



**Kiel Elementary School**  
(27-2460-060)  
Grades Offered: PK-02  
2018-2019

**Report Key:**

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**How to use this report:**

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

**Navigating through the reports:**

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

**Other Resources:**

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

**Notes from the New Jersey Department of Education:**



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### School Contact Information

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

Type	Contact Information
County	Morris
District	Kinnelon School District
Principal Name	Mrs. Michele Fisher
Address	115 KIEL AVENUE KINNELON, NJ 07405
Phone Number	973-838-0611
Email Address	<a href="mailto:fisherm@kinnelon.org">fisherm@kinnelon.org</a>
Website	<a href="https://www.kinnelonpublicschools.org/Page/2009">https://www.kinnelonpublicschools.org/Page/2009</a>
Facebook	<a href="https://www.facebook.com/Kiel-School-1540846256132450/">https://www.facebook.com/Kiel-School-1540846256132450/</a>
Twitter	<a href="https://twitter.com/kielprincipal?lang=en">https://twitter.com/kielprincipal?lang=en</a>



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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	12	33
KG	53	6	43
1	102	106	103
2	128	111	120
Total	308	235	299

### 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	45.8%	48.5%	46.5%
Male	54.2%	51.5%	53.5%
Economically Disadvantaged Students	2.6%	3.0%	3.3%
Students with Disabilities	23.4%	27.7%	28.4%
English Learners	0.0%	0.0%	0.3%
Homeless Students	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	82.1%	80.9%	78.3%
Hispanic	5.5%	4.7%	7.0%
Black or African American	1.3%	1.3%	1.7%
Asian	8.1%	8.9%	8.4%
Native Hawaiian or Pacific Islander	0.3%	0.4%	0.0%
American Indian or Alaska Native	0.3%	0.4%	0.7%
Two or More Races	2.3%	3.4%	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	25	12	33
PK - Full Day	0	0	0
KG - Half Day	0	0	0
KG - Full Day	53	6	43

### Enrollment by Home Language

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

Home Language	% of Students
English	100.0%



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### English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language Proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

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

### English Language Proficiency Test - Participation and Performance

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

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



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

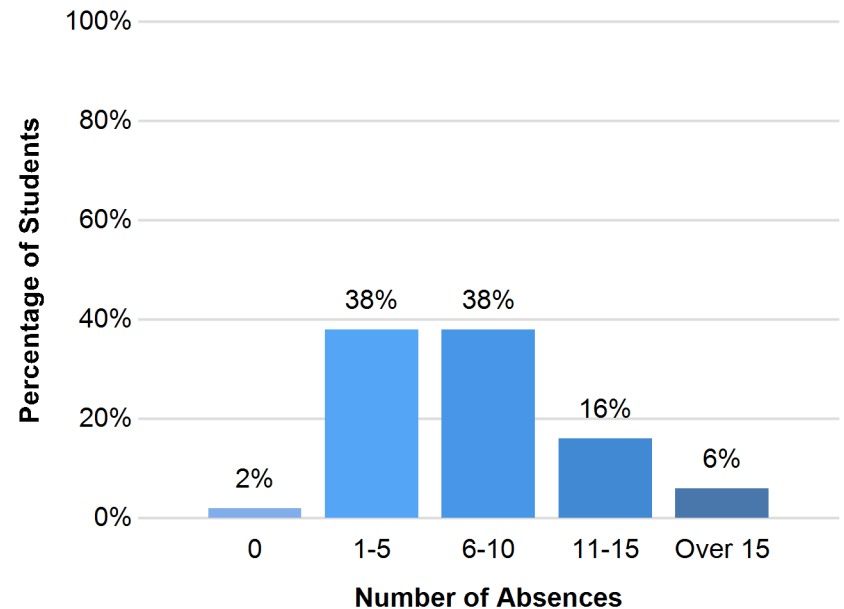
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	12	4.5	10.3	Met
White	8	3.7	10.3	Met
Hispanic	2	11.8	**	**
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	2	11.1	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	0	0	**	**
Female	6	4.6		
Male	6	4.4		
Economically Disadvantaged Students	*	*	**	**
Students with Disabilities	1	1.7	10.3	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





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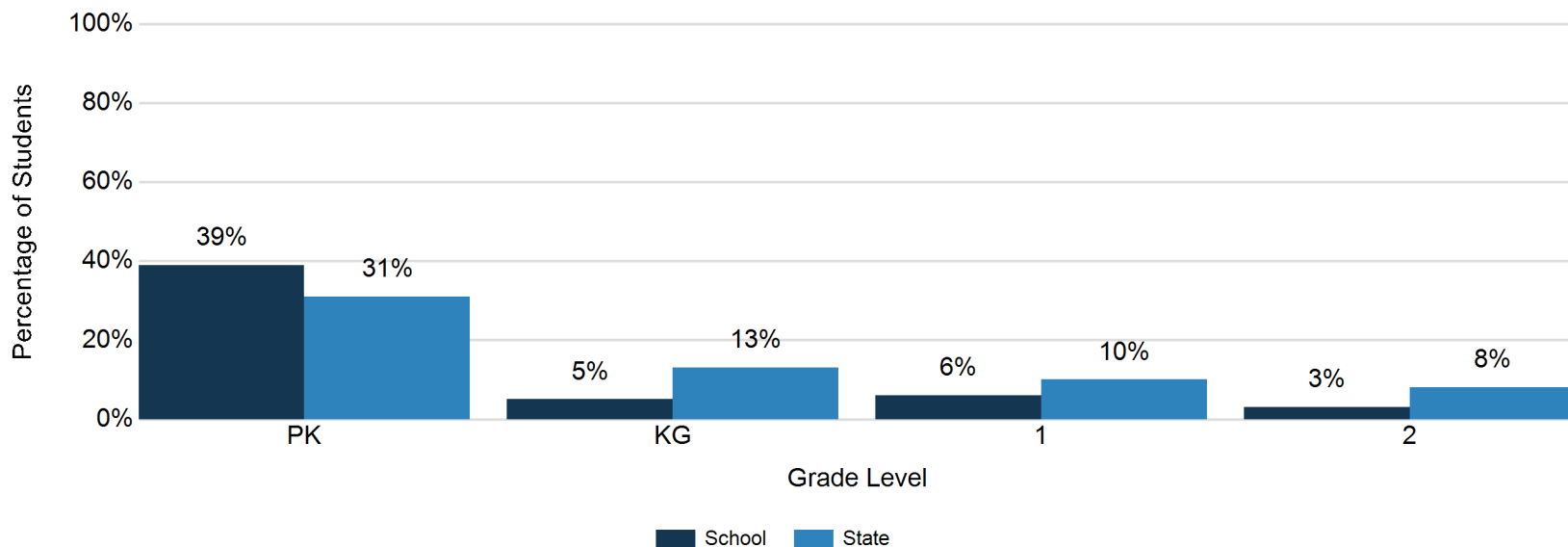
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**Chronic Absenteeism by Grade**

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

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

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

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### School Day

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

Category	School
Typical Start Time	9:20 AM
Typical End Time	3:40 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.



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

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

### Administrators – Experience (District Level)

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

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

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



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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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher N

Admin N/A

#### Master's Degree

Teacher N

Admin N

#### Doctoral Degree

Teacher N

Admin N

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	0.0%	90.5%
2017-18 Administrators: Same district 2018-19	0.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.4%



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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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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:

- At Kiel School we have a balanced literacy approach that includes the TCRWP workshop model, guided reading, word work, read alouds, and shared reading and writing.
- In addition to the TCRWP Kiel School's curriculum resources include Everyday Math, Calendar Math, Active Science, and keyboarding with Learning.com.
- Kiel School offers GOAL (Gifted Opportunities for Advanced Learning) in grades 1 & 2.



### Mission, Vision, Theme:

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.



### Awards, Recognition, Accomplishments:

The Kinnelon Public School District's Music Department has been named by the NAMM Foundation as one of the Best Communities for Music Education for the 6th year.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Reading units build good reading habits/word solving skills, target reading comprehension across fiction/nonfiction. Writing units focus on poetry, narrative, persuasive, and expository writing. In science, students conduct investigations and experimentations. A conceptual approach to learning is used in math through the Everyday Math and Calendar Math curriculum. Enrichment is available through Gifted Opportunities in Advanced Learning. Assistance in reading and math instruction is provided through our Guided Study program.</p>
 <p><b>Clubs and Activities:</b></p>	<p>Kiel students have the opportunity to join Destination Imagination, an international nonprofit organization. Student teams work to solve challenges and present their solutions at regional, state, and national level tournaments. Guidance offers groups to students that focus on mindfulness, social and coping skills. Art therapy is also offered through our art program.</p>





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 <p>Before and After School Programs:</p>	<p>Kinnelon Schools offers before and after care at our Glenn L. Sisco School/Board of Education building and provide bussing for students from the other K-8 schools to and from before and aftercare. We also offer Kinnelon After School Enrichment Program.</p>
 <p>Staff and Professional Learning:</p>	<p>Across the district our staff is engaged in professional learning through a partnership with the Marzano Center at Learning Sciences International for the Ignite Student Learning and Essentials for Achieving Rigor Series for our core instructional mode. Our teachers in grades K-5 and ELA teachers in 6-8 are working with Columbia University Teacher College Readers and Writers Project. Our math teachers K-8 are working with Nancy Schultz at Conquer Mathematics. Our science teachers K-8 are working with Activate Science and IQWST to implement the NJSLS Science.</p>

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### Student Supports and Services:

Kinnelon Public Schools has a Child Study Team comprised of Learning Disabilities Teacher-Consultant and School Psychologist in each of our four schools as well as a district Social Worker, a district Physical and Occupational Therapist. We offer programs on campus for students with Autism Spectrum Disorder, and Multiple Disabilities so that our exceptional students can remain in the district and interact with their same age peers. We have an English Language Learners (ELL) program, Title I Supplemental Instruction programs before/after school, Speech and Language services, Basic Skills Instruction, Social Skills groups, School Counselors and CarePlus NJ Therapeutic Services. We also offer a gifted program for students in K-5



### Student Health and Wellness:

Our Strategic Plan includes a goal area with a focus on Mindfulness, self-advocacy, leadership, full value education, and overall health. To that end, there are mindfulness and wellness activities at each school in the district and infused formats.



### Parent and Community Involvement:

Kinnelon Schools have very active and supportive Home and School Associations (Kinnelon Elementary HSA, Pearl R. Miller HSA, and Kinnelon High School HSA). Other opportunities for parent-community involvement is through the Kinnelon Parents of Exceptional Children (KPEC) group, the Kinnelon Education Foundation (KEF), Science, Technology, Engineering and Math (STEM) nights at the elementary and middle school grade spans and various Parent Academies across the year.

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 <p><b>Climate Surveys:</b></p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Teachers The school climate survey is given to students typically once per year. The results of the survey are discussed at School Safety Team meetings and with the staff. Results from the survey help to develop climate goals that focus on a specific area of need such as improving social interaction on the playground.</p>
 <p><b>Facilities:</b></p>	<p>Kiel School was built in the early 1990's. The library was renovated in 2014 to include a computer lab. Each classroom is equipped with air conditioning and a sink. Our PreK and Kindergarten classrooms are equipped with their own bathrooms. Our school has a kitchen that serves hot lunch every day.</p>
 <p><b>School Safety:</b></p>	<p>Every school in the district has a Class III School Resource Officer, a Mantrap Security Door Entry System, Lobby Guard visitor management system and visitor tracking software, in addition, visitors must have appointments to enter the building.</p>





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 <p>Technology and STEM:</p>	<p>Kiel School offers the Activate Science Program in grades K-2. We also have a dedicated technology lab, Interactive Whiteboards and document cameras in each classroom, iPad carts are available to teachers and students. All K,1,2, classrooms have 3 ipads. Each year we host a Family STEM night.</p>
 <p>Early Childhood Education:</p>	<p>Kinnelon Schools offer half-day, AM and PM for pre-kindergarten students ages 3 and 4 in an inclusion setting. This is at no cost to students with disabilities and a nominal tuition for general education students.</p>



### Kiel Elementary School

(27-2460-060)

Grades Offered: PK-02

2018-2019

#### Report Key:

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## School Narrative

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### Other Information

Kiel School provides Kinnelon's young learners with a safe, caring environment where students are able to thrive. The faculty and staff facilitate learning experiences that elicit creative and critical thinking across all areas of the curriculum. Together, we encourage in our young students a life-long love of learning. We are especially proud of our PreSchool Program. Our PreSchool children are provided with small group instruction that is tailored to their academic needs. While following along with the New Jersey Preschool Teaching and Learning Standards, students are taught pre-reading and pre-writing skills that prime them for success in an academic Kindergarten. Small class size and individual attention makes this a unique program, creating a caring community of learners providing consistent, positive relationships for the children and laying the foundation for a positive first experience at school. There is an AM session from 9:20-11:50 and a PM session from 1:10-3:40.



**Pearl R. Miller Middle School**  
(27-2460-065)  
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 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](mailto:reportcard@doe.nj.gov) with any questions about the reports

**Notes from the New Jersey Department of Education:**



**Pearl R. Miller Middle School**

(27-2460-065)

Grades Offered: 06-08

2018-2019

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### School Contact Information

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

Type	Contact Information
County	Morris
District	Kinnelon School District
Principal Name	Mr. Mark Mongon
Address	117 KIEL AVENUE KINNELON, NJ 07405
Phone Number	973-838-5250
Email Address	<a href="mailto:mongonm@kinnelon.org">mongonm@kinnelon.org</a>
Website	<a href="https://www.kinnelonpublicschools.org/page/1416">https://www.kinnelonpublicschools.org/page/1416</a>
Facebook	<a href="https://www.facebook.com/pages/category/School/Pearl-R-Miller-Middle-School-1533446740224519/">https://www.facebook.com/pages/category/School/Pearl-R-Miller-Middle-School-1533446740224519/</a>
Twitter	<a href="https://twitter.com/PRMPrincipal">https://twitter.com/PRMPrincipal</a>



**Pearl R. Miller Middle School**  
(27-2460-065)  
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

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

Grade	2016-17	2017-18	2018-19
6	168	144	136
7	160	169	140
8	167	162	157
Total	495	475	433

### 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	45.5%	42.3%	44.1%
Male	54.5%	57.7%	55.9%
Economically Disadvantaged Students	5.3%	3.4%	3.0%
Students with Disabilities	16.8%	18.7%	17.1%
English Learners	0.8%	0.4%	0.0%
Homeless Students	0.0%	0.4%	0.0%
Students in Foster Care	0.4%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	81.6%	82.9%	84.5%
Hispanic	8.3%	6.7%	6.0%
Black or African American	1.6%	1.1%	0.7%
Asian	7.1%	7.6%	6.7%
Native Hawaiian or Pacific Islander	0.4%	0.4%	0.2%
American Indian or Alaska Native	0.4%	0.6%	1.2%
Two or More Races	0.6%	0.6%	0.7%

