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
Total	0



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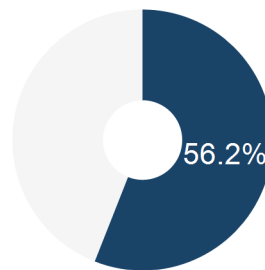
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Visual and Performing Arts – Course Participation

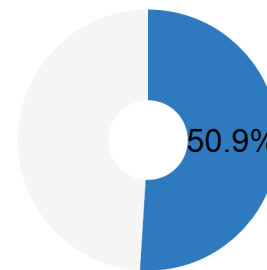
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

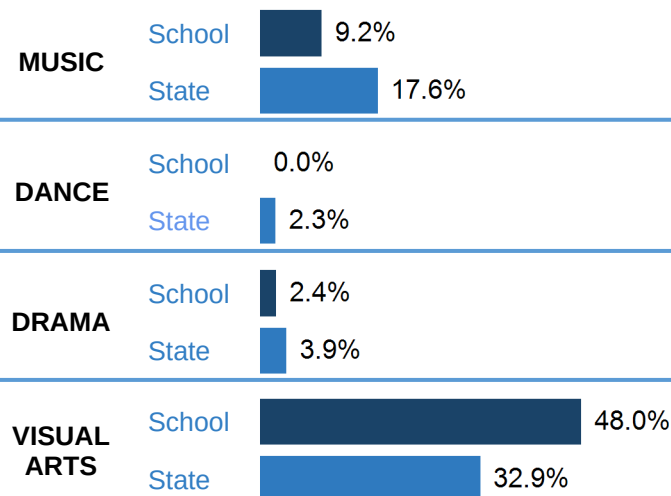


School



State

Students enrolled in one or more classes by discipline:





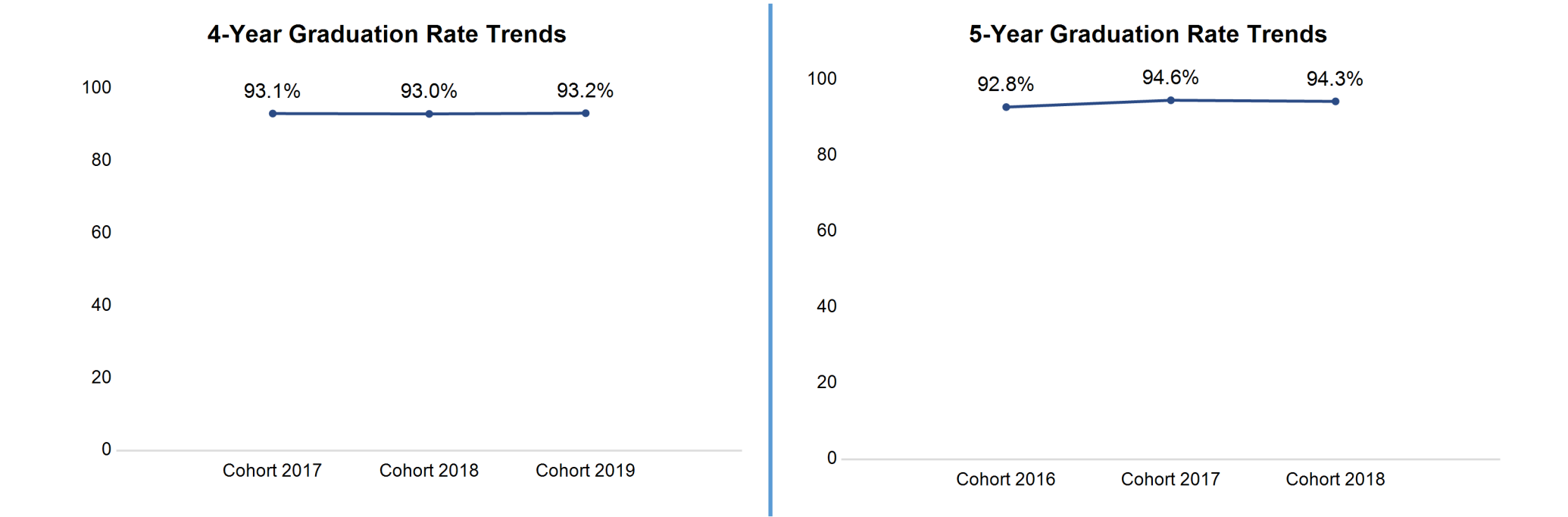
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

Graduation Rate Trends and Progress

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



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	93.1%	93.0%	93.2%	92.8%	94.6%	94.3%
Annual Target	93.7%	93.8%		94.8%	94.9%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

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

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	93.2%	90.6%	94.3%	92.5%	93.0%	93.8%	Not Met	94.6%	94.9%	Not Met
White	94.1%	94.9%	95.0%	95.9%	94.2%	94.9%	Not Met	93.8%	94.7%	Not Met
Hispanic	91.2%	84.5%	91.7%	87.3%	90.9%	93.0%	Not Met	92.5%	94.0%	Not Met
Black or African American	93.1%	83.3%	94.3%	87.1%	92.7%	92.9%	Not Met	94.9%	95.1%	Not Met
Asian, Native Hawaiian or Pacific Islander	*	96.9%	96.8%	97.8%	96.8%	N	Met Goal	*	N	Met Goal
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	*	**	**
Female	95.2%	92.8%	97.1%	94.4%	95.7%			98.3%		
Male	91.4%	88.5%	91.8%	90.8%	90.6%			91.1%		
Economically Disadvantaged Students	90.9%	84.0%	91.1%	87.3%	89.1%	93.0%	Not Met	93.2%	96.0%	Not Met
Students with Disabilities	82.7%	79.2%	86.4%	83.8%	85.4%	90.2%	Not Met	77.5%	89.9%	Not Met
English Learners	85.7%	75.4%	93.3%	80.1%	93.3%	**	**	87.5%	93.5%	Not Met
Homeless Students	*	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	*			N		
Migrant Students	N	83.3%	N	85.0%	N			N		



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Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	64.6%	52.8%
Substitute Competency Test	18.6%	24.7%
Portfolio Appeals Process	8.6%	11.9%
Alternate Requirements specified in IEP	8.2%	10.6%
Unknown	0.0%	0.0%

Dropout Rate Trends

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

School Year	School Rate	State Rate
2018-2019	1.1%	1.2%
2017-2018	1.3%	1.2%
2016-2017	1.1%	1.1%



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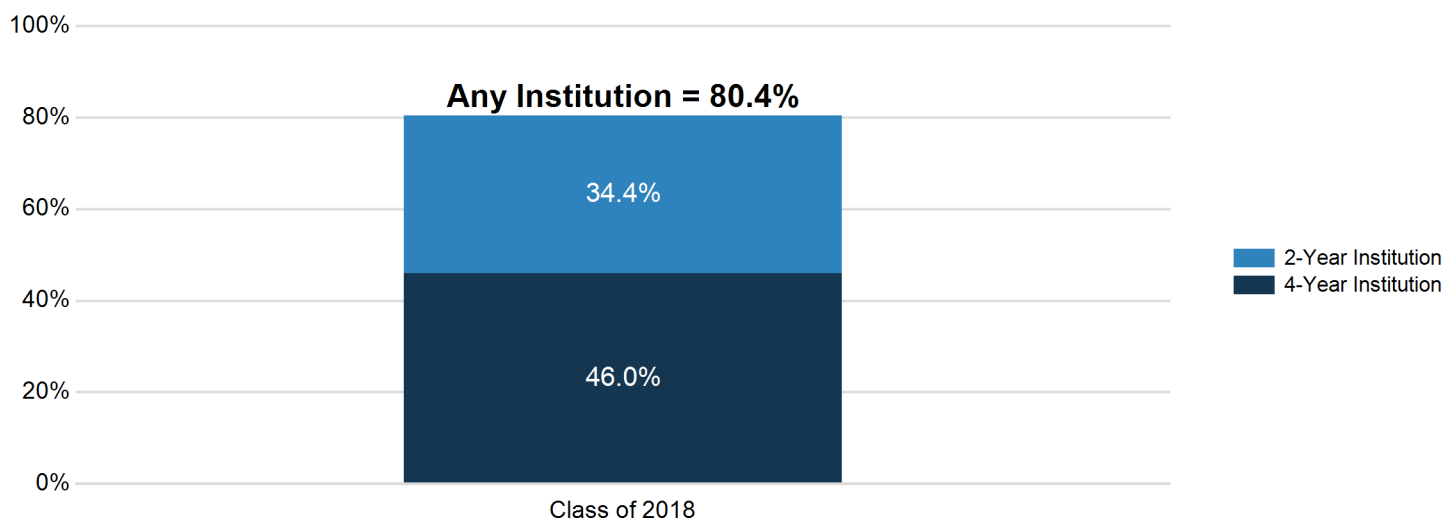
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