### Enrollment by Home Language

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

Home Language	% of Students
English	98.8%
Other Languages	1.2%



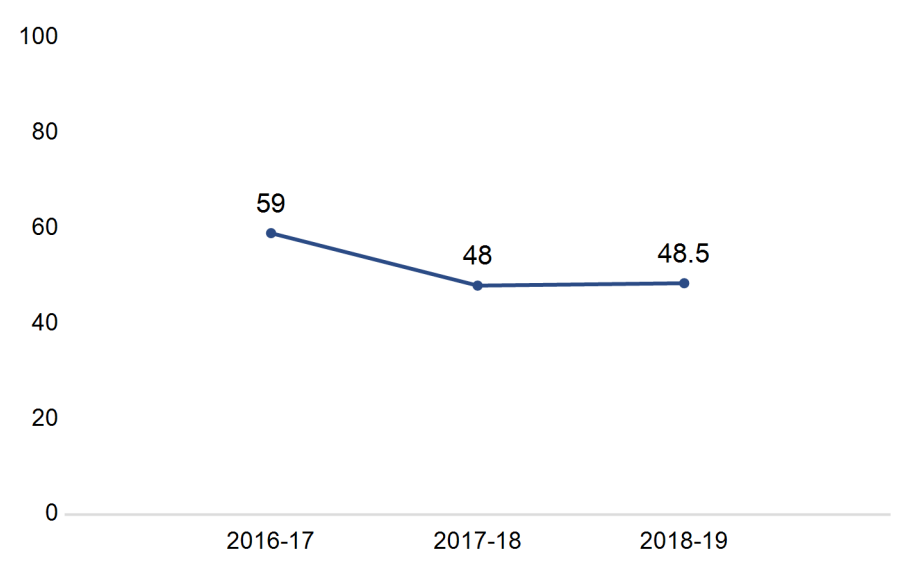
**Pearl R. Miller Middle School**  
 (27-2460-065)  
 Grades Offered: 06-08  
 2018-2019

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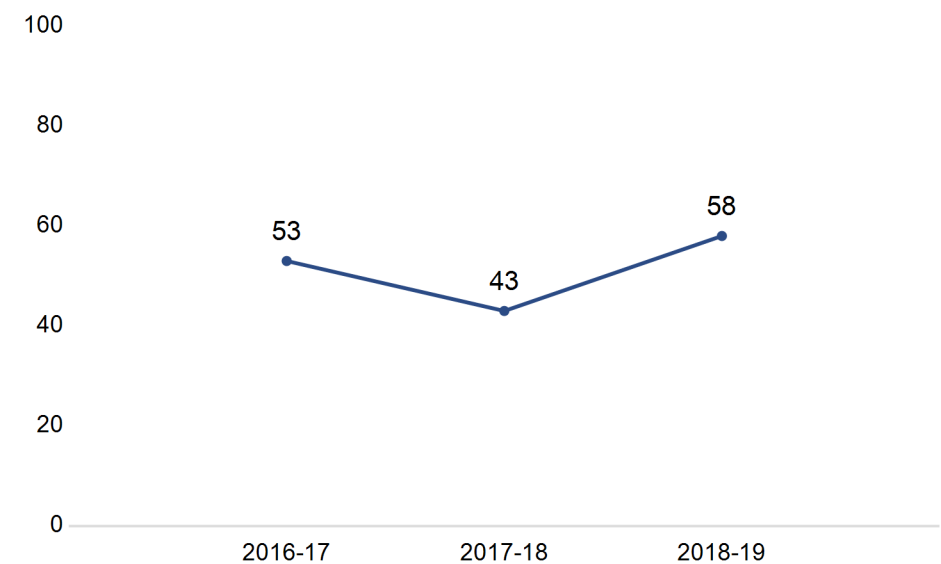
**Student Growth Trends and Progress**

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

**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	59	48	48.5	53	43	58
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



**Pearl R. Miller Middle School**  
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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	48.5	53	50	Met Standard	58	61	50	Met Standard
White	50	53	50	Met Standard	54	58	52	Met Standard
Hispanic	47	60	49	Met Standard	72	78	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	47	52	59	Met Standard	74.5	74.5	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	52.5	57.5	53	N	57	63	50	N
Male	41.5	50	47	N	58	59.5	51	N
Economically Disadvantaged Students	56	62	48	**	*	58	46	**
Students with Disabilities	41.5	51	43	Met Standard	42	47	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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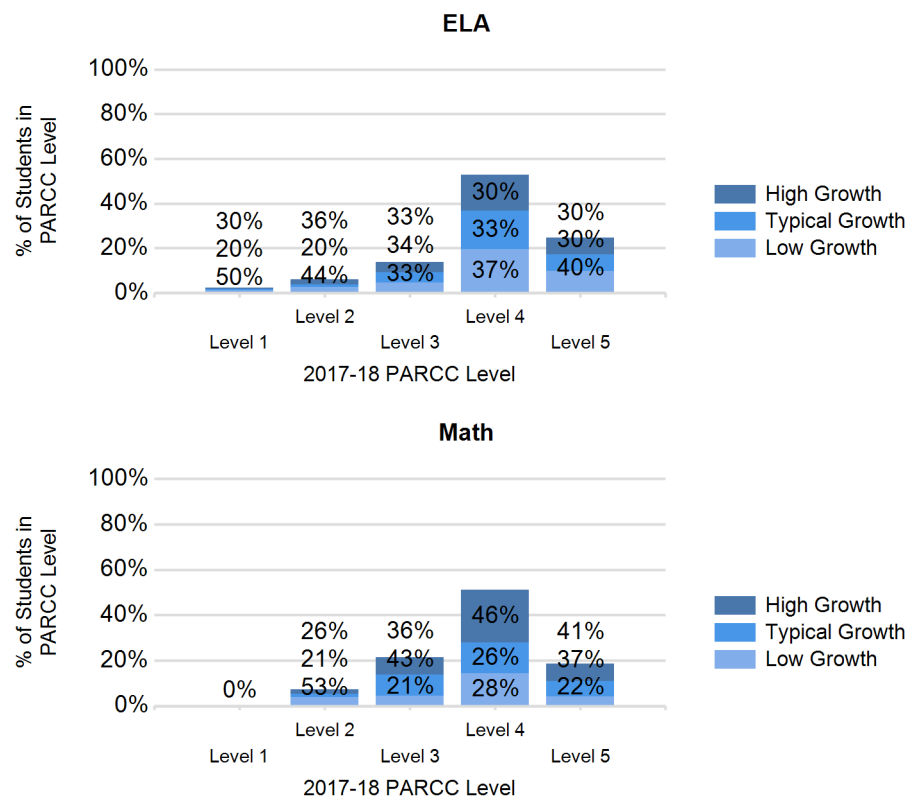
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If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short [video about Student Growth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

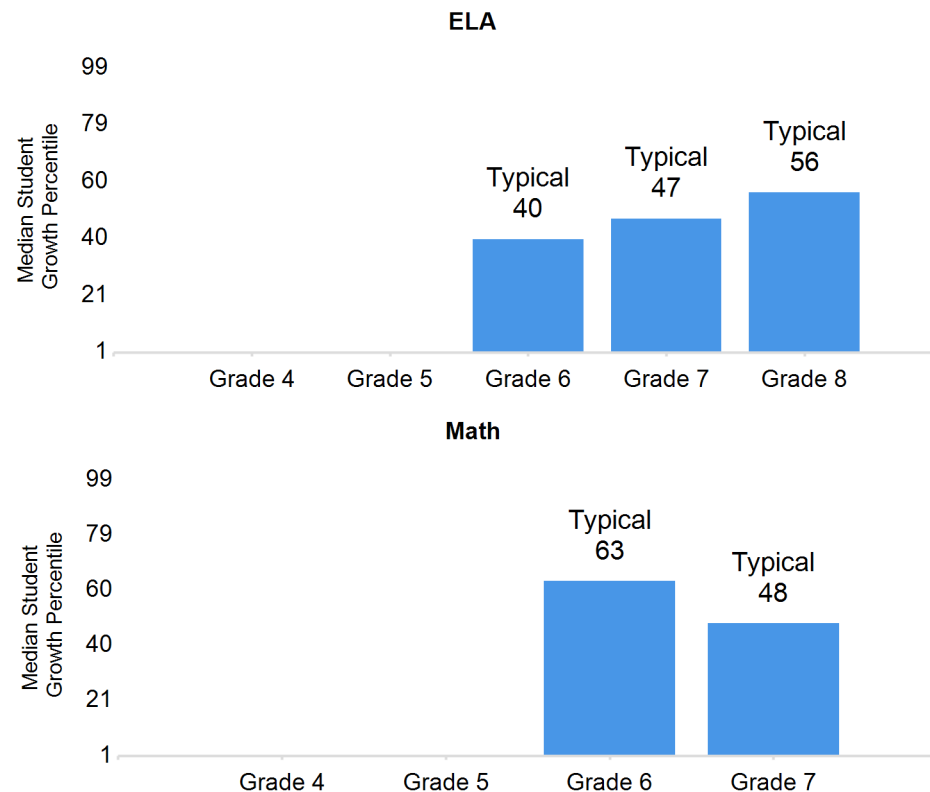
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Pearl R. Miller Middle School**  
(27-2460-065)  
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2018-2019

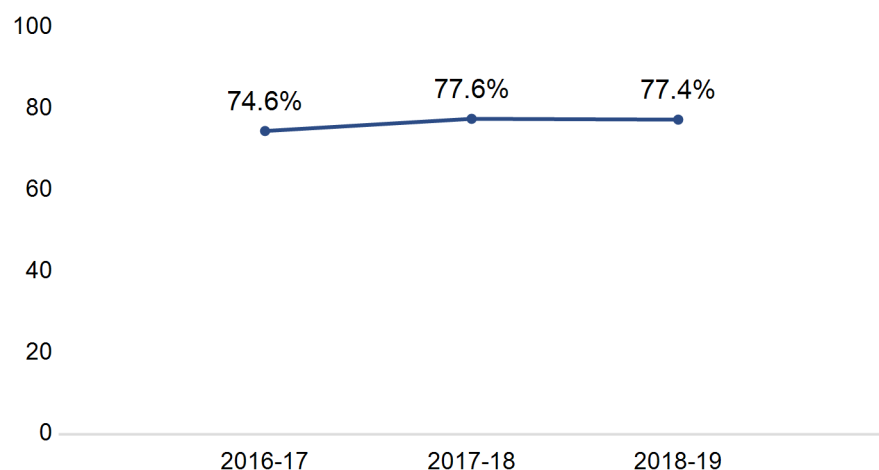
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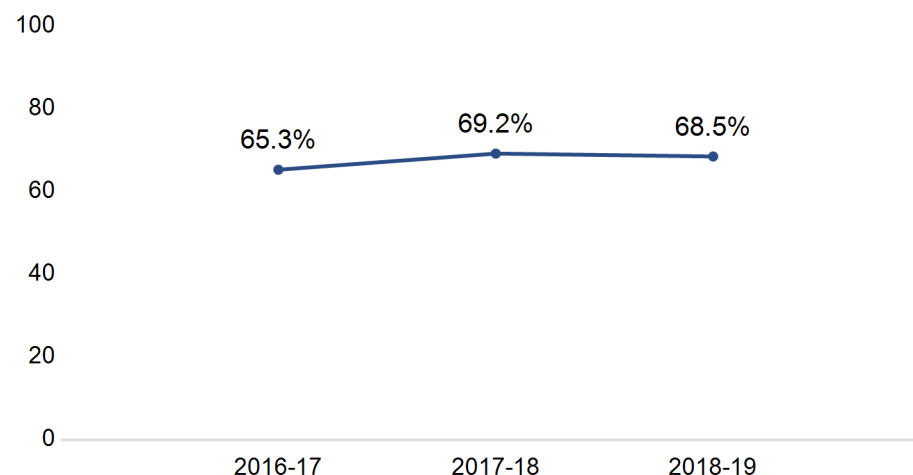
## English Language Arts and Mathematics Performance Trends

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	97.8%	97.7%	96.9%	97.8%	97.9%	96.9%
Proficiency Rate for Federal Accountability	74.6%	77.6%	77.4%	65.3%	69.2%	68.5%
Annual Target	77.6%	77.7%	77.9%	64.7%	65.5%	66.3%
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	434	96.9	77.4	78.5	57.9	77.4	77.9	Met Target†
White	365	96.8	77.8	78.3	66.9	77.8	77.7	Met Target
Hispanic	26	96.3	73.1	75.7	43.9	73.1	79.1	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	96.9	83.9	86.4	82.9	83.9	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	75.0	64.4	*	**	**
Female	190	96.4	88.4	87.1	64.8	88.4		
Male	244	97.2	68.9	71.3	51.3	68.9		
Economically Disadvantaged Students	12	100.0	66.7	60.6	40.0	66.7	**	**
Non-Economically Disadvantaged Students	422	96.8	77.7	79.0	67.9	77.7		
Students with Disabilities	73	96.1	34.2	37.1	22.7	34.2	37.1	Met Target†
Students without Disabilities	361	97.0	86.1	87.8	65.1	86.1		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

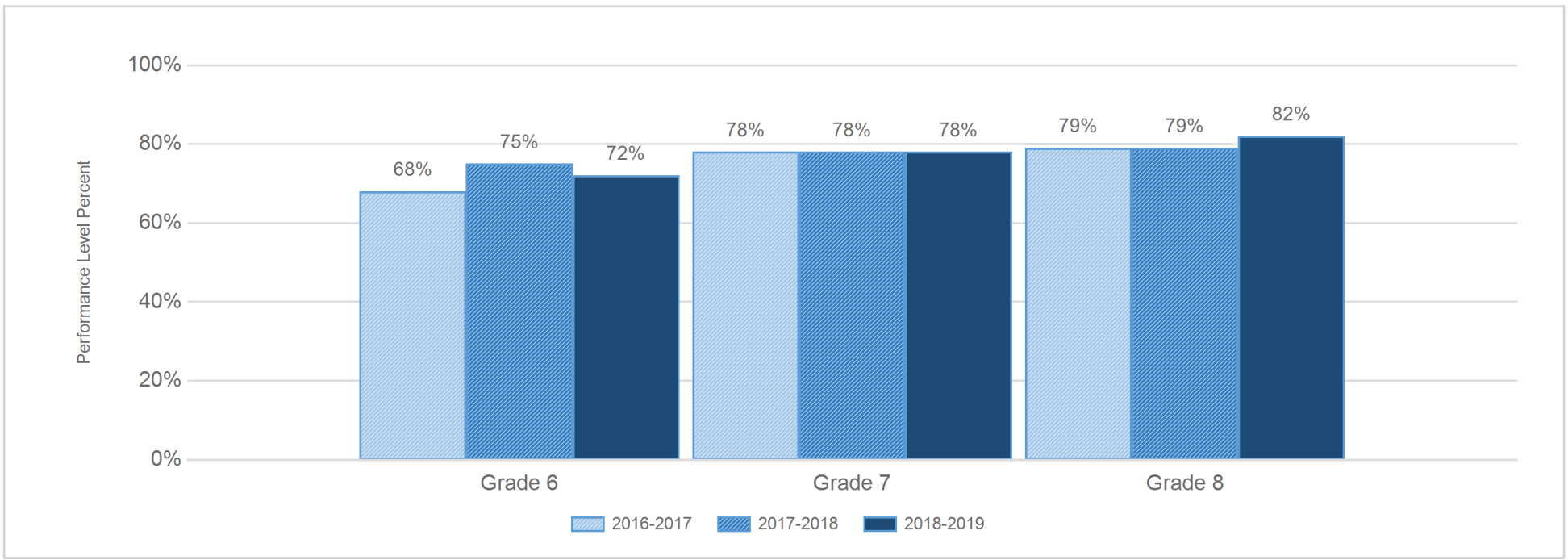


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 (27-2460-065)  
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**English Language Arts Assessment - Performance Trends**

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.