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

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	34.4%
% Enrolled in 4-Year Institution	46.0%
% Enrolled in Any Postsecondary Institution	80.5%



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Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	77.2%	34.4%	65.6%
White	76.8%	42.5%	57.5%
Hispanic	70.4%	35.5%	64.5%
Black or African American	76.3%	34%	66%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	73.9%	39.4%	60.6%
Students with Disabilities	51.2%	78.6%	21.4%
English Learners	47.4%	44.4%	55.6%

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	80.5%	42.8%	57.2%	83.6%	16.4%	86.5%	13.5%
White	82.5%	46.8%	53.2%	89.4%	10.6%	90.4%	9.6%
Hispanic	82.6%	54.7%	45.3%	89.5%	10.5%	90.5%	9.5%
Black or African American	76.6%	38.1%	61.9%	77.6%	22.4%	81.9%	18.1%
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	77.6%	47%	53%	86.6%	13.4%	90.6%	9.4%
Students with Disabilities	65.1%	66.1%	33.9%	78.6%	21.4%	89.3%	10.7%
English Learners	*	*	*	*	*	*	*



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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.

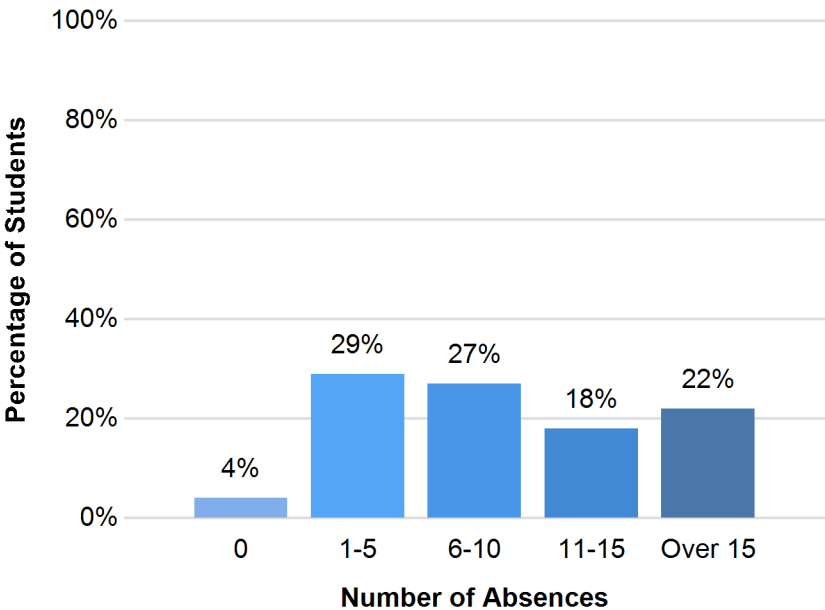
Chronic Absenteeism

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	385	17.4	14.2	Not Met
White	77	18.5	14.2	Not Met
Hispanic	107	21.2	14.2	Not Met
Black or African American	178	16.6	14.2	Not Met
Asian, Native Hawaiian, or Pacific	15	7.2	14.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	8	57.1	**	**
Female	203	19.4		
Male	182	15.5		
Economically Disadvantaged Students	176	20.0	14.2	Not Met
Students with Disabilities	100	24.4	14.2	Not Met
English Learners	14	16.9	14.2	Not Met
Homeless Students	6	30.0		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





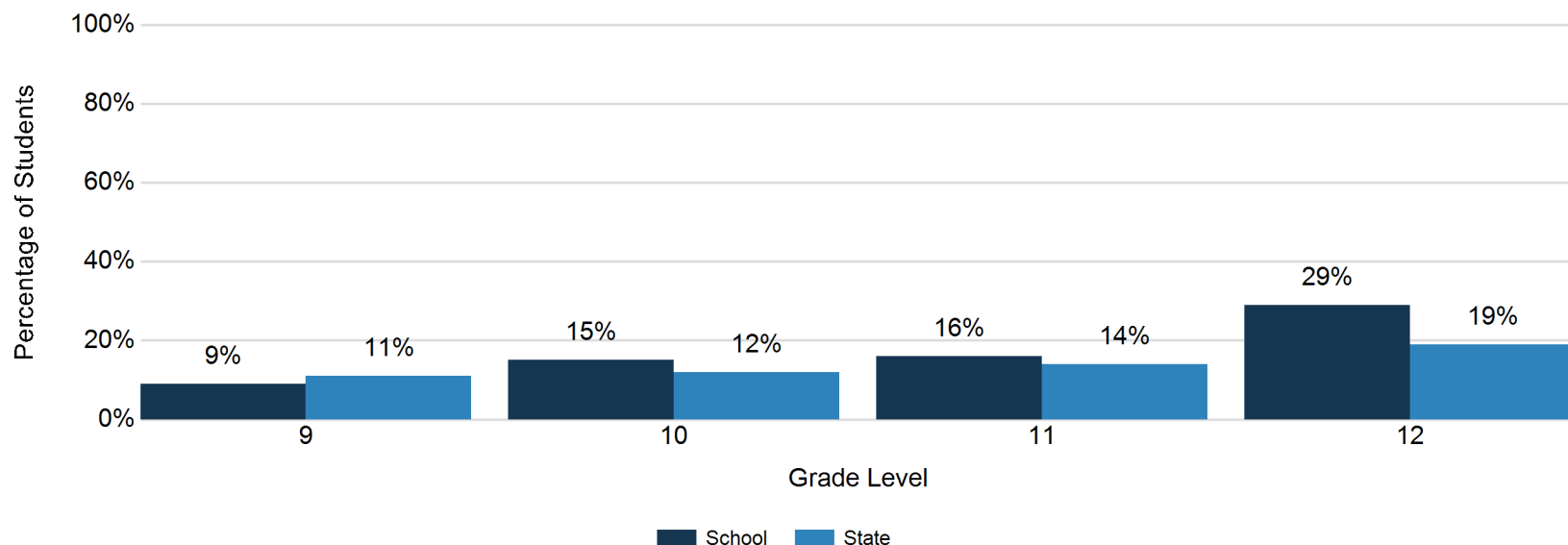
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Chronic Absenteeism by Grade

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	40
Weapons	9
Vandalism	4
Substances	45
Harassment, Intimidation, Bullying (HIB)	9
Total Unique Incidents	101
Incidents Per 100 Students Enrolled	4.69

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	2	0	2
Gender	3	6	9
Sexual Orientation	0	0	0
Disability	0	0	0
Other	10	2	12
No Identified Nature	0		0

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	8
Weapons	7
Vandalism	2
Substances	20
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	2

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	396	18.4%
Out-of-School Suspensions	165	7.7%
Any Suspension	464	21.5%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	15	0.7%

School Days Missed due to Out-of-School Suspensions

1030



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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	7:35 AM
Typical End Time	2:35 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	5 Hrs 35 Mins
Shared Time - Instructional Time	5 Hrs. 35 Mins.

Device Ratios

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

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



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	176	118,214
Average years experience in public schools	11.8	12.1
Average years experience in district	10.8	10.8
Percentage of Teachers with 4 or more years experience in the district	81.8%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	12:1
Students to Administrators	196:1	170:1
Teachers to Administrators	16:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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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	47.8%	57.4%	45.5%	48.4%	77.1%	54.9%
Male	52.2%	42.6%	54.5%	51.6%	22.9%	45.1%
White	18.4%	81.3%	72.7%	42.4%	83.6%	77.4%
Hispanic	22.9%	9.7%	0.0%	29.9%	7.3%	7.2%
Black or African American	48.5%	7.4%	27.3%	15.0%	6.6%	13.9%
Asian	8.3%	0.6%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	1.1%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	1.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.6%	0.0%	0.0%	2.1%	0.2%	0.2%



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

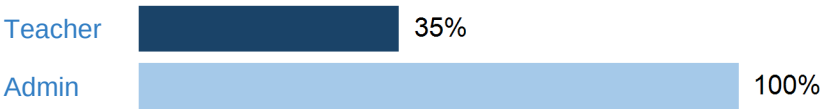
Teachers and Administrators - Level of Education

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

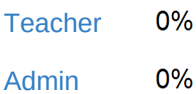
Bachelor’s Degree



Master’s Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	92.1%



Union High School
(39-5290-050)
Grades Offered: 09-12
2018-2019

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Per-Pupil Expenditures by Source

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

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

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

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

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



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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.



Union High School
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ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	36.6%	47.4%	56.6%
Math Proficiency	17.7%	31.3%	29.5%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	93.1%	93.0%	93.2%
5-Year Graduation Rate†	92.8%	94.6%	94.3%
Progress toward English Language Proficiency		42.1%	37.7%
Chronic Absenteeism	18.3%	14.6%	17.4%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- Union Senior High School has a strong academic program and an outstanding co-curricular program, encompassing athletics, student government, music, fine arts and volunteer/service organizations. - A full academic program is offered with honors and AP courses in Art, English, Social Studies, Mathematics, Biology, Chemistry, Physics, World Languages, Visual/Performing Arts, and Business.
 Mission, Vision, Theme:	The Mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged inspired, empowered, and respected as diverse learners. Through the cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community. Union High School is an inclusive environment of shared leadership where students and staff engage in respectful, intellectual, meaningful interactions which foster student development, integrity, and success. We support a rigorous curriculum, a strong sense of community, a safe atmosphere and work in collaboration with all stakeholders.
 Awards, Recognition, Accomplishments:	Students compete successfully on the regional, state and national levels in oratory contests, competitive exams, academic, scientific, musical, and technical competitions. The Army J.R.O.T.C. Drill Team ranked first in New Jersey, first in the East Coast and first in the nation for 2017-2018. The Color Guard ranks first in the state, second in the East Coast and fourth in the nation. The Union High School Performing Arts Company (UHSPAC) is one of the strongest arts training programs in NJ, the US and Canada. For several years the district has been named a national Best Communities for Music Education. Yearly musicals and performances highlight the Theater Arts program. The Theater Arts program has been a Paper Mill Rising Star Award winner in numerous categories: Best Musical; Best Actor; Best Actress; Best Orchestra; Best Choreography; Best Direction and Best Musical Direction. Union's Jazz Ensemble and Wind Ensemble have consistently won Heritage Festival awards.



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 Courses, Curriculum, Instruction:	Union Senior High School has a strong academic program and an outstanding co-curricular program, encompassing athletics, student government, music, fine arts and volunteer/service organizations.
 Sports and Athletics:	Sports Offered: Baseball (Boys), Bowling (Coed), Cross Country (Boys & Girls), Field Hockey (Girls), Football (Coed), Golf (Coed), Gymnastics (Coed), Ice Hockey (Coed), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Boys & Girls), Track and Field - Winter (Boys & Girls), Volleyball (Boys & Girls), Wrestling (Coed) Union High School excels equally in academic and nonacademic extracurricular areas. More than twenty varsity sports are offered and Union's teams are consistently strong contenders.
 Clubs and Activities:	More than forty-five academic, special interest, and service related clubs provide Union High School students with an opportunity to develop their talents and leadership ability. Clubs available to students include: Anime Club, Art Club, Awareness, Band Front, Book Club, Broadcasting Club, Chess Club, Creative Content Club, Debating Club, Ecology Club, Empowerment Club, Feminist Club, Key Club, Play Unified Club, Seekers Fellowship, Student Council. Activities offered include: Cheerleading, Dance Club, Step Team, Farmer Fam, National Honor Society, National Art Honor society , Spanish Honor Society, German Honor Society, French Honor Society.



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 Before and After School Programs:	There is Peer Tutoring available for students before, after school, and during lunch for students that are in need of more assistance in certain subject areas. There is also a Title 1 program available to students after school.
 Staff and Professional Learning:	Teachers participate in professional development opportunities that relate to their discipline. They also participate in school wide professional development relating to RTI, MTSS, mindfulness and SEL. Teachers attend PLC's once a month. The math teachers attend PLC's on a daily basis. The faculty and staff consist of 189 members, 67% of who hold Bachelor"s Degrees, 30% hold a Master"s Degree or above. There are five school administrators, a team of ten counselors and five supervisors all holding Masters level degrees, and a special services team. The faculty is quite experienced, well-traveled and takes advantage of living in a large metropolitan area. They participate in evening and summer study programs, in-service courses, and professional meetings.
 Postsecondary Information:	Approximately 55% of Union High School graduates go on to pursue higher education at four-year colleges and 28% start at two-year colleges. Among our recent graduates are students attending such prestigious institutions as Boston College, Boston University, Colgate, Cornell, Drexel University, Duke, Georgetown, Harvard, Johns Hopkins, Notre Dame, N.Y.U., Penn State, Princeton University, University of Virginia, University of Pennsylvania, U.S. Military Academy, Villanova University, and Vanderbilt. However, the majority of our graduates remain in New Jersey, with approximately 30% of Union High School graduates attending Rutgers University, The College of New Jersey, Montclair State University or NJIT.



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 Student Supports and Services:	Students with limited English attend ESL classes, which are built into their daily schedules. Students with an IEP are placed in classes that have an inclusive setting or a small group setting depending on the needs of the students. Peer tutoring is available for all students in the morning, during lunch and after school. The I&RS committee meets weekly to discuss students that are in need of services. Teacher meet with the team to have discussions and parents are notified of the areas needing improvement. The team works together with the parents and the teacher to ensure success for the student.
 Student Health and Wellness:	Breakfast is available daily for all students. The breakfast and lunch meets all the federal guidelines, students are given several options for lunch including a salad bar. All students participate in Physical Education/Health classes on a daily basis.
 Parent and Community Involvement:	The PTA had a monthly meeting at the high school. One of the administrators attends the meeting. Any questions or concerns that they may have are able to be addressed. The PTA gives out many scholarships to the graduating seniors yearly. They assist with project graduation, prom, the senior breakfast, the UHS PAC, and the band. They are a very active part of the school community.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the high school level. The survey was distributed to all staff and students via district email and the parents via the email on file in our S.I.S. The survey results were generally positive. The staff and students both believe the students are well supported by the teachers, providing one-on-one assistance and allowing for independent study.
 Facilities:	Union Senior High School was built in the late 1960's with subsequent additions to the school to accommodate a growing student body and performing arts program. There are two gymnasiums, two student cafeterias, and recently renovated auditorium. The Union High School Media Center contains over 27,000 volumes, plus 22 hard copy periodicals and a database with thousands more. Two certified librarians teach and assist students and staff during regular hours five days a week and extended hours four days a week.
 School Safety:	Students wear ID's and they are checked as the students enter the building. Security is stationed in the front lobby. Anyone entering the building has to be buzzed in and they wait in a vestibule area for someone to escort them to their destination. The visitor is then escorted back to the front of the building. Drills are done on a monthly basis. The procedures are reviewed with the staff and students. There are eight security guards at the school along with a School Resource Officer from the Union Police Department.