**Pearl R. Miller Middle School**  
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### English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	134	764	764	754	*	*	20%	56%	16%	72%	56%
White	114	763	763	762	*	*	22%	55%	15%	70%	65%
Hispanic	*	*	*	743	*	*	*	*	*	*	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	11	778	778	780	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	53%
Two or More Races	N	N	N	760	N	N	N	N	N	N	64%
Female	65	773	773	762	*	*	*	*	*	83%	64%
Male	69	756	756	748	*	*	*	*	*	61%	48%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	763	*	*	*	*	*	*	67%
Students with Disabilities	20	731	731	722	*	*	*	*	*	25%	19%
Students without Disabilities	114	770	770	761	*	*	*	*	*	80%	64%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	134	764	764	756	*	*	20%	56%	16%	72%	*
Homeless Students	N	N	N	729	N	N	N	N	N	N	27%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



**Pearl R. Miller Middle School**  
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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
<b>Schoolwide</b>	140	773	773	761	*	*	10%	36%	42%	78%	63%
White	120	775	775	769	*	*	9%	36%	44%	80%	72%
Hispanic	*	*	*	747	*	*	*	*	*	*	50%
Black or African American	N	N	N	741	N	N	N	N	N	N	43%
Asian, Native Hawaiian, or Pacific Islander	10	780	780	790	0%	*	*	*	*	80%	87%
American Indian or Alaska Native	*	*	*	761	*	*	*	*	*	*	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	56	787	787	769	*	*	*	38%	54%	91%	71%
Male	84	764	764	753	*	*	*	35%	35%	69%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	771	*	*	*	*	*	*	73%
Students with Disabilities	28	721	721	720	39%	*	*	*	*	25%	22%
Students without Disabilities	112	786	786	769	0%	*	*	*	*	91%	71%
English Learners	N	N	N	706	N	N	N	N	N	N	12%
Non-English Learners	140	773	773	763	*	*	10%	36%	42%	78%	65%
Homeless Students	N	N	N	729	N	N	N	N	N	N	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



**Pearl R. Miller Middle School**  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	159	780	780	762	*	*	13%	46%	36%	82%	63%
White	130	780	780	770	*	*	13%	47%	36%	83%	72%
Hispanic	14	789	789	747	0%	*	*	*	*	86%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	10	784	784	794	0%	*	*	*	*	70%	88%
American Indian or Alaska Native	*	*	*	758	*	*	*	*	*	*	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	69	788	788	771	*	*	*	51%	41%	91%	71%
Male	90	775	775	753	*	*	*	42%	33%	76%	55%
Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	45%
Non-Economically Disadvantaged Students	*	*	*	772	*	*	*	*	*	*	72%
Students with Disabilities	24	747	747	721	*	*	*	*	*	54%	22%
Students without Disabilities	135	786	786	770	*	*	*	*	*	87%	71%
English Learners	N	N	N	708	N	N	N	N	N	N	12%
Non-English Learners	159	780	780	764	*	*	13%	46%	36%	82%	65%
Homeless Students	N	N	N	727	N	N	N	N	N	N	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



**Pearl R. Miller Middle School**  
(27-2460-065)  
Grades Offered: 06-08  
2018-2019

**Report Key:**

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- N No Data is available to display
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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	435	96.9	68.5	68.9	44.5	68.5	66.3	Met Target
White	366	96.8	68.0	68.3	54.1	68.0	66.3	Met Target
Hispanic	26	96.3	57.7	58.8	28.8	57.7	47.2	Met Target
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	31	96.9	80.6	83.9	76.5	80.6	79.1	Met Goal
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	75.0	53.3	*	**	**
Female	191	96.5	72.3	71.6	44.9	72.3		
Male	244	97.2	65.6	66.6	44.2	65.6		
Economically Disadvantaged Students	12	100.0	41.7	36.4	26.3	41.7	**	**
Non-Economically Disadvantaged Students	423	96.8	69.3	69.8	54.9	69.3		
Students with Disabilities	73	96.1	27.4	37.6	17.4	27.4	28.5	Met Target†
Students without Disabilities	362	97.1	76.8	75.8	50.0	76.8		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Pearl R. Miller Middle School

(27-2460-065)

Grades Offered: 06-08

2018-2019

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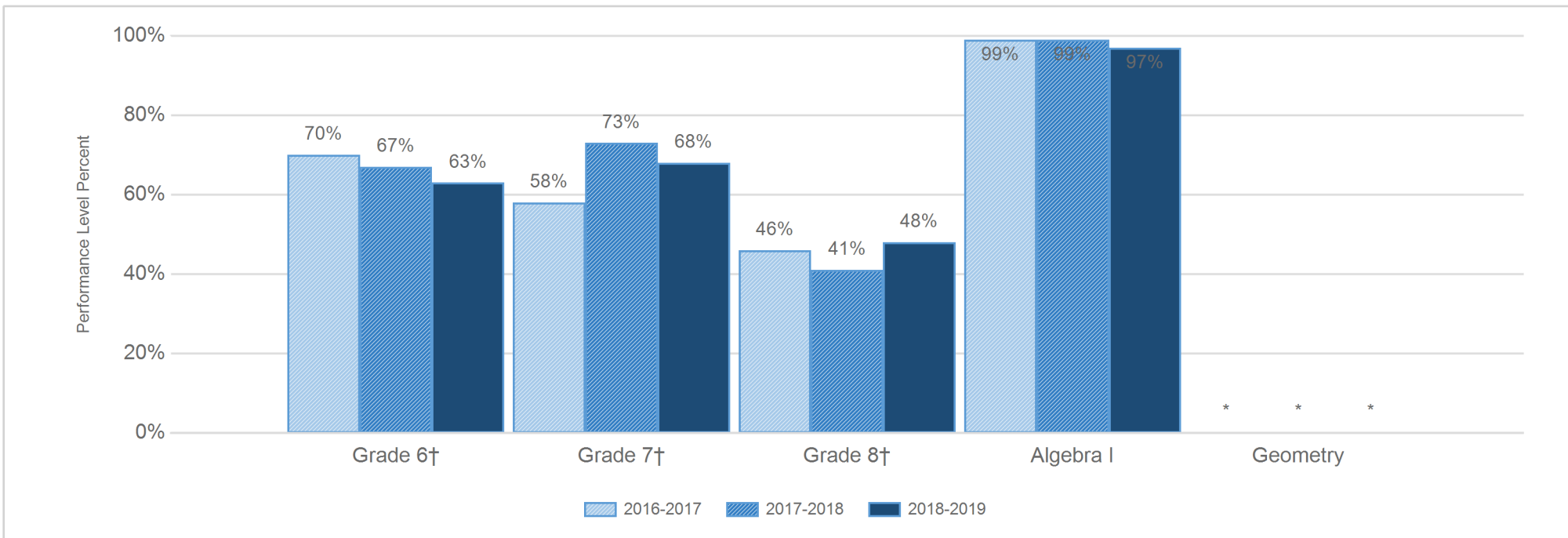
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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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.



**Pearl R. Miller Middle School**  
(27-2460-065)  
Grades Offered: 06-08  
2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	135	759	759	741	*	*	22%	46%	17%	63%	41%
White	115	757	757	749	*	*	23%	48%	14%	62%	51%
Hispanic	*	*	*	729	*	*	*	*	*	*	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	11	779	779	769	0%	*	*	*	*	82%	76%
American Indian or Alaska Native	*	*	*	738	*	*	*	*	*	*	37%
Two or More Races	N	N	N	747	N	N	N	N	N	N	48%
Female	66	764	764	742	*	*	21%	*	*	67%	42%
Male	69	755	755	740	*	*	23%	*	*	59%	40%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	*	*	*	750	*	*	*	*	*	*	53%
Students with Disabilities	20	729	729	716	*	*	*	*	*	20%	12%
Students without Disabilities	115	765	765	746	*	*	*	*	*	70%	46%
English Learners	N	N	N	709	N	N	N	N	N	N	*
Non-English Learners	135	759	759	743	*	*	22%	46%	17%	63%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



**Pearl R. Miller Middle School**  
(27-2460-065)  
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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
<b>Schoolwide</b>	131	760	760	744	*	*	23%	50%	18%	68%	42%
White	113	761	761	751	*	*	23%	50%	19%	68%	53%
Hispanic	*	*	*	733	*	*	*	*	*	*	26%
Black or African American	N	N	N	727	N	N	N	N	N	N	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	43%
Two or More Races	N	N	N	749	N	N	N	N	N	N	51%
Female	54	765	765	744	*	*	20%	50%	24%	74%	42%
Male	77	756	756	743	*	*	25%	51%	13%	64%	42%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	*	*	*	751	*	*	*	*	*	*	53%
Students with Disabilities	28	725	725	718	*	*	*	*	*	25%	13%
Students without Disabilities	103	769	769	749	*	*	*	*	*	80%	48%
English Learners	N	N	N	716	N	N	N	N	N	N	10%
Non-English Learners	131	760	760	745	*	*	23%	50%	18%	68%	44%
Homeless Students	N	N	N	721	N	N	N	N	N	N	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



**Pearl R. Miller Middle School**  
(27-2460-065)  
Grades Offered: 06-08  
2018-2019

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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
<b>Schoolwide</b>	79	749	749	728	*	14%	37%	*	*	48%	29%
White	67	750	750	737	*	*	34%	*	*	51%	38%
Hispanic	*	*	*	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	*	*	*	725	*	*	*	*	*	*	29%
Two or More Races	N	N	N	730	N	N	N	N	N	N	31%
Female	32	749	749	731	*	*	*	*	*	50%	31%
Male	47	750	750	726	*	*	*	*	*	47%	27%
Economically Disadvantaged Students	*	*	*	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	36%
Students with Disabilities	21	737	737	707	*	*	*	*	*	29%	10%
Students without Disabilities	58	754	754	734	*	*	*	*	*	55%	35%
English Learners	N	N	N	706	N	N	N	N	N	N	10%
Non-English Learners	79	749	749	730	*	14%	37%	*	*	48%	30%
Homeless Students	N	N	N	709	N	N	N	N	N	N	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



**Pearl R. Miller Middle School**  
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### Mathematics Assessment - Performance by Test: Algebra I

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	86	791	763	744	0%	0%	*	*	*	97%	42%
White	69	790	762	752	0%	0%	*	*	*	96%	53%
Hispanic	*	*	767	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	38	785	762	745	0%	0%	*	*	*	97%	44%
Male	48	795	765	743	0%	0%	*	*	*	96%	41%
Economically Disadvantaged Students	N	N	*	727	N	N	N	N	N	N	23%
Non-Economically Disadvantaged Students	86	791	*	752	0%	0%	*	*	*	97%	52%
Students with Disabilities	*	*	*	717	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	86	791	763	745	0%	0%	*	*	*	97%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



**Pearl R. Miller Middle School**  
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2018-2019

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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
<b>Schoolwide</b>	*	*	756	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	N	N	*	724	N	N	N	N	N	N	17%
Black or African American	N	N	*	720	N	N	N	N	N	N	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	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	*	*	*	738	*	*	*	*	*	*	36%
Male	*	*	*	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	N	N	*	722	N	N	N	N	N	N	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	N	N	729	712	N	N	N	N	N	N	*
Students without Disabilities	*	*	*	741	*	*	*	*	*	*	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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## 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	N	N
7	*	*
8	N	N

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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2018-2019

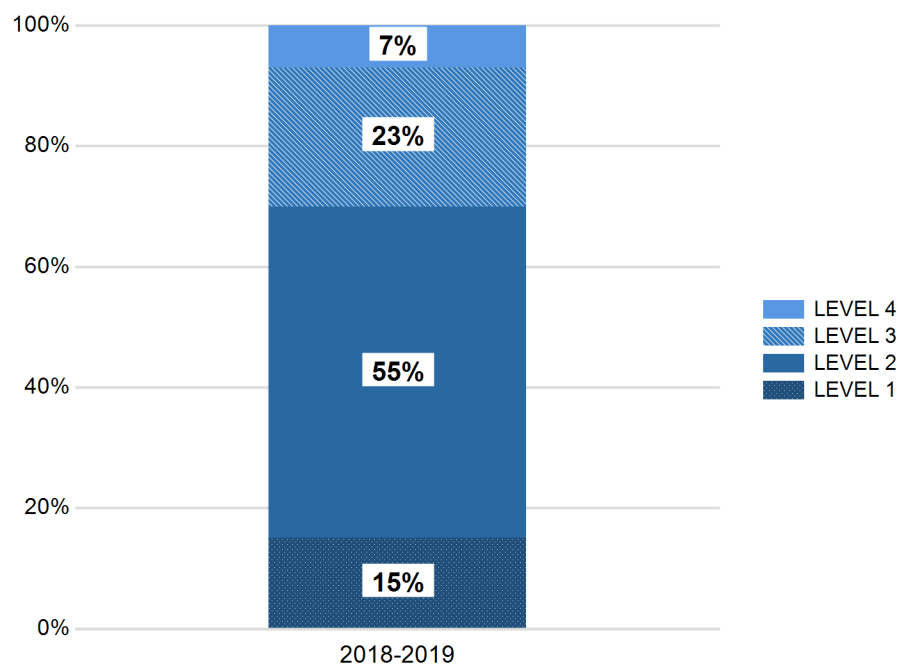
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

### NJSLA Science Assessment: Grade 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
<b>Schoolwide</b>	15	55	23	7
White	13	56	25	5
Hispanic	13	60	13	13
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	30	40	20	10
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	13	62	22	3
Male	16	50	24	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	35	54	8	4
Students without Disabilities	11	55	27	8
English Learners	N	N	N	N
Non-English Learners	15	55	23	7
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



**Pearl R. Miller Middle School**

(27-2460-065)

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	139
7	9	0	137
8	77	3	84
Total	86	3	360

### 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	108	27	0	0	0	0	0
7	104	33	0	0	0	0	0
8	121	27	0	0	0	0	0
Total	333	87	0	0	0	0	0



**Pearl R. Miller Middle School**  
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 2018-2019

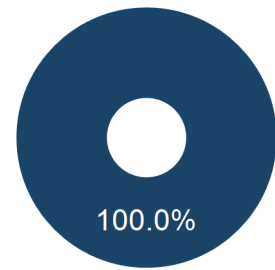
**Report Key:**  
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 N No Data is available to display  
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**Visual and Performing Arts – Course Participation**

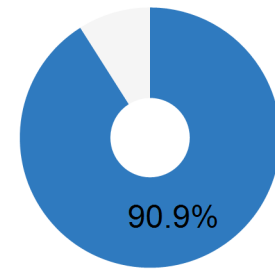
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 6-8:**

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

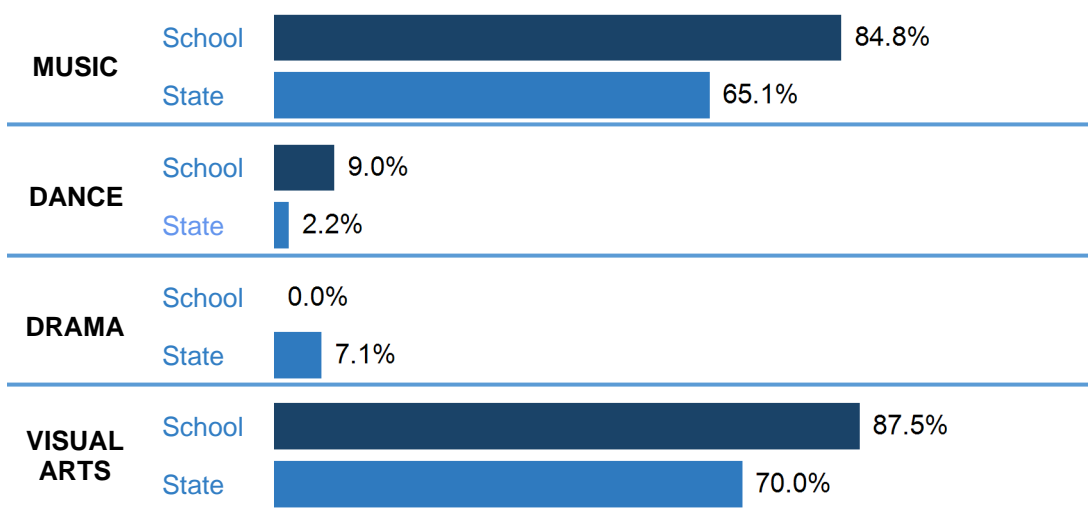


School



State

Students enrolled in one or more classes by discipline:





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

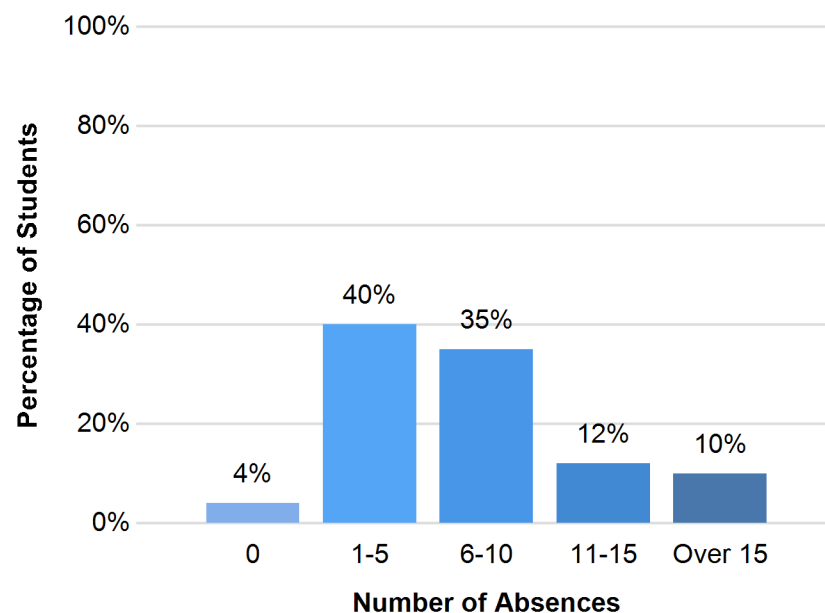
### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	27	6.3	9.1	Met
White	21	5.8	9.1	Met
Hispanic	1	3.8	9.1	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	3.3	9.1	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	14	7.4		
Male	13	5.4		
Economically Disadvantaged Students	4	30.8	**	**
Students with Disabilities	7	9.6	9.1	Not Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

### Days Absent

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





### Pearl R. Miller Middle School

(27-2460-065)

Grades Offered: 06-08

2018-2019

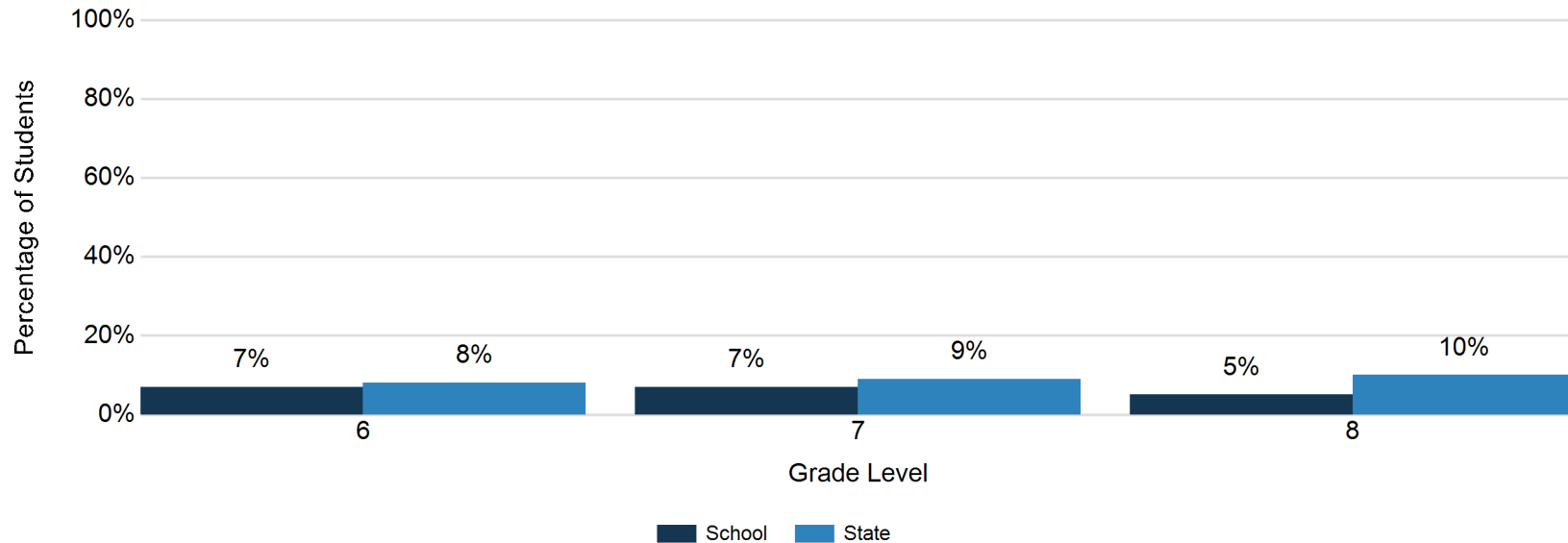
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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select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

### Chronic Absenteeism by Grade

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





### Pearl R. Miller Middle School

(27-2460-065)

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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.69

### 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)	1
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### Student Disciplinary Removals

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

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

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

\*



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#### School Day

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

Category	School
Typical Start Time	8:20 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 50 Mins
Shared Time - Instructional Time	5 Hrs. 50 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	1.6:1



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

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

### Administrators – Experience (District Level)

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

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

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



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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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher N

Admin N/A

#### Master's Degree

Teacher N

Admin N

#### Doctoral Degree

Teacher N

Admin N

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	0.0%	90.5%
2017-18 Administrators: Same district 2018-19	0.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	96.9%



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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

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

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

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

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

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

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

### ESSA Accountability Status

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

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

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



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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	74.6%	77.6%	77.4%
Math Proficiency	65.3%	69.2%	68.5%
ELA Growth	59	48	48
Math Growth	53	43	58
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		N	N
Chronic Absenteeism	5.3%	5.0%	6.3%

† 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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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	N	Met	No
White	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	Met Target†	Met Target	Met Standard	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	Met Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	**	No
Students with Disabilities	Met Target†	Met Target†	Met Standard	Met Standard	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).



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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:

- Grade-level teams of teachers collaborate to support students.
- We offer a rigorous curriculum aligned with current standards.
- A variety of co-curricular activities, clubs, and sports are offered for students.



### Mission, Vision, Theme:

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.



### Awards, Recognition, Accomplishments:

Pearl R. Miller Middle School was awarded a Top 10 Award by the New Jersey Association of Student Councils for the Colt Cup school spirit initiative.



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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our curriculum engages students with rigorous content in several ways. Our Integrated Language Arts curriculum is based on the Columbia University TCRWP program, through which our students learn and develop their literacy skills. Our math program provides opportunities for grade-level and enriched study in each grade, including an opportunity for a 2-year acceleration allowing our 5th-grade students to move directly into grade 7 math. Our science curriculum incorporates the use of the IQWST program, through which students discover scientific principles through hands-on learning. Students engage with historical and civic concepts through our social studies program, which emphasizes the dynamic nature of these areas of study. We also incorporate world language (French or Spanish) five days per week. We also offer cycle and fine art programs that enable students to develop competencies in the areas of STEM, finance and the arts.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cross Country (Coed), Soccer (Boys &amp; Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Girls), Wrestling (Boys)</p>
 <p><b>Clubs and Activities:</b></p>	<p>For information on our clubs and activities, please visit our website at - <a href="https://nj02202739.schoolwires.net/domain/208">https://nj02202739.schoolwires.net/domain/208</a></p>



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 <p><b>Before and After School Programs:</b></p>	<p>Kinnelon Schools offers before and after care at our Glenn L. Sisco School/Board of Education building and provide bussing for students from the other K-8 schools to and from before and aftercare. We also offer Kinnelon After School Enrichment Program.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Across the district our staff is engaged in professional learning through a partnership with the Marzano Center at Learning Sciences International for the Ignite Student Learning and Essentials for Achieving Rigor Series for our core instructional model. Our teachers in grades K-5 and ELA teachers in 6-8 are working with Columbia University Teacher College Readers and Writers Project. Our math teachers K-8 are working with Nancy Schultz at Conquer Mathematics. Our science teachers K-8 are working with Activate Science and IQWST to implement the NJSLS Science.</p>



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### Student Supports and Services:

Kinnelon Public Schools has a Child Study Team comprised of Learning Disabilities Teacher-Consultant and School Psychologist in each of our four schools as well as a district Social Worker, and a district Physical and Occupational Therapist. We offer programs on campus for students with Autism Spectrum Disorder, and Multiple Disabilities so that our exceptional students can remain in the district and interact with their same age peers. We have an English Language Learners (ELL) program, Title I Supplemental Instruction programs before/after school, Speech and Language services, Basic Skills Instruction, Social Skills groups, School Counselors and CarePlus NJ Therapeutic Services. We also offer a gifted program for students in K-5 and advanced coursework in grades 6-8, we offer honors, Advanced Placement and other advanced coursework for college credit from SUNY Albany, Rutgers University and Syracuse University.



### Student Health and Wellness:

Our Strategic Plan includes a goal area with a focus on Mindfulness, self-advocacy, leadership, full value education, and overall health. To that end, there are mindfulness and wellness activities at each school in the district in distinct and infused formats.



### Parent and Community Involvement:

Kinnelon Schools have very active and supportive Home and School Associations (Kinnelon Elementary HSA, Pearl R. Miller HSA, and Kinnelon High School HSA). Other opportunities for parent-community involvement is through the Kinnelon Parents of Exceptional Children (KPEC) group, the Kinnelon Education Foundation (KEF), Science, Technology, Engineering and Math (STEM) nights at the elementary and middle school grade spans and various Parent Academies across the year.



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School Safety:

Every school in the district has a Class III School Resource Officer, a Mantrap Security Door Entry System, Lobby Guard visitor management system and visitor tracking software, in addition, visitors must have appointments to enter the building.



### Pearl R. Miller Middle School

(27-2460-065)

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
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## School Narrative

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



### Technology and STEM:

At Pearl R. Miller Middle School we offer science programming using IQWST (Investigating and Questioning our World through Science and Technology). We provide a STEM Cycle Program that has an Engineering Cycle in grade 6, as well as two levels of computer programming and robotics cycle classes in grades 7 and 8. PRM also has a competitive Robotics Club. We have various technology labs, Interactive Whiteboards, Document Cameras, iPad and Chromebook carts which are available to teachers and students.



### Kinnelon High School

(27-2460-050)

Grades Offered: 09-12

2018-2019

#### **Report Key:**

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

#### Notes from the New Jersey Department of Education:

**Kinnelon High School**

(27-2460-050)

Grades Offered: 09-12

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Morris
District	Kinnelon School District
Principal Name	Mr. Gary Suda
Address	121 KINNELON ROAD KINNELON, NJ 07405
Phone Number	973-838-5500
Email Address	<a href="mailto:sudag@kinnelon.org">sudag@kinnelon.org</a>
Website	<a href="https://www.kinnelonpublicschools.org/Page/765">https://www.kinnelonpublicschools.org/Page/765</a>
Facebook	<a href="https://www.facebook.com/KHScolts/">https://www.facebook.com/KHScolts/</a>
Twitter	<a href="https://twitter.com/KinnelonHS">https://twitter.com/KinnelonHS</a>



**Kinnelon High School**  
(27-2460-050)  
Grades Offered: 09-12  
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
9	169	155	150
10	162	165	147
11	176	164	158
12	163	168	165
Total	670	652	620

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	50.4%	50.3%	48.6%
Male	49.6%	49.7%	51.4%
Economically Disadvantaged Students	3.4%	3.4%	3.7%
Students with Disabilities	17.6%	16.0%	10.5%
English Learners	0.1%	0.3%	0.2%
Homeless Students	0.0%	0.3%	0.0%
Students in Foster Care	0.1%	0.0%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.1%	0.2%	0.2%

### 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	88.1%	87.0%	86.5%
Hispanic	4.5%	6.0%	5.6%
Black or African American	1.1%	0.7%	0.6%
Asian	5.4%	5.1%	6.3%
Native Hawaiian or Pacific Islander	0.3%	0.5%	0.6%
American Indian or Alaska Native	0.1%	0.2%	0.2%
Two or More Races	0.4%	0.6%	0.2%

### Enrollment Trends by Full and Shared Time Status

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

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	666	648	615
Shared Time Students	8	7	9
Full Time Equivalent	670	652	620

### 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	98.5%
Other Languages	1.5%



**Kinnelon High School**  
(27-2460-050)  
Grades Offered: 09-12  
2018-2019

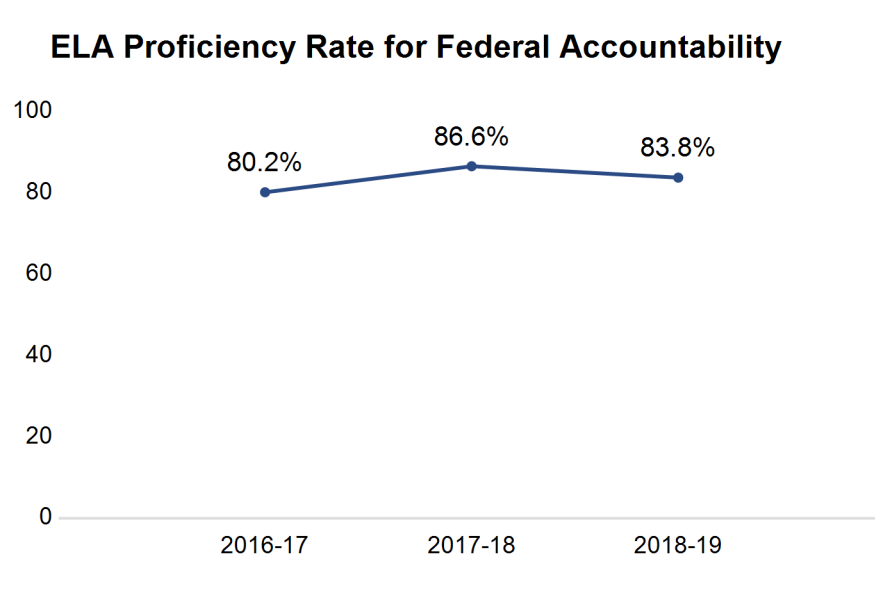
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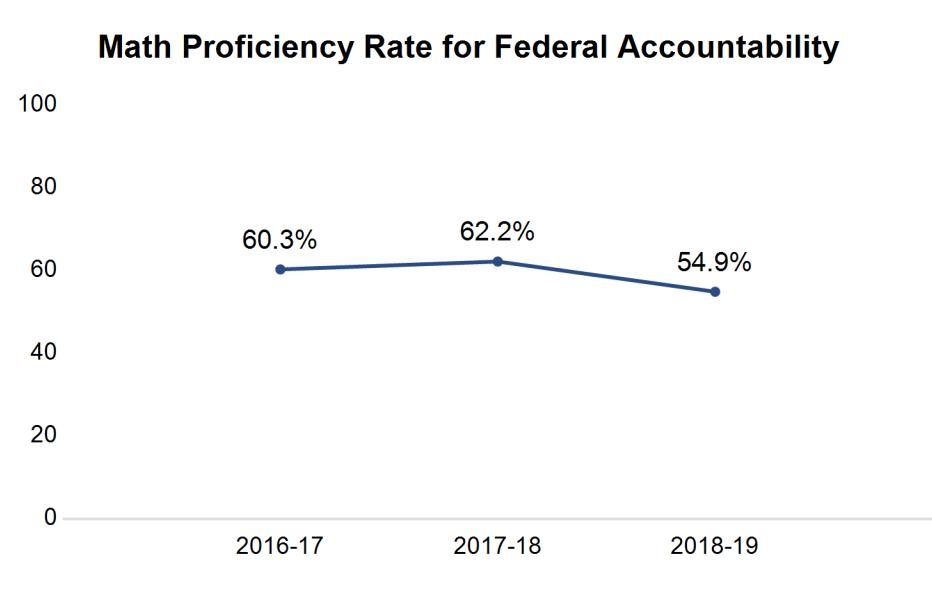
## English Language Arts and Mathematics Performance Trends