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 Technology and STEM:	The school is one to one. Each student has their own Chromebook. Teachers use google classroom for all assignments and classwork. There are 4 levels CAD classes offered to the students; students receive a certificate after completion of the courses and passing the certification assessment. At the high school students can take three consecutive years of STEM classes. The first year is Introduction to Engineering, followed by Principles of Engineering and Digital Electronics. Several students are enrolled in a fourth year independent study for Robotics. We have two STEM labs at the high school. There is an after school robotics club and competitions. STEM projects are infused throughout all science curriculum at the high school. Technology is used in all classes to enhance instruction.
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Washington Elementary
(39-5290-140)
Grades Offered: PK-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Washington Elementary
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Grades Offered: PK-04
2018-2019

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School Contact Information

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

Type	Contact Information
County	Union
District	Township of Union School District
Principal Name	Mr. Thomas Matthews
Address	301 WASHINGTON AVENUE UNION, NJ 07083
Phone Number	908-851-6460
Email Address	tomatthews@TWPUNIONSCHOOLS.ORG
Website	http://washington.twpunionschools.org/



Washington Elementary

(39-5290-140)

Grades Offered: PK-04

2018-2019

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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	57	64	52
KG	93	97	103
1	112	92	105
2	105	117	99
3	139	98	112
4	108	130	93
Total	614	598	564

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

Student Group	2016-17	2017-18	2018-19
Female	49.7%	51.2%	49.8%
Male	50.3%	48.8%	50.2%
Economically Disadvantaged Students	17.1%	14.5%	15.1%
Students with Disabilities	12.4%	15.1%	13.7%
English Learners	9.8%	12.4%	15.4%
Homeless Students	0.2%	0.3%	0.4%
Students in Foster Care	0.3%	0.3%	0.2%
Military-Connected Students	0.0%	0.0%	0.7%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.0%	34.3%	34.6%
Hispanic	33.2%	33.4%	31.7%
Black or African American	15.8%	16.4%	17.4%
Asian	13.4%	12.0%	12.2%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.4%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	3.6%	3.8%	3.7%

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	56	64	52
PK - Full Day	1	0	0
KG - Half Day	0	0	0
KG - Full Day	93	97	103

Enrollment by Home Language

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

Home Language	% of Students
English	63.3%
Spanish	12.6%
Portuguese	7.4%
Gujarati	2.1%
Chinese	1.8%
Other Languages	12.8%



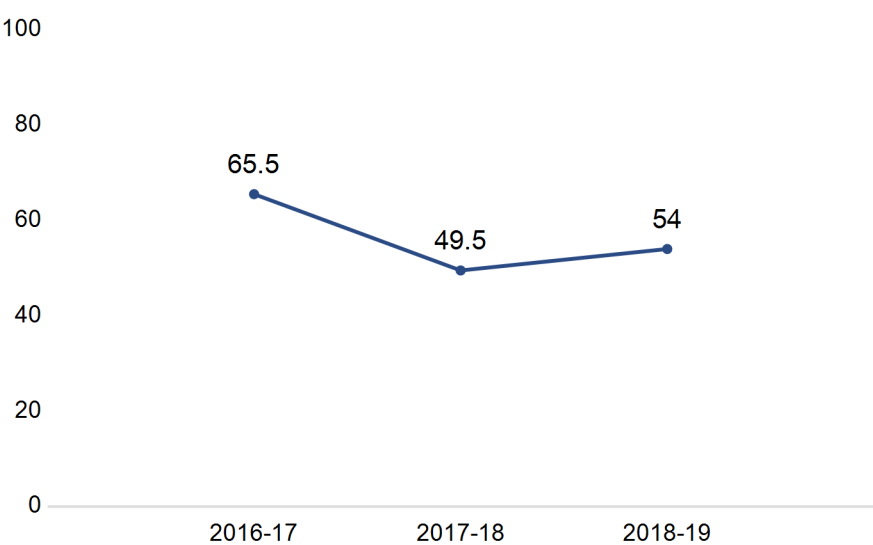
Washington Elementary
(39-5290-140)
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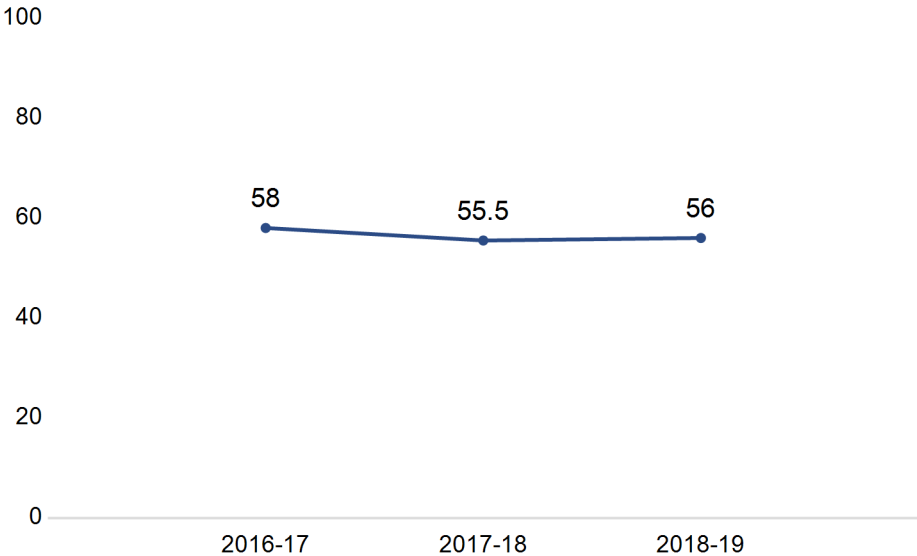
Student Growth Trends and Progress

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	65.5	49.5	54	58	55.5	56
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	54	46	50	Met Standard	56	45	50	Met Standard
White	62	53	50	Exceeds Standard	62	52	52	Exceeds Standard
Hispanic	40	45	49	Met Standard	54	46	47	Met Standard
Black or African American	60	41	45	**	32	42	43	**
Asian, Native Hawaiian, or Pacific Islander	68	56.5	59	**	54.5	45	60	**
American Indian or Alaska Native	N	N	56	**	N	N	51.5	**
Two or More Races	*	51	49	**	*	45.5	52	**
Female	48	51	53	N	53	44.5	50	N
Male	60	42	47	N	60.5	46	51	N
Economically Disadvantaged Students	53	44	48	**	71	46	46	**
Students with Disabilities	46.5	38	43	**	42.5	44	45	**
English Learners	55	46	52	Met Standard	44	47.5	50	Met Standard
Homeless Students	N	54	43	N	N	58.5	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	43	49	N	*	44	51	N
Migrant Students	N	N	47	N	N	N	51	N



Washington Elementary
(39-5290-140)
Grades Offered: PK-04
2018-2019

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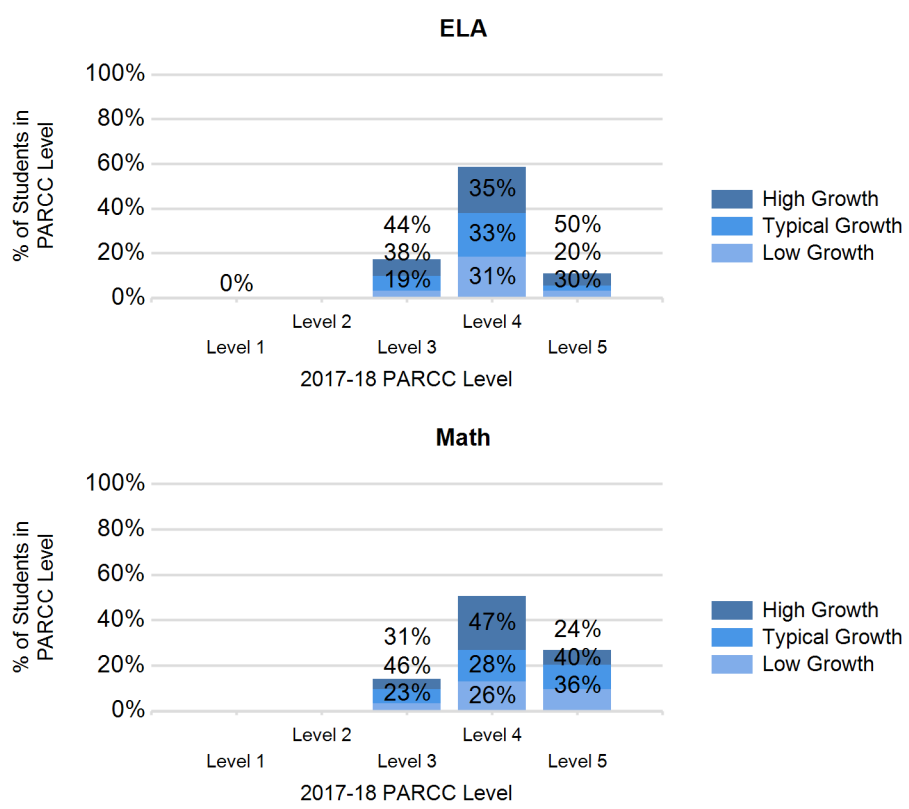
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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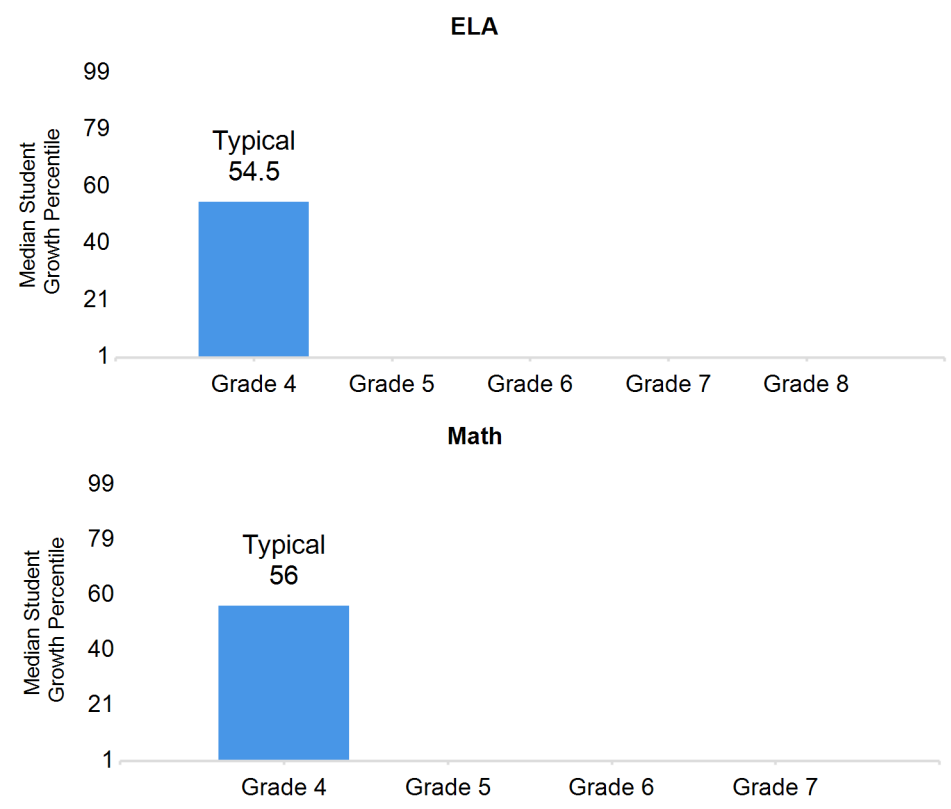
Student Growth by Performance Level

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



Student Growth by Grade

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





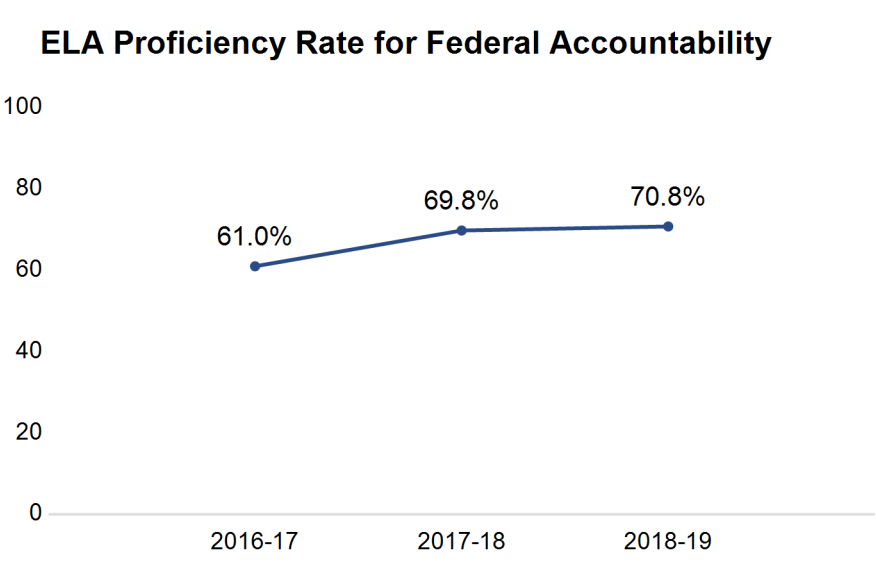
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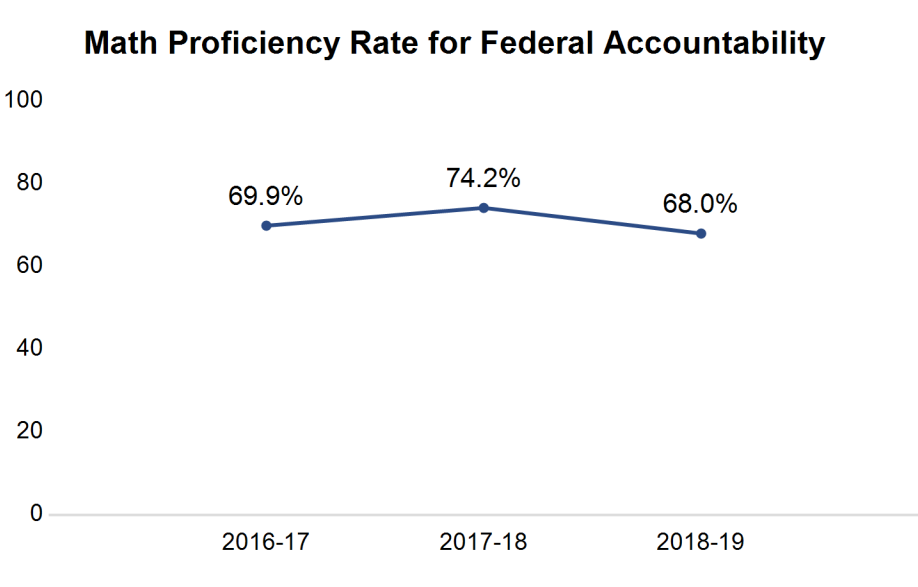
English Language Arts and Mathematics Performance Trends

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	97.6%	100.0%	100.0%	97.6%	100.0%	100.0%
Proficiency Rate for Federal Accountability	61.0%	69.8%	70.8%	69.9%	74.2%	68.0%
Annual Target	56.8%	58.0%	59.3%	67.2%	67.8%	68.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	202	100.0	70.8	57.9	57.9	70.8	59.3	Met Target
White	79	100.0	75.9	64.5	66.9	75.9	56.1	Met Target
Hispanic	59	100.0	67.8	55.1	43.9	67.8	53.8	Met Target
Black or African American	36	100.0	55.6	51.7	38.5	55.6	58.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	81.3	82.9	*	66.7	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	105	100.0	72.4	65.2	64.8	72.4		
Male	97	100.0	69.1	51.3	51.3	69.1		
Economically Disadvantaged Students	32	100.0	53.1	50.1	40.0	53.1	44.7	Met Target
Non-Economically Disadvantaged Students	170	100.0	74.1	62.3	67.9	74.1		
Students with Disabilities	40	100.0	37.5	*	22.7	37.5	30.6	Met Target
Students without Disabilities	162	100.0	79.0	*	65.1	79.0		
English Learners	42	100.0	69.0	40.7	29.3	69.0	36.3	Met Target
Non-English Learners	160	100.0	71.3	59.4	60.6	71.3		
Homeless Students	N	N	N	64.0	29.1	N		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	57.1	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