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

### ELA Proficiency Rate for Federal Accountability



### Math Proficiency Rate for Federal Accountability



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	92.3%	98.1%	99.7%	89.1%	97.7%	99.0%
Proficiency Rate for Federal Accountability	80.2%	86.6%	83.8%	60.3%	62.2%	54.9%
Annual Target	77.2%	77.4%	77.5%	66.9%	67.6%	68.3%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



**Kinnelon High School**  
(27-2460-050)  
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2018-2019

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## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	302	99.7	83.8	78.5	57.9	83.8	77.5	Met Goal
White	250	99.6	82.4	78.3	66.9	82.4	76.9	Met Goal
Hispanic	22	100.0	77.3	75.7	43.9	77.3	71.4	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	27	100.0	100.0	86.4	82.9	100.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	75.0	64.4	*	**	**
Female	139	99.3	89.9	87.1	64.8	89.9		
Male	163	100.0	78.5	71.3	51.3	78.5		
Economically Disadvantaged Students	10	100.0	80.0	60.6	40.0	80.0	**	**
Non-Economically Disadvantaged Students	292	99.7	83.9	79.0	67.9	83.9		
Students with Disabilities	38	100.0	31.6	37.1	22.7	31.6	29.5	Met Target
Students without Disabilities	264	99.6	91.3	87.8	65.1	91.3		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



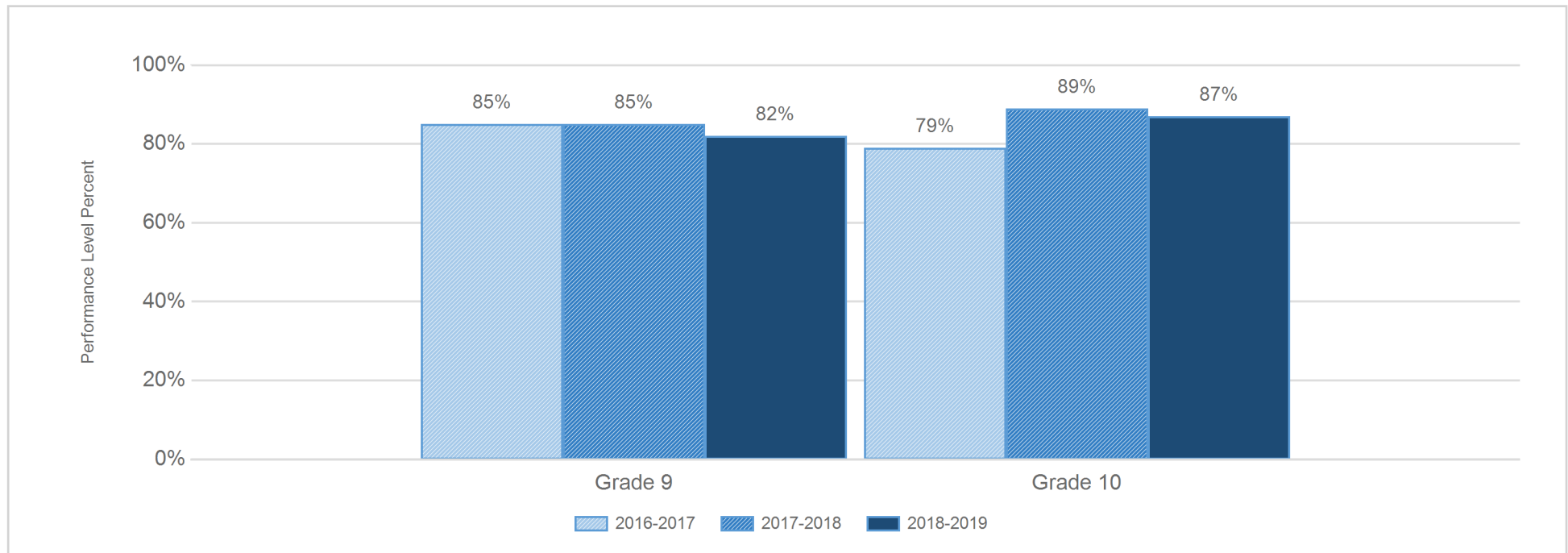
**Kinnelon High School**  
(27-2460-050)  
Grades Offered: 09-12  
2018-2019

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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 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
<b>Schoolwide</b>	151	776	776	753	*	*	8%	46%	36%	82%	56%
White	129	775	775	762	*	*	9%	46%	36%	81%	65%
Hispanic	*	*	*	737	*	*	*	*	*	*	40%
Black or African American	*	*	*	732	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	15	789	789	783	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	N	N	N	761	N	N	N	N	N	N	63%
Female	62	781	781	760	*	*	*	53%	35%	89%	63%
Male	89	772	772	746	*	*	*	40%	37%	78%	49%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	*	*	762	*	*	*	*	*	*	65%
Students with Disabilities	17	708	708	717	*	*	*	*	*	*	17%
Students without Disabilities	134	784	784	760	*	*	*	*	*	*	63%
English Learners	N	N	N	693	N	N	N	N	N	N	*
Non-English Learners	151	776	776	755	*	*	8%	46%	36%	82%	*
Homeless Students	N	N	N	720	N	N	N	N	N	N	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	755	N	N	N	N	N	N	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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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
<b>Schoolwide</b>	146	795	795	757	*	*	8%	32%	55%	87%	58%
White	116	793	793	767	*	*	9%	33%	53%	85%	67%
Hispanic	16	795	795	738	*	0%	*	*	*	88%	43%
Black or African American	*	*	*	733	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	12	813	813	792	0%	0%	0%	*	*	100%	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	76	802	802	766	*	*	*	28%	63%	91%	66%
Male	70	787	787	749	*	*	*	36%	47%	83%	51%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	767	*	*	*	*	*	*	67%
Students with Disabilities	16	747	747	711	*	*	*	*	*	56%	19%
Students without Disabilities	130	801	801	765	*	*	*	*	*	91%	65%
English Learners	N	N	N	687	N	N	N	N	N	N	*
Non-English Learners	146	795	795	760	*	*	8%	32%	55%	87%	*
Homeless Students	N	N	N	723	N	N	N	N	N	N	32%
Students in Foster Care	N	N	N	710	N	N	N	N	N	N	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	295	99.0	54.9	68.9	44.5	54.9	68.3	Not Met
White	246	98.8	54.1	68.3	54.1	54.1	67.9	Not Met
Hispanic	20	100.0	35.0	58.8	28.8	35.0	53.5	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	26	100.0	80.8	83.9	76.5	80.8	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	75.0	53.3	*	**	**
Female	137	98.6	51.8	71.6	44.9	51.8		
Male	158	99.4	57.6	66.6	44.2	57.6		
Economically Disadvantaged Students	10	100.0	20.0	36.4	26.3	20.0	**	**
Non-Economically Disadvantaged Students	285	99.0	56.1	69.8	54.9	56.1		
Students with Disabilities	35	94.6	11.4	37.6	17.4	11.4	19.1	Met Target†
Students without Disabilities	260	99.6	60.8	75.8	50.0	60.8		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

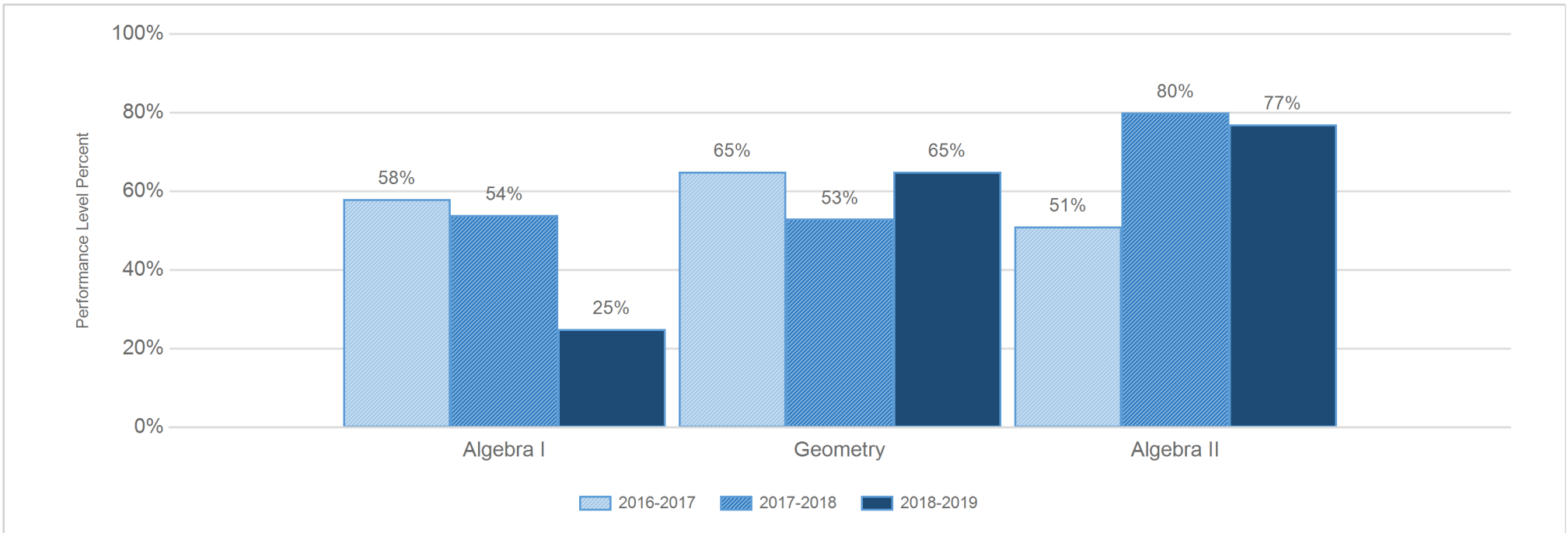


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 (27-2460-050)  
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 2018-2019

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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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(27-2460-050)  
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2018-2019

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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
<b>Schoolwide</b>	87	736	763	744	*	31%	39%	*	*	25%	42%
White	74	737	762	752	*	31%	41%	*	*	24%	53%
Hispanic	*	*	767	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	768	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	38	739	762	745	*	32%	37%	*	*	29%	44%
Male	49	735	765	743	*	31%	41%	*	*	22%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	15	713	*	717	*	*	*	*	*	*	12%
Students without Disabilities	72	741	*	748	*	*	*	*	*	*	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	87	736	763	745	*	31%	39%	*	*	25%	*
Homeless Students	N	N	N	718	N	N	N	N	N	N	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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### Mathematics Assessment - Performance by Test: Geometry

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	137	755	756	737	*	*	27%	*	*	65%	35%
White	114	755	*	743	*	*	26%	*	*	65%	43%
Hispanic	*	*	*	724	*	*	*	*	*	*	17%
Black or African American	*	*	*	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	*	*	772	762	*	*	*	*	*	*	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	N	N	*	745	N	N	N	N	N	N	46%
Female	64	753	*	738	*	*	36%	*	*	59%	36%
Male	73	757	*	736	*	*	19%	*	*	70%	34%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	*	*	*	743	*	*	*	*	*	*	43%
Students with Disabilities	12	729	729	712	*	*	*	*	*	25%	*
Students without Disabilities	125	758	*	741	*	*	*	*	*	69%	*
English Learners	N	N	N	708	N	N	N	N	N	N	*
Non-English Learners	137	755	*	738	*	*	27%	*	*	65%	*
Homeless Students	N	N	N	717	N	N	N	N	N	N	*
Students in Foster Care	N	N	N	713	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



**Kinnelon High School**  
(27-2460-050)  
Grades Offered: 09-12  
2018-2019

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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
<b>Schoolwide</b>	66	767	767	755	0%	*	18%	*	*	77%	58%
White	53	767	767	758	0%	*	*	*	*	77%	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	N	N	N	725	N	N	N	N	N	N	27%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	777	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	*	*	*	761	*	*	*	*	*	*	65%
Female	34	763	763	752	0%	*	*	*	*	65%	55%
Male	32	772	772	758	0%	*	*	*	*	91%	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	*	*	*	715	*	*	*	*	*	*	25%
Students without Disabilities	*	*	*	756	*	*	*	*	*	*	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	66	767	767	755	0%	*	18%	*	*	77%	59%
Homeless Students	N	N	N	717	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



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## DLM Alternate Assessment - Participation

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

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

## English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

## English Language Proficiency Test - Participation and Performance

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

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



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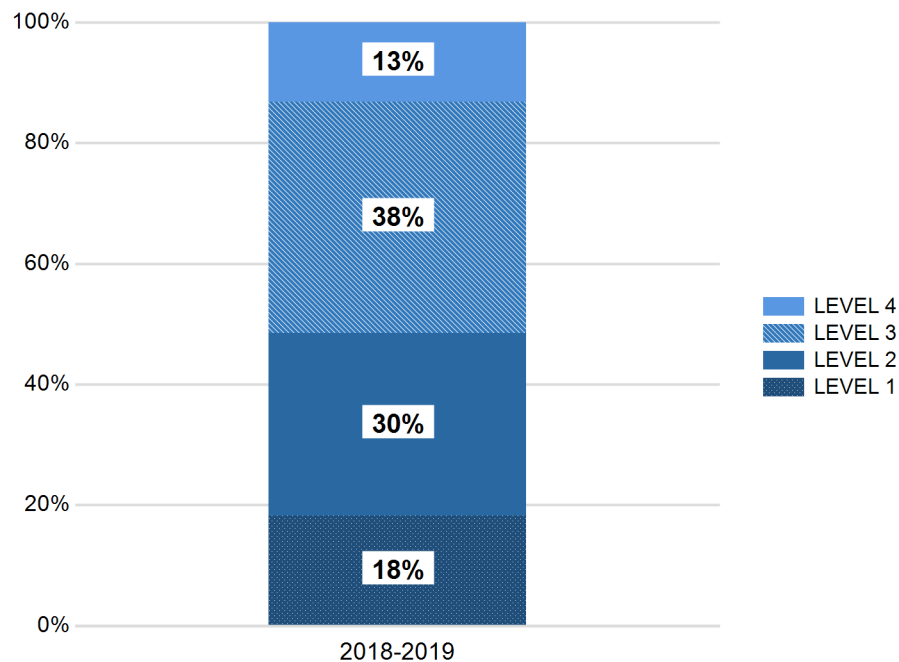
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 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
<b>Schoolwide</b>	18	30	38	13
White	20	30	37	14
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	13	35	40	12
Male	24	26	35	15
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	N	N	N	N
Non-English Learners	18	30	38	13
Homeless Students	N	N	N	N
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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

### PSAT, SAT, & ACT - Participation

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

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	95.9%	84.5%
12th graders taking SAT in 2018-19 or prior years	90.9%	72.1%
12th graders taking ACT in 2018-19 or prior years	35.2%	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	543	476	Grade 10: 430 Grade 11: 460	88%	61%
PSAT 10/NMSQT - Math	523	477	Grade 10: 480 Grade 11: 510	67%	43%
SAT - Reading and Writing	602	539	480	91%	70%
SAT - Math	600	541	530	77%	53%
ACT - Reading	26	25	22	81%	66%
ACT - English	26	24	18	90%	81%
ACT - Math	26	24	22	78%	65%
ACT - Science	24	24	23	66%	57%



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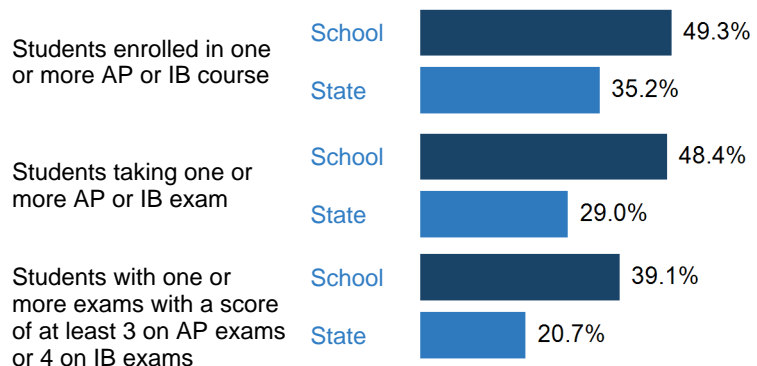
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (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.