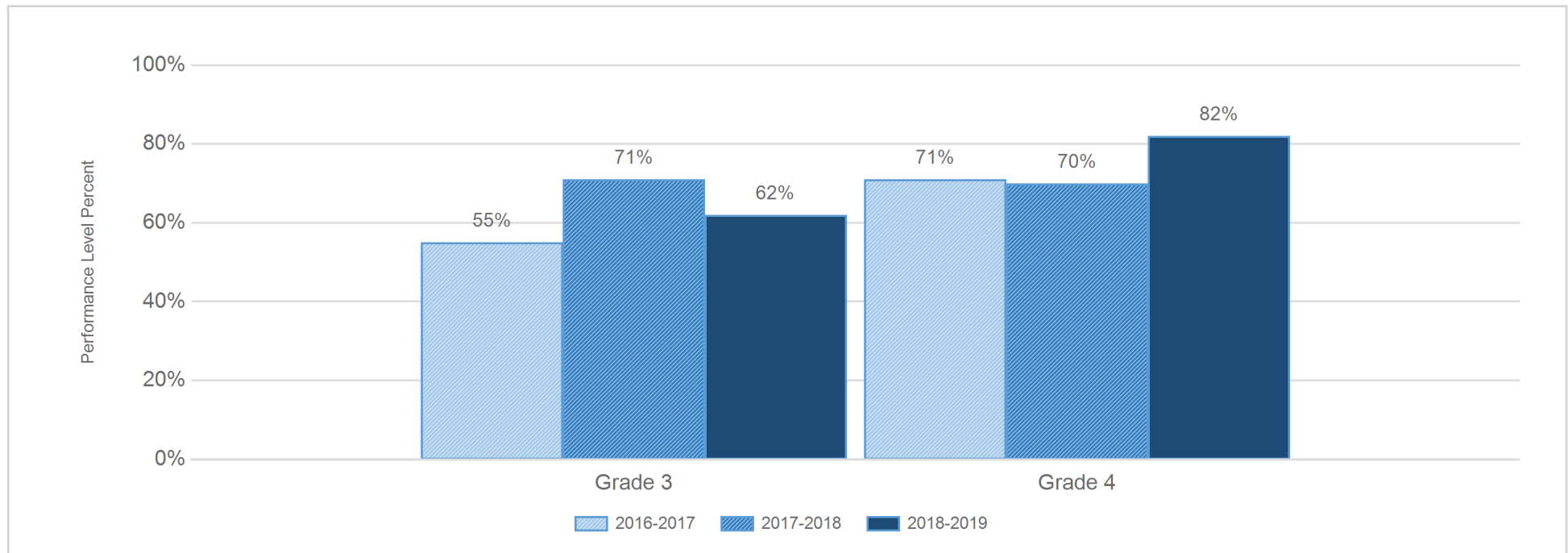
Washington Elementary
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English Language Arts Assessment - Performance Trends

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	111	757	754	748	*	14%	16%	*	*	62%	50%
White	41	761	759	757	*	*	*	*	*	66%	60%
Hispanic	33	752	749	734	*	*	*	*	*	61%	36%
Black or African American	24	749	750	731	*	*	*	*	*	54%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	774	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	61	760	761	753	*	*	*	*	*	66%	55%
Male	50	754	746	743	*	*	*	*	*	58%	46%
Economically Disadvantaged Students	18	736	743	731	*	*	*	*	*	33%	33%
Non-Economically Disadvantaged Students	93	761	759	759	*	*	*	*	*	68%	61%
Students with Disabilities	21	725	712	719	*	*	*	*	*	29%	24%
Students without Disabilities	90	765	761	754	*	*	*	*	*	70%	56%
English Learners	*	*	721	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	757	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	720	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	*	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	94	766	762	755	*	*	*	59%	23%	82%	57%
White	38	768	766	763	*	0%	*	*	*	87%	67%
Hispanic	26	758	764	743	*	*	*	*	*	77%	44%
Black or African American	14	757	755	739	*	*	*	*	*	64%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	773	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	759	762	*	*	*	*	*	*	64%
Female	46	764	765	760	*	*	*	*	*	83%	62%
Male	48	769	759	750	*	*	*	*	*	81%	53%
Economically Disadvantaged Students	14	765	758	740	*	*	*	*	*	79%	40%
Non-Economically Disadvantaged Students	80	767	763	765	*	*	*	*	*	83%	69%
Students with Disabilities	19	735	*	725	*	*	*	*	*	47%	25%
Students without Disabilities	75	774	*	761	*	*	*	*	*	91%	64%
English Learners	*	*	725	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	763	758	*	*	*	*	*	*	60%
Homeless Students	N	N	*	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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	203	100.0	68.0	41.5	44.5	68.0	68.5	Met Target†
White	79	100.0	75.9	49.4	54.1	75.9	67.8	Met Target
Hispanic	60	100.0	61.7	39.2	28.8	61.7	57.1	Met Target
Black or African American	36	100.0	50.0	33.6	23.0	50.0	64.8	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	66.3	76.5	*	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	106	100.0	65.1	43.1	44.9	65.1		
Male	97	100.0	71.1	40.0	44.2	71.1		
Economically Disadvantaged Students	32	100.0	46.9	32.4	26.3	46.9	57.7	Met Target†
Non-Economically Disadvantaged Students	171	100.0	71.9	46.4	54.9	71.9		
Students with Disabilities	40	100.0	35.0	11.6	17.4	35.0	34.4	Met Target
Students without Disabilities	163	100.0	76.1	47.5	50.0	76.1		
English Learners	43	100.0	60.5	*	25.0	60.5	56.5	Met Target
Non-English Learners	160	100.0	70.0	*	46.5	70.0		
Homeless Students	N	N	N	38.5	17.1	N		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	37.0	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