### 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 Art—History of Art	1	1
AP Biology	18	18
AP Calculus AB	25	27
AP Calculus BC	24	23
AP Chemistry	14	14
AP Computer Science A	6	6
AP Computer Science Principles	6	6
AP English Language and Composition	50	49
AP English Literature and Composition	47	47
AP Environmental Science	8	8
AP European History	11	11
AP French Language and Culture	7	7
AP Latin (Virgil, Catullus and Horace)	7	7
AP Macroeconomics	1	1
AP Music Theory	8	8
AP Physics 1	39	39

### 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.



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AP/IB Course	Students Enrolled	Students Tested
AP Physics C: Electricity and Magnetism	12	12
AP Physics C: Mechanics	12	12
AP Psychology	3	2
AP Spanish Language	16	16
AP Statistics	24	22
AP Studio Art—Drawing Portfolio	3	3
AP Studio Art—Two-Dimensional	7	7
AP U.S. Government and Politics	27	27
AP U.S. History	16	16
Total Exams taken		389
Exams with scores of at least 3 on AP exams or 4 on IB exams		287



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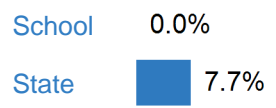
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career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

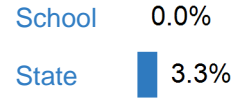
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



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



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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	83	63	0	0	0	0	7
10	3	82	16	0	4	0	51
11	1	5	63	31	39	7	22
12	0	1	3	27	80	18	44
Total	87	151	82	58	123	25	124
Enrolled in AP/IB Course					49	24	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	61	0	0	88	0	0
10	100	59	2	1	0	0
11	3	99	1	2	52	25
12	1	1	0	22	54	83
Total	165	159	3	113	106	108
Enrolled in AP/IB Course	18	14		8	51	0
Enrolled in Dual Enrollment Course	0	0	0	1	0	53



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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	149	0	0	0	0	0
10	0	146	1	0	1	3
11	1	152	8	20	24	33
12	0	4	19	32	43	68
Total	150	302	28	52	68	104
Enrolled in AP/IB Course	0	16	1	3		34
Enrolled in Dual Enrollment Course	0	0	0	44	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	108	16	0	32	0	0	0
10	116	19	0	11	0	0	0
11	100	16	0	6	0	0	0
12	50	8	0	8	0	0	2
Total	374	59	0	57	0	0	2
Enrolled in AP/IB Course	16	7	0	7	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	216	30	0	6	0	0	0



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

### Computer Science and Information Technology – Course Participation

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

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	N	N	N	N	N	N
10	8	0	1	0	0	0
11	6	0	4	0	0	0
12	10	0	1	0	0	0
Total	24	0	6	0	0	0
Enrolled in AP/IB Course	6		6			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Kinnelon 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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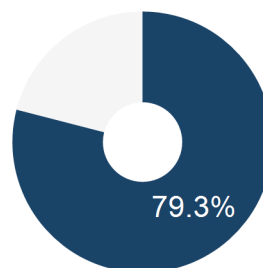
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## Visual and Performing Arts – Course Participation

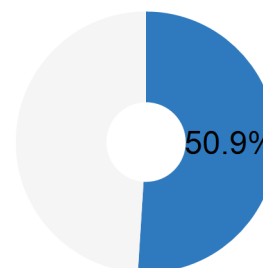
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

**Grades 9-12:**

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

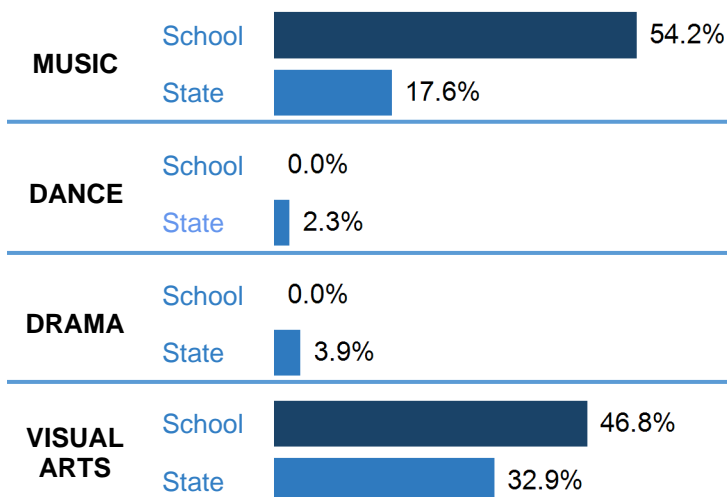


School



State

Students enrolled in one or more classes by discipline:





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Grades Offered: 09-12  
2018-2019

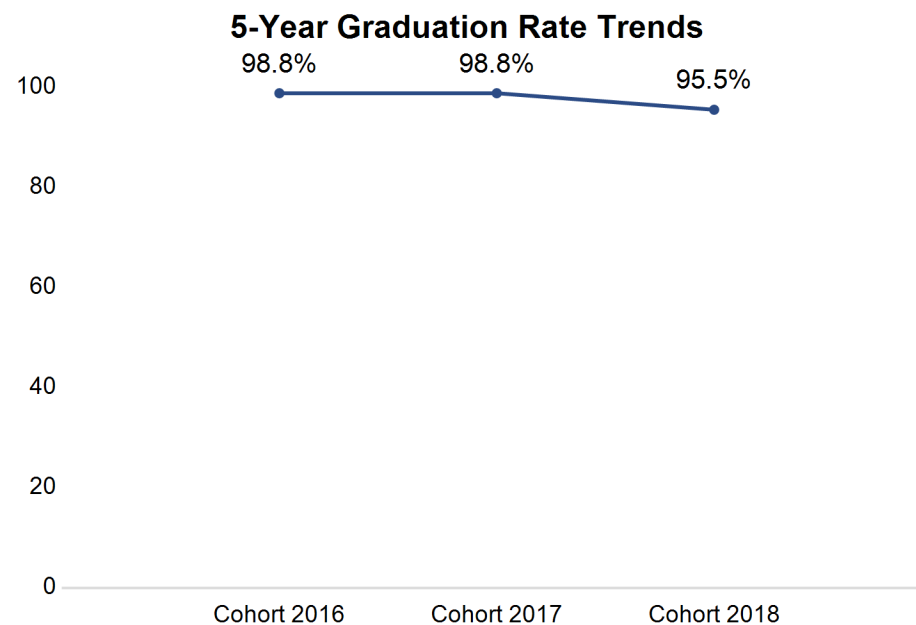
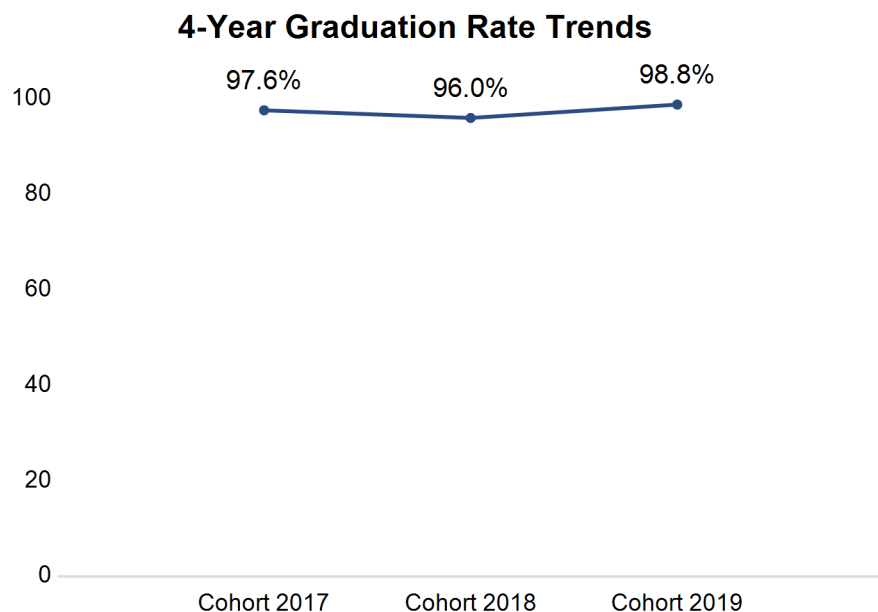
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

### Graduation 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	97.6%	96.0%	98.8%	98.8%	98.8%	95.5%
Annual Target	N	N		N	N	
Met Annual Target?	Met Goal	Met Goal		Met Goal	Met Goal	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



**Kinnelon High School**  
(27-2460-050)  
Grades Offered: 09-12  
2018-2019

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

### Graduation Rates

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	98.8%	90.6%	95.5%	92.5%	96.0%	N	Met Goal	98.8%	N	Met Goal
White	98.7%	94.9%	95.0%	95.9%	95.6%	N	Met Goal	98.6%	N	Met Goal
Hispanic	*	84.5%	*	87.3%	*	**	**	*	**	**
Black or African American	*	83.3%	*	87.1%	*	**	**	*	**	**
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	100.0%	**	**
American Indian or Alaska Native	*	92.2%	N	88.9%	N	N	N	N	N	N
Two or More Races	N	91.4%	*	94.2%	*	**	**	*	**	**
Female	98.8%	92.8%	97.6%	94.4%	97.6%			97.6%		
Male	98.8%	88.5%	93.4%	90.8%	94.4%			100.0%		
Economically Disadvantaged Students	*	84.0%	*	87.3%	*	**	**	*	**	**
Students with Disabilities	96.4%	79.2%	85.4%	83.8%	87.5%	95.0%	Not Met	100.0%	N	Met Goal
English Learners	N	75.4%	N	80.1%	N	N	N	*	**	**
Homeless Students	N	74.6%	N	78.3%	N			N		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	*	83.3%	N	85.0%	N			N		

**Kinnelon High School**

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2018-2019

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## Graduation Pathways

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

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	82.6%	80.2%
Substitute Competency Test	12.0%	13.8%
Portfolio Appeals Process	0.6%	1.2%
Alternate Requirements specified in IEP	4.8%	4.8%
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	0.0%	1.2%
2017-2018	0.2%	1.2%
2016-2017	0.6%	1.1%



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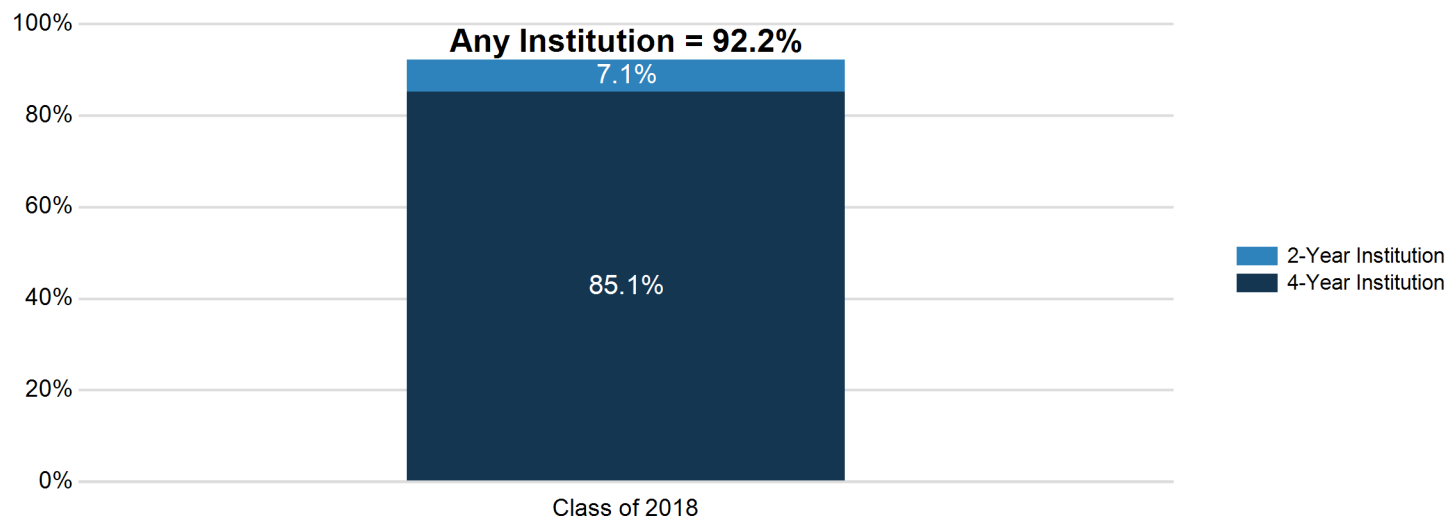
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Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

## 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	7.1%
% Enrolled in 4-Year Institution	85.1%
% Enrolled in Any Postsecondary Institution	92.3%



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

### Postsecondary Enrollment Rates: Fall

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	88.6%	8.8%	91.2%
White	89%	9.5%	90.5%
Hispanic	*	*	*
Black or African American	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	*	*	*
Two or More Races	N	N	N
Economically Disadvantaged Students	*	*	*
Students with Disabilities	50%	50%	50%
English Learners	*	*	*

### Postsecondary Enrollment Rates: 16 month

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

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	92.3%	7.7%	92.3%	61.3%	38.7%	51%	49%
White	92.6%	7.3%	92.7%	60.6%	39.4%	46.7%	53.3%
Hispanic	*	*	*	*	*	*	*
Black or African American	*	*	*	*	*	*	*
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	*	*	*	*	*	*	*
Students with Disabilities	90.6%	24.1%	75.9%	75.9%	24.1%	65.5%	34.5%
English Learners	N	N	N	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.