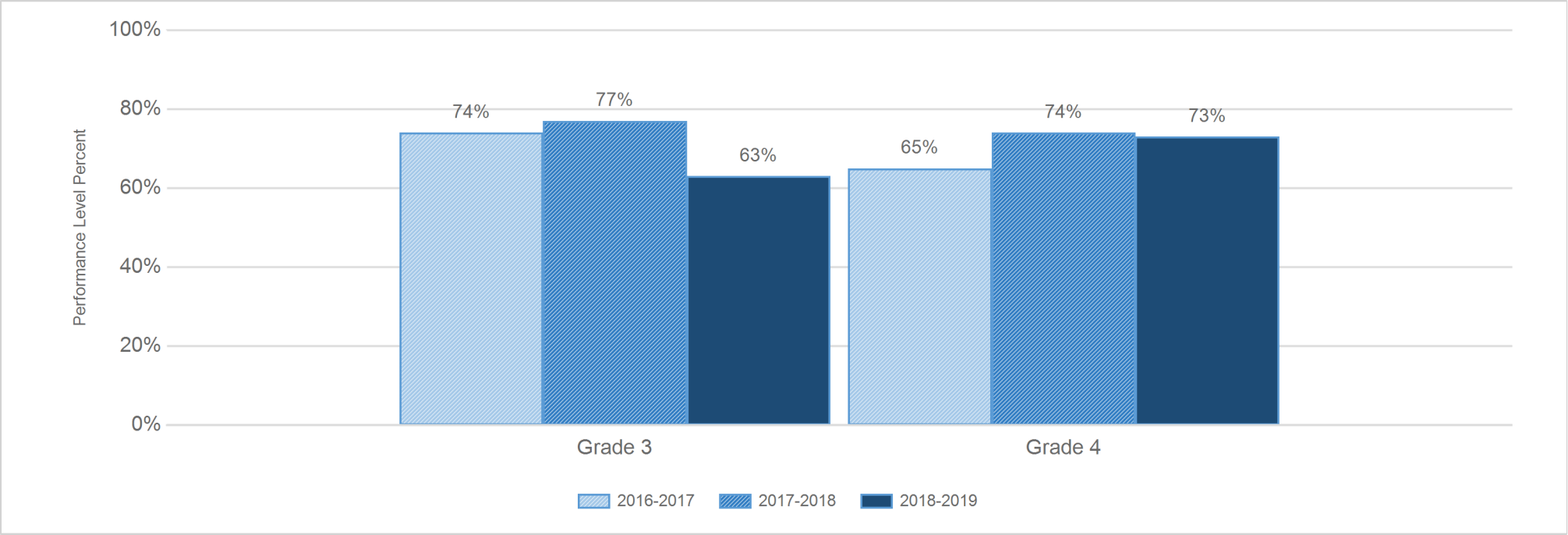


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	112	761	754	752	*	*	24%	46%	18%	63%	55%
White	41	765	760	760	0%	*	*	46%	24%	71%	66%
Hispanic	34	754	751	739	*	*	*	*	*	59%	40%
Black or African American	24	752	748	735	*	*	*	*	*	50%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	775	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	62	760	755	751	*	*	26%	*	*	63%	54%
Male	50	762	753	752	*	*	22%	*	*	64%	56%
Economically Disadvantaged Students	18	740	743	737	*	*	*	*	*	28%	37%
Non-Economically Disadvantaged Students	94	765	759	761	*	*	*	*	*	70%	67%
Students with Disabilities	21	732	723	731	*	*	*	*	*	33%	31%
Students without Disabilities	91	767	759	756	*	*	*	*	*	70%	60%
English Learners	10	745	731	728	*	*	*	*	*	60%	26%
Non-English Learners	102	762	756	754	*	*	*	*	*	64%	58%
Homeless Students	N	N	*	724	N	N	N	N	N	N	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	*	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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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	96	764	752	749	*	*	16%	59%	14%	73%	51%
White	39	766	758	757	*	*	*	*	*	79%	62%
Hispanic	27	759	754	737	0%	*	*	*	*	63%	36%
Black or African American	14	754	743	731	0%	*	*	*	*	57%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	769	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	752	754	*	*	*	*	*	*	58%
Female	47	760	750	749	*	*	*	*	*	68%	50%
Male	49	768	754	749	*	*	*	*	*	78%	52%
Economically Disadvantaged Students	14	757	746	734	*	*	*	71%	0%	71%	32%
Non-Economically Disadvantaged Students	82	765	755	759	*	*	*	57%	16%	73%	63%
Students with Disabilities	19	739	*	726	*	*	*	*	*	37%	25%
Students without Disabilities	77	770	*	754	*	*	*	*	*	82%	56%
English Learners	*	*	719	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	754	751	*	*	*	*	*	*	54%
Homeless Students	N	N	*	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	*	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2018-19 Target	Met Target?
Schoolwide/English Learners	55.8%	56.6%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	53	*	*
3-4	26	80.8%	19.2%
5 or more	*	*	*



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Grades Offered: PK-04
2018-2019

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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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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.

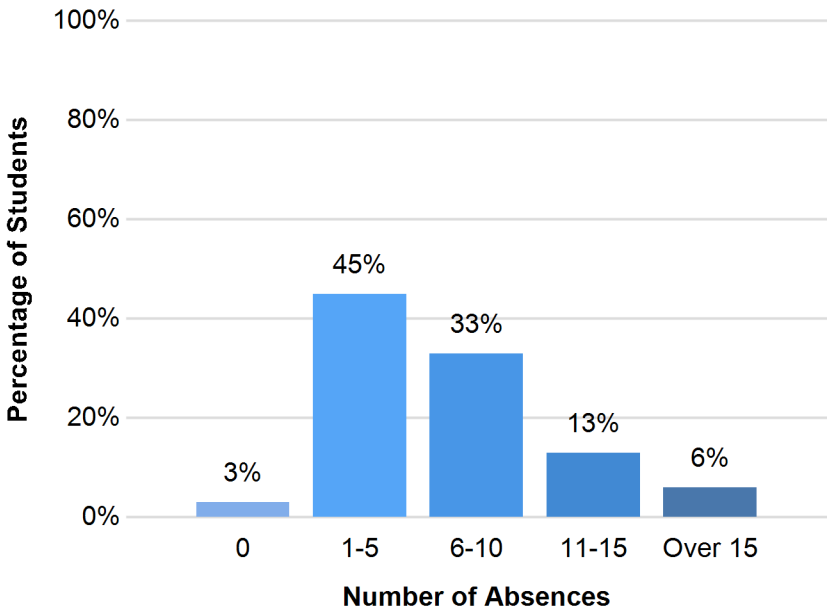
Chronic Absenteeism

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	20	3.8	9.2	Met
White	11	6.1	9.2	Met
Hispanic	5	2.9	9.2	Met
Black or African American	2	2.1	9.2	Met
Asian, Native Hawaiian, or Pacific	2	3.6	9.2	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	0	0	**	**
Female	7	2.7		
Male	13	4.9		
Economically Disadvantaged Students	4	4.9	9.2	Met
Students with Disabilities	4	5.0	9.2	Met
English Learners	7	8.0	9.2	Met
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





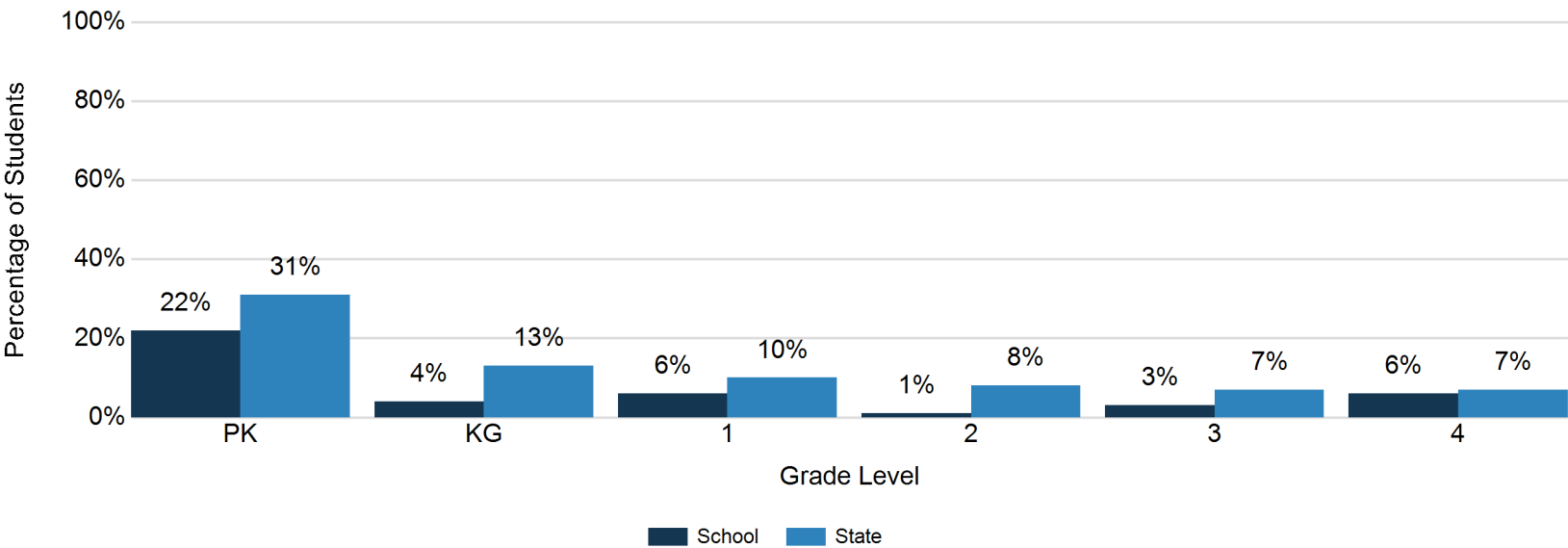
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Chronic Absenteeism by Grade

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	6
Weapons	2
Vandalism	1
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.77

Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Police Notifications

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

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

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	11	2.0%
Any Suspension	11	2.0%
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

21



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:05 PM
Length of School Day	6 Hrs 20 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	1.5:1



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Key terms for staff data:

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

Teachers: All classroom teachers

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	44	118,214
Average years experience in public schools	13.6	12.1
Average years experience in district	12.8	10.8
Percentage of Teachers with 4 or more years experience in the district	86.4%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	42	9,530
Average years experience in public schools	19.3	16.0
Average years experience in district	17.8	12.0
Percentage of Administrators with 4 or more years experience in the district	95.2%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	12:1
Students to Administrators	282:1	170:1
Teachers to Administrators	22:1	15:1
Students to Librarians/Media Specialists		1785:1
Students to Nurses		595:1
Students to Counselors		325:1
Students to Child Study Team Members		230:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.8%	86.4%	50.0%	48.4%	77.1%	54.9%
Male	50.2%	13.6%	50.0%	51.6%	22.9%	45.1%
White	34.6%	93.2%	100.0%	42.4%	83.6%	77.4%
Hispanic	31.7%	2.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	17.4%	4.5%	0.0%	15.0%	6.6%	13.9%
Asian	12.2%	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	0.4%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	3.7%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers: All classroom teachers

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

Teachers and Administrators - Level of Education

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

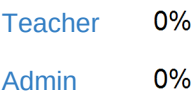
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	91.2%	90.5%
2017-18 Administrators: Same district 2018-19	97.6%	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	91.4%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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

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



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

ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	61.0%	69.8%	70.8%
Math Proficiency	69.9%	74.2%	68.0%
ELA Growth	66	50	54
Math Growth	58	56	56
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		65.9%	55.8%
Chronic Absenteeism	3.2%	3.3%	3.8%

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



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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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School Narrative

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

 Highlights:	- The Washington Elementary School (WES) learning community takes great pride in our culture of excellence and kindness! Testing data and survey results consistently and strongly validate this claim. - All students are taught the New Jersey Student Learning Standards through proven and effective methods of instruction (pedagogy). - Curricular programs include interactive online components which are accessible to students at home and enhance instruction in the classroom.
 Mission, Vision, Theme:	Mission: The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where all students are challenged , inspired, empowered, and respected as diverse learners. Through cultivation of students" intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community. Vision: To provide every child with a sound academic foundation, a positive environment, and the skills necessary to continue learning as a lifelong pursuit. Theme: Kindness & excellence are the most prevalent and important themes at WES



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 Courses, Curriculum, Instruction:	All teachers in all grades and subjects use board of education approved curricula for elementary schools. These include, but are not limited to; Journeys for English/Language Arts, Go Math, Science Fusion, Timelinks for Social Studies. i-Ready is a software program that provides instruction, diagnostic assessments, standards mastery assessments and much more to enrich and enhance in-class instruction. All of these curricular programs include interactive online components which are accessible to students at home and enhance instruction in the classroom.
 Clubs and Activities:	WES has a fourth grade student council. Our fourth grade student council practices the democratic process in all of its philanthropic endeavors. The student council conducts many community minded projects in which the children participate throughout the school year.



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 Before and After School Programs:	An after school program is offered for 12 weeks each school year. This program is available to eligible second, third, and fourth grade students and enriches ELA, math and STEM. The program is overseen by building administration.
 Staff and Professional Learning:	The faculty consists of certified classroom teachers including full-time faculty in the areas of art, computer education, Spanish, vocal and instrumental music, and physical education. Various committees help administration to make decisions and provide direction for the learning community at large. The School Improvement Panel (SciP) is comprised of teachers and administrators. The SciP represents the entire staff and considers their input on topics such as professional development and mentoring. Staff input can be obtained, by the SciP, through Professional Learning Communities (PLCs), surveys, and informal methods. Topics for PD have included; Writing, Journeys Training (ELA), Go Math Enrichment, Response To Intervention (RTI), i-Ready Training, Crisis Prevention Institute (CPI) Training, PLC Training etc. There is a vice principal in Washington School to assist the principal in all day-to-day operations.



Washington Elementary
(39-5290-140)
Grades Offered: PK-04
2018-2019

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

School Narrative

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 Student Supports and Services:	The entire learning community of Washington Elementary School prides ourselves on having a positive climate of kindness and excellence. A sound academic foundation is provided for students in pre-kindergarten through fourth grade. The importance of written language is practiced in all academic areas. Additionally, our students participate in skills building programs to assist them in making education a lifelong pursuit. Student activities benefit a variety of philanthropic organizations including the Make-A-Wish Foundation, American Cancer Society, Saint Jude Children's Research Hospital, and local food banks. These endeavors allow the children to learn the role of the individual in maintaining the moral fiber of society. services for students with special educational needs. Washington School has a full-time certified school nurse, Child Study Team and Guidance Counselor to assist students with emotional and behavioral issues.
 Student Health and Wellness:	The physical education (P.E.) teachers play an integral role in teaching and providing healthy life choices. In addition to the regular P.E. program these teachers facilitate Jump Rope for Heart and Field Day. Students in pre-K have at least 60 minutes of playtime which includes physical activity. All other students in grades K to 4 have a forty minute P.E. class twice per week and a twenty minute recess daily. WES also participates in the district-wide Relay for Life charitable initiative. WES has been a top earning school for this charity several times. Eligible students may receive free or reduced breakfast and/or lunch. All students may participate in our breakfast and lunch programs.
 Parent and Community Involvement:	The WES PTA is extremely involved in student activities, and helps to orchestrate thousands of volunteer hours toward the shared vision of academic excellence. The Special Education Parent Advisory Group provides assistance, advocacy, and information for parents about special education services. Parents and other special guests are invited to visit our school to see first-hand what their children experience on a day-to-day basis. Parent volunteers provide scores of volunteer hours in our classrooms. WES has a special relationship with our local police and fire departments. Officials from these organizations provide learning opportunities for our students via special visits and assemblies. The Rotary Club and The Tree Stewards (non-profit environmental group) provide free lessons to our students. The United Community Center provides awards for students in all grades for being recognized as students who exemplify the positive attributes that were held by Martin Luther King.



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 Climate Surveys:	Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers The culture and climate survey was distributed to parents, students, and staff at the middle school level. The survey was distributed to all elementary students during a designated class period. The staff and parents received their surveys via email. The staff and student results were amazingly positive. Both the staff and students believe the school to be safe, supportive, and for the educational experience to be well supported by the teaching and administrative staff.
 Facilities:	Washington Elementary School is situated on a beautifully landscaped, tree-lined five-acre campus. The colonial style structure, which now houses 576 children, was built in 1931. the structural plan of the building provides: a full modernized gymnasium, a well equipped library, a media center, a separate cafeteria complete with hot lunch and hot breakfast programs, two modern computer labs, a classic, recently renovated, and air-conditioned auditorium with a seating capacity for over 475 persons, 34 standard sized classrooms, a nurse's suite, and individual instructional rooms for music, speech, art, special academic areas, and English as a Second Language instruction.
 School Safety:	WES has a Crisis Response Team (CRT) and a School Safety Team. The CRT is comprised of staff members who may have medical and/or administrative backgrounds. The CRT is responsible for coordinating responses to various types of drills and emergencies. The WES CRT has established a close relationship with the UPD and the UFD. Representatives from these emergency services visit the school periodically and present important information to the students. Mandatory drills for fire and different types of emergencies are practiced/drilled monthly. The district director of security assists with these drills. The School Safety Team is comprised of certificated staff members. This team monitors and assesses school needs as they affect school climate and culture. All stakeholders are surveyed periodically to ensure that our culture of kindness and excellence are maintained and continually enhanced.



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 Technology and STEM:	WES has a new STEM library which provides teachers, and their students, with STEM lesson plans and supplies. WES also has a twelve week after-school program which includes a STEM component. Each classroom is provided with Activboards, laptop computers and desktop computers. There are two computer labs with 60 desk-top computers in total. The Activboards are critical learning tools which deliver the online components of each of our curricular programs. i-Ready is an online program that provides weekly instruction in reading and math and supports NJSL standards mastery. Three Chromebook carts, with approximately 80 units, are located throughout the school so all students can have regular access to i-Ready, district-wide testing, and state testing. The WES Gifted & Talented (G&T) program also has a STEM component and familiarizes G&T students with various software programs.
 Early Childhood Education:	WES has two full-day pre-kindergarten classes. There are a maximum of 15 students in each of these four sections.



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Other Information	Waashington Wages are given to those students who are “caught” doing random acts of kindness, selflessness, responsibility and for those who exhibit leadership qualities. The Susan H. Kornblum Inspiration Award is given to one fourth grade student each spring and is presented at the Fourth Grade Farewell. This student is selected by committee and must have overcome some obstacle or hardship and who serves as an inspiration to the entire learning community.
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