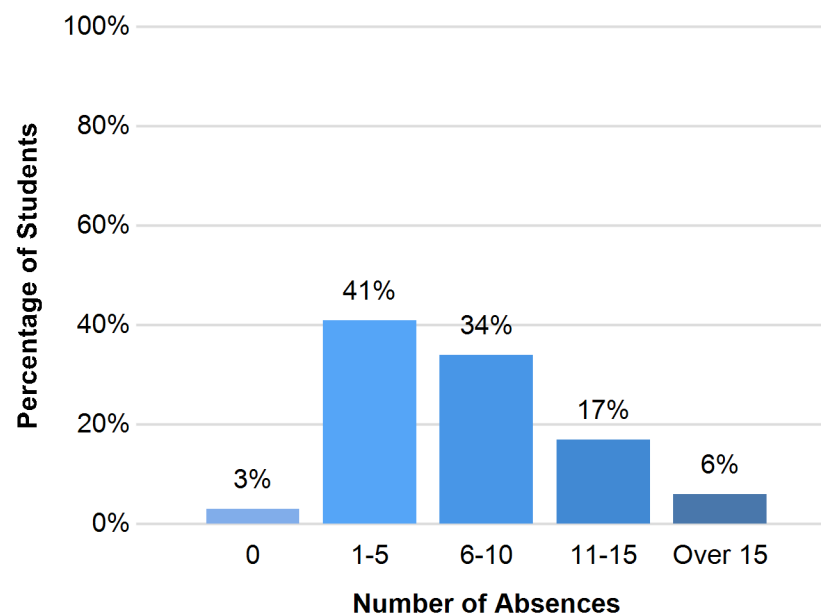
### Chronic Absenteeism

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	4.2	14.2	Met
White	21	3.9	14.2	Met
Hispanic	4	11.4	14.2	Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	1	2.3	14.2	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	18	5.9		
Male	8	2.5		
Economically Disadvantaged Students	6	24.0	14.2	Not Met
Students with Disabilities	7	10.0	14.2	Met
English Learners	*	*	**	**
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	*	*		

### Days Absent

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



**Kinnelon High School**

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2018-2019

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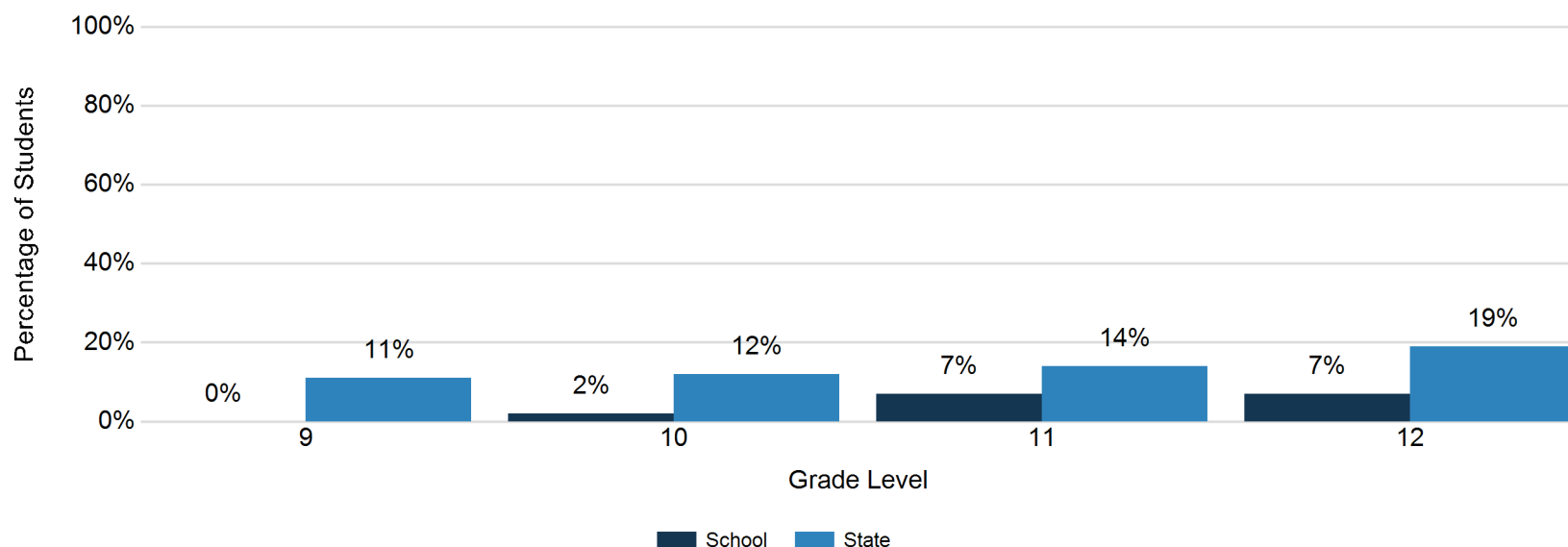
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### Chronic Absenteeism by Grade

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





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

### Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	3
Weapons	0
Vandalism	1
Substances	5
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	10
Incidents Per 100 Students Enrolled	1.61

### Police Notifications

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

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

### Harassment, Intimidation, and Bullying (HIB) Investigations

This table shows, by the nature of the incident, the number of alleged and confirmed Harassment, Intimidation, and 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	1	1	2
Sexual Orientation	0	0	0
Disability	0	0	0
Other	3	0	3
No Identified Nature	3		3

### 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	12	1.9%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
61

**Kinnelon High School**

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2018-2019

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**School Day**

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:30 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

**Device Ratios**

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

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



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**Key terms for staff data:**

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

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

### Administrators – Experience (District Level)

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

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

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N

**Kinnelon High School**

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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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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**Teachers:** All classroom teachers

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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher N

Admin N/A

#### Master's Degree

Teacher N

Admin N

#### Doctoral Degree

Teacher N

Admin N

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	0.0%	90.5%
2017-18 Administrators: Same district 2018-19	0.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.2%

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## Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

- Comprehensive Support and Improvement - Overall Low Performing:** Schools with a summative score in the bottom 5% of Title I schools.
- Comprehensive Support and Improvement - Low Graduation Rate:** High schools with a four-year graduation rate of 67% or less
- Targeted Support and Improvement - Low Performing Student Group:** Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

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

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

**ESSA Accountability Status**

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

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

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



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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	80.2%	86.6%	83.8%
Math Proficiency	60.3%	62.2%	54.9%
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	97.6%	96.0%	98.8%
5-Year Graduation Rate†	98.8%	98.8%	95.5%
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	4.9%	7.1%	4.2%

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



### Kinnelon High School

(27-2460-050)

Grades Offered: 09-12

2018-2019

#### Report Key:

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

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

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

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

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

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

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

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

## 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.



**Kinnelon High School**  
(27-2460-050)  
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2018-2019

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### Accountability Summary by Student Group - 2018-19 School Year

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

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

Student Group	ELA 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 Goal	Not Met	Met Goal	Met Goal	**	Met	No
White	Met Goal	Not Met	Met Goal	Met Goal	n/a	Met	No
Hispanic	Met Target	Not Met	**	**	n/a	Met	No
Black or African American	**	**	**	**	n/a	**	No
Asian, Native Hawaiian, or Pacific Islander	Met Goal	Met Goal	**	**	n/a	Met	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	**	**	**	**	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	Not Met	Met Goal	n/a	Met	No
English Learners	**	**	**	**	**	**	No

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



**Kinnelon High School**  
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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:

- New Jersey Monthly magazine ranked Kinnelon High School as one of the best high schools in New Jersey.
- Students can choose from over 270 different courses, including 32 Advanced Placement (AP) courses and 4 dual enrollment opportunities.
- 90% of students take part in co-curricular activities, including state and national arts programs and 39 athletic teams.



### Mission, Vision, Theme:

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.



### Awards, Recognition, Accomplishments:

In 2019 Kinnelon High School was ranked one of the best high schools in New Jersey and nation by U.S. News Best High School National Ranking earning an overall score of 94.24. In 2018 Kinnelon Public Schools was named to the 9th Annual Advanced Placement District Honor Roll due to an increase in participation/access to Advanced Placement courses by greater than 11% while maintaining a performance level at which more than 80% of its AP students are scoring a 3 or higher. Kinnelon High School is ranked as one of Newsweek's Top 500 High Schools in 2017. We are proud that Kinnelon High School is in the 93rd percentile of America's Top High Schools as measured by Newsweek and is consistently ranked as a high performing high school in New Jersey Monthly's Top Public High Schools. Kinnelon Public Schools have been rated as one of the Best Communities for Music Education (BCME) by the National Association of Music Merchants for the past 6 years.






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 <p><b>Courses, Curriculum, Instruction:</b></p>	<p>Our student body has the opportunity to choose from over 270 different courses of study. Students seeking academic rigor may also participate in any of our 32 Advanced Placement (AP) and dual credit courses with the possibility of earning college credit. A sample of our AP courses include: Biology, Calculus AB, Calculus BC, Chemistry, Computer Science, English Language and Composition, English Literature and Composition, Environmental Science, European History, French, Latin, Macroeconomics, Microeconomics and Statistics.</p>
 <p><b>Sports and Athletics:</b></p>	<p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Cheerleading (Coed), Cross Country (Boys &amp; Girls), Fencing (Boys &amp; Girls), Football (Boys), Golf (Boys &amp; Girls), Ice Hockey (Coed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Coed)</p> <p>Sports Offered: Baseball (Boys), Basketball (Boys &amp; Girls), Diving (Boys &amp; Girls), Fencing (Boys &amp; Girls), Football (Boys), Golf (Boys &amp; Girls), Ice Hockey (Co-ed), Lacrosse (Boys &amp; Girls), Soccer (Boys &amp; Girls), Softball (Girls), Swimming (Boys &amp; Girls), Tennis (Boys &amp; Girls), Cross Country (Boys &amp; Girls) Track and Field - Spring (Boys &amp; Girls), Track and Field - Winter (Boys &amp; Girls), Volleyball (Girls), Wrestling (Co-ed).</p>
 <p><b>Clubs and Activities:</b></p>	<p>Academic Decathlon, Animal Activist Club, Culinary Club, Debate Club, Distributive Education Club of America (DECA), Environmental Club, Feedback Literary Magazine, Fall Drama, Future Business Leaders of America (FBLA), Gaming Club, Give Back Club, GSA, Health Professions Club, Honor Band, Jazz Rock Ensemble, Mock Trial, Spring Musical, Colt Chronicle Newspaper, Peer Leaders, Pep Band, Percussion Ensemble, Science Club, Science Research/Barcode of Life Club, Senior Service, Social Outreach/Interact Club, Student Council, Technology Student Association, Trust Club, TV/Video Club, Varsity Club, Art Honor Society, English Honor Society, French Honor Society, Latin Honor Society, Math Honor Society, National Business Honor Society, National Honor Society, Science Honor Society, Social Studies Honor Society, Spanish Honor Society/Club, and Tri-M Music Honor Society</p>



### Kinnelon High School

(27-2460-050)

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 <p><b>Before and After School Programs:</b></p>	<p>Kinnelon Schools offer before and after care at our Glenn L. Sisco School/Board of Education building and provide bussing for students from the other K-8 schools to and from before and aftercare. We also offer Kinnelon After School Enrichment Program.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Across the district our staff is engaged in professional learning through a partnership with the Marzano Center at Learning Sciences International for the Ignite Student Learning and Essentials for Achieving Rigor Series for our core instructional mode. Our teachers in grades K-5 and ELA teachers in 6-8 are working with Columbia University Teacher College Readers and Writers Project. Our math teachers K-8 are working with Nancy Schultz at Conquer Mathematics. Our science teachers K-8 are working with Activate Science and IQWST to implement the NJSLS Science.</p>
 <p><b>Postsecondary Information:</b></p>	<p>Ninety-seven percent of the students who attend KHS are accepted to a variety of colleges and universities across the country and abroad. Our professional staff assists our students with the necessities to navigate the college application process starting early in a student's high school career through planning and scheduling. In the Fall of our students junior year, our counselors provide one-to-one conferences with students and their families on the college search/application process. We host college nights for students and parents. During senior year, we host a variety of workshops that helps us align student strengths and interests to postsecondary goals.</p>



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### Student Supports and Services:

Kinnelon Public Schools has a Child Study Team comprised of Learning Disabilities Teacher-Consultant and School Psychologist in each of our four schools as well as a district Social Worker, a district Physical and Occupational Therapist. We offer programs on campus for students with Autism Spectrum Disorder, and Multiple Disabilities so that our exceptional students can remain in the district and interact with their same-age peers. We have an English Language Learners (ELL) program, Title I Supplemental Instruction programs before/after school, Speech and Language services, Basic Skills Instruction, Social Skills groups, School Counselors and CarePlus NJ Therapeutic Services. We also offer a gifted program for students in K-5 and advanced coursework in grades 6-8. We offer honors, Advanced Placement and other advanced coursework for college credit from SUNY Albany, Rutgers University and Syracuse University.



### Student Health and Wellness:

Our Strategic Plan includes a goal area with a focus on mindfulness, self-advocacy, leadership, full value education, and overall health. To that end, there are mindfulness and wellness activities at each school in the district in distinct and infused formats.



### Parent and Community Involvement:

Kinnelon Schools have very active and supportive Home and School Associations (Kinnelon Elementary HSA, Pearl R. Miller HSA, and Kinnelon High School HSA). Other opportunities for parent-community involvement is through the Kinnelon Parents of Exceptional Children (KPEC) group, the Kinnelon Education Foundation (KEF), Science, Technology, Engineering and Math (STEM) nights at the elementary and middle school grade spans and various Parent Academies across the year.





**Kinnelon High School**  
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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Parents, Teachers</p>
 <p>School Safety:</p>	<p>Every school in the district has a Class III School Resource Officer, a Mantrap Security Door Entry System, Lobby Guard visitor management system and visitor tracking software, in addition, visitors must have appointments to enter the building.</p>



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### Technology and STEM:

At Kinnelon High School, we offer all Advanced Placement Science courses (Biology, Chemistry, Environmental Science, Physics 1 and 2, and Physics C), Advanced Placement Computer Science A and Computer Science Principles, Computer Science 1 and 2, Science Research Course Sequence (Intro to Research Methods I, Intermediate Research Honors, and Advanced Research Methods Honors), We offer a Student Technology Association, CAD, Robotics, Barcode of Life, Waksman Student Scholars Program (WSSP), Digital Imaging, Computer Art, Introduction to CGI Animation, various levels of Digital Communications, Science, Technology and Society, and Forensics Science. We have various technology labs (MAC and PC), Interactive Whiteboards, Document Cameras, iPad and Chromebook carts which are available to teachers and students.



### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05

2018-2019

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#### How to use this report:

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

#### Navigating through the reports:

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

#### Other Resources:

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

#### Notes from the New Jersey Department of Education:

**Stonybrook Elementary School**

(27-2460-070)

Grades Offered: KG-05

2018-2019

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## School Contact Information

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

Type	Contact Information
County	Morris
District	Kinnelon School District
Principal Name	Mrs. Jodi Mulholland
Address	118 BOONTON AVENUE KINNELON, NJ 07405
Phone Number	973-838-1881
Email Address	<a href="mailto:mulhollandj@kinnelon.org">mulhollandj@kinnelon.org</a>
Website	<a href="https://www.kinnelonpublicschools.org/Page/1693">https://www.kinnelonpublicschools.org/Page/1693</a>
Facebook	<a href="https://www.facebook.com/StonybrookElementary/">https://www.facebook.com/StonybrookElementary/</a>
Twitter	<a href="https://twitter.com/JodiMulholland?lang=en">https://twitter.com/JodiMulholland?lang=en</a>



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

### Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
KG	47	53	48
1	0	0	0
2	1	0	0
3	137	131	113
4	139	133	134
5	138	136	133
Total	463	453	428

### Enrollment Trends by Student Group

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

Student Group	2016-17	2017-18	2018-19
Female	44.9%	47.7%	47.0%
Male	55.1%	52.3%	53.0%
Economically Disadvantaged Students	3.0%	4.9%	2.6%
Students with Disabilities	20.3%	16.6%	21.7%
English Learners	0.2%	0.2%	0.0%
Homeless Students	0.0%	0.7%	0.0%
Students in Foster Care	0.0%	0.2%	0.0%
Military-Connected Students	0.0%	0.0%	0.0%
Migrant Students	0.0%	0.0%	0.0%

### Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	83.8%	83.4%	82.7%
Hispanic	5.2%	6.4%	5.6%
Black or African American	0.6%	1.1%	1.2%
Asian	8.6%	6.8%	8.4%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.2%
American Indian or Alaska Native	0.9%	0.4%	0.0%
Two or More Races	0.6%	1.8%	1.9%

### Enrollment Trends by Full/Half Day PK and KG

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

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	53	48
KG - Full Day	47	0	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	97.9%
Other Languages	2.1%



**Stonybrook Elementary School**  
(27-2460-070)  
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2018-2019

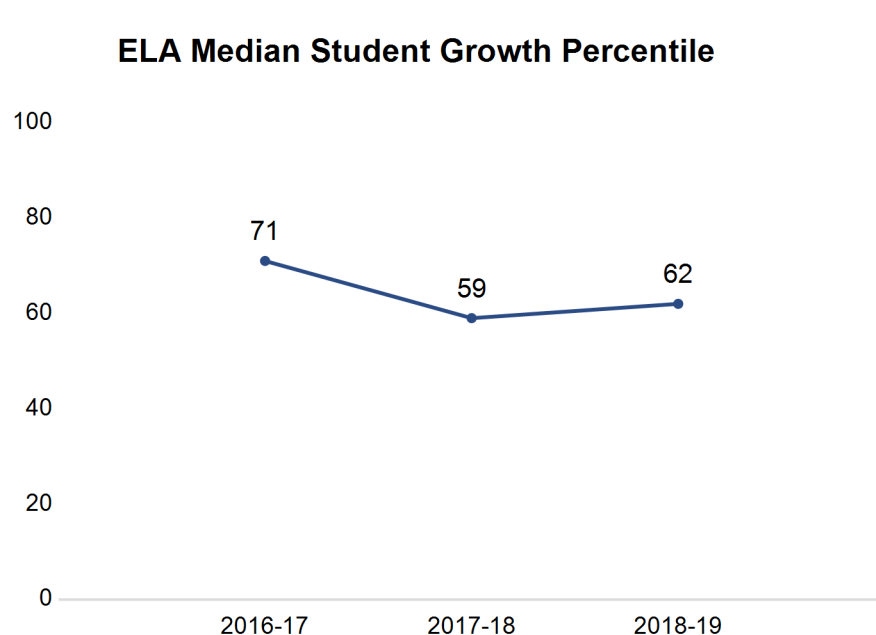
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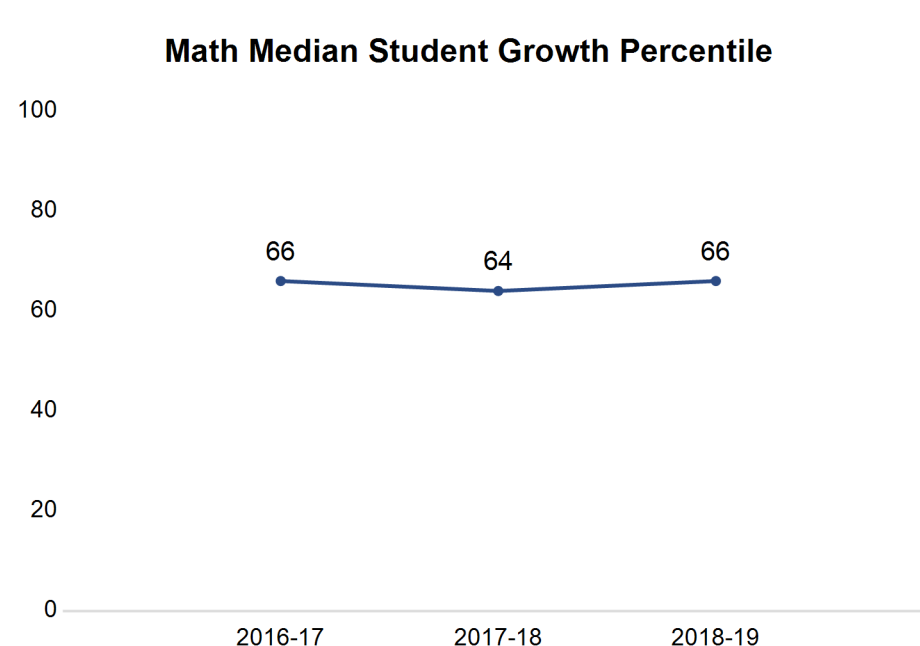
### Student Growth Trends and Progress

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

#### ELA Median Student Growth Percentile



#### Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	71	59	62	66	64	66
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

## Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	62	53	50	Exceeds Standard	66	61	50	Exceeds Standard
White	60.5	53	50	Exceeds Standard	64	58	52	Exceeds Standard
Hispanic	74	60	49	**	80.5	78	47	**
Black or African American	*	*	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	72	52	59	**	74.5	74.5	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	62.5	57.5	53	N	69	63	50	N
Male	61	50	47	N	63	59.5	51	N
Economically Disadvantaged Students	*	62	48	**	*	58	46	**
Students with Disabilities	61	51	43	Exceeds Standard	47	47	45	Met Standard
English Learners	*	*	52	**	*	*	50	**
Homeless Students	N	N	43	N	N	N	44	N
Students in Foster Care	N	N	42	N	N	N	44	N
Military-Connected Students	N	N	49	N	N	N	51	N
Migrant Students	N	N	47	N	N	N	51	N



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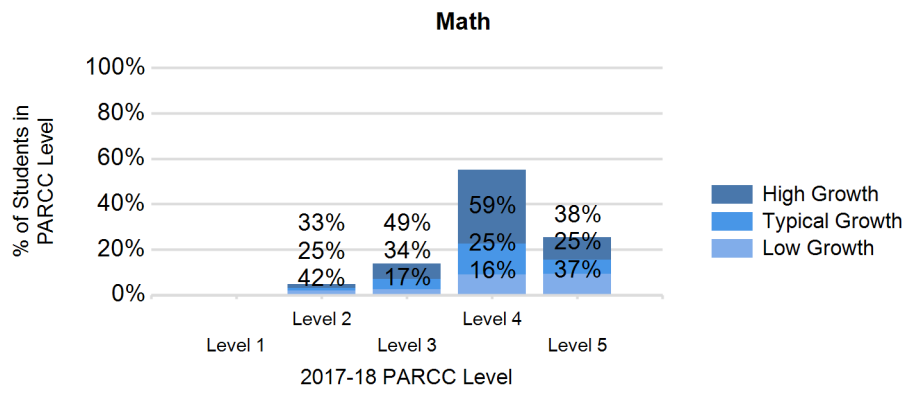
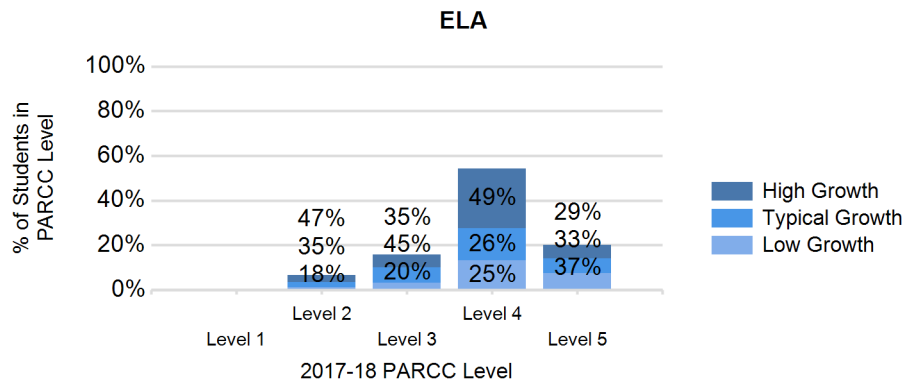
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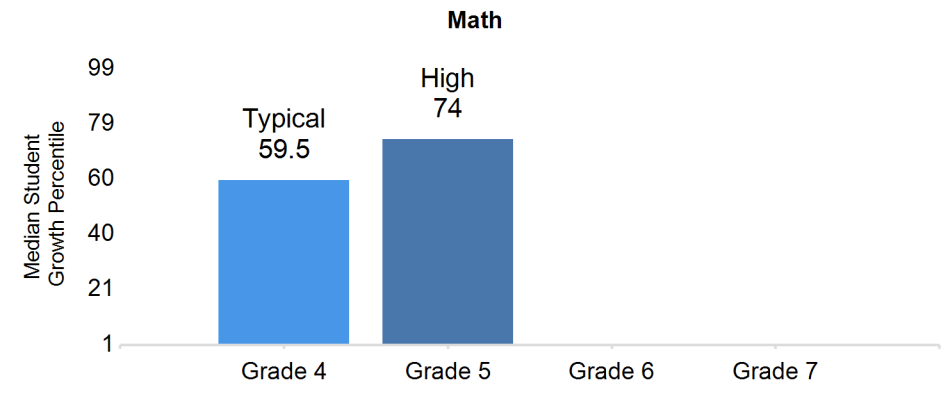
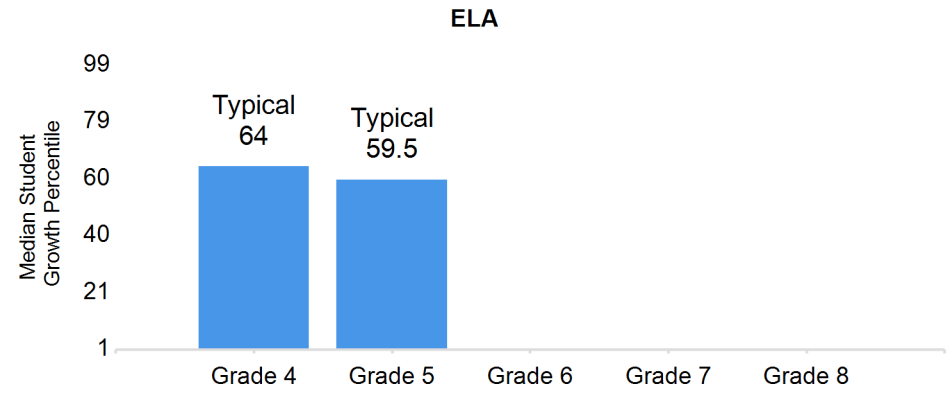
**Student Growth by Performance Level**

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



**Student Growth by Grade**

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





**Stonybrook Elementary School**  
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2018-2019

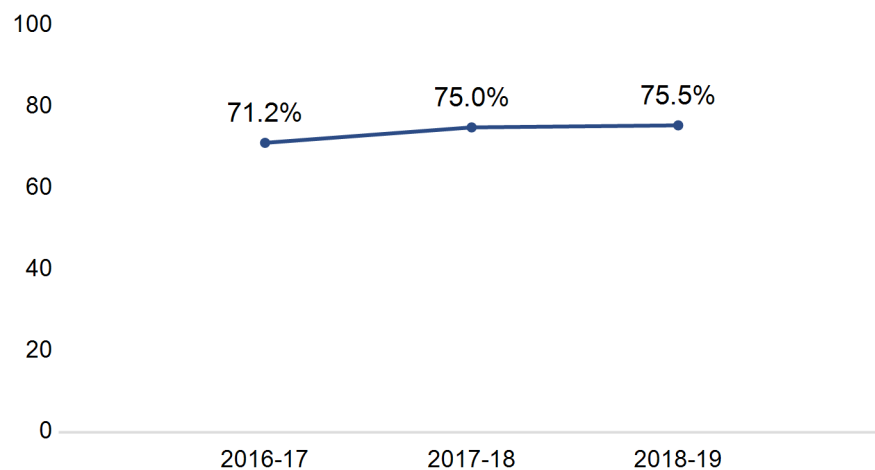
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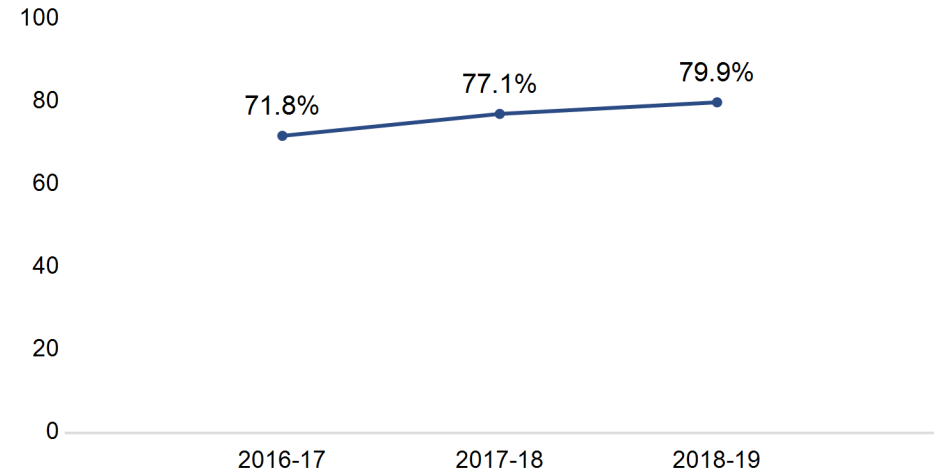
### English Language Arts and Mathematics Performance Trends

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	98.3%	96.4%	99.2%	97.8%	96.8%	99.2%
Proficiency Rate for Federal Accountability	71.2%	75.0%	75.5%	71.8%	77.1%	79.9%
Annual Target	63.8%	64.7%	65.5%	70.1%	70.6%	71.2%
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.



**Stonybrook Elementary School**  
(27-2460-070)  
Grades Offered: KG-05  
2018-2019

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

## English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	384	99.2	75.5	78.5	57.9	75.5	65.5	Met Target
White	321	99.1	75.7	78.3	66.9	75.7	64.9	Met Target
Hispanic	22	100.0	77.3	75.7	43.9	77.3	65.7	Met Target
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	76.7	86.4	82.9	76.7	78.8	Met Target†
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	75.0	64.4	*	**	**
Female	182	98.9	83.5	87.1	64.8	83.5		
Male	202	99.5	68.3	71.3	51.3	68.3		
Economically Disadvantaged Students	11	100.0	36.4	60.6	40.0	36.4	**	**
Non-Economically Disadvantaged Students	373	99.2	76.7	79.0	67.9	76.7		
Students with Disabilities	94	97.9	41.5	37.1	22.7	41.5	24.6	Met Target
Students without Disabilities	290	99.7	86.6	87.8	65.1	86.6		
English Learners	*	*	*	*	29.3	*	**	**
Non-English Learners	*	*	*	*	60.6	*		
Homeless Students	N	N	N	N	29.1	N		
Students In Foster Care	N	N	N	N	27.6	N		
Military-Connected Students	N	N	N	N	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05

2018-2019

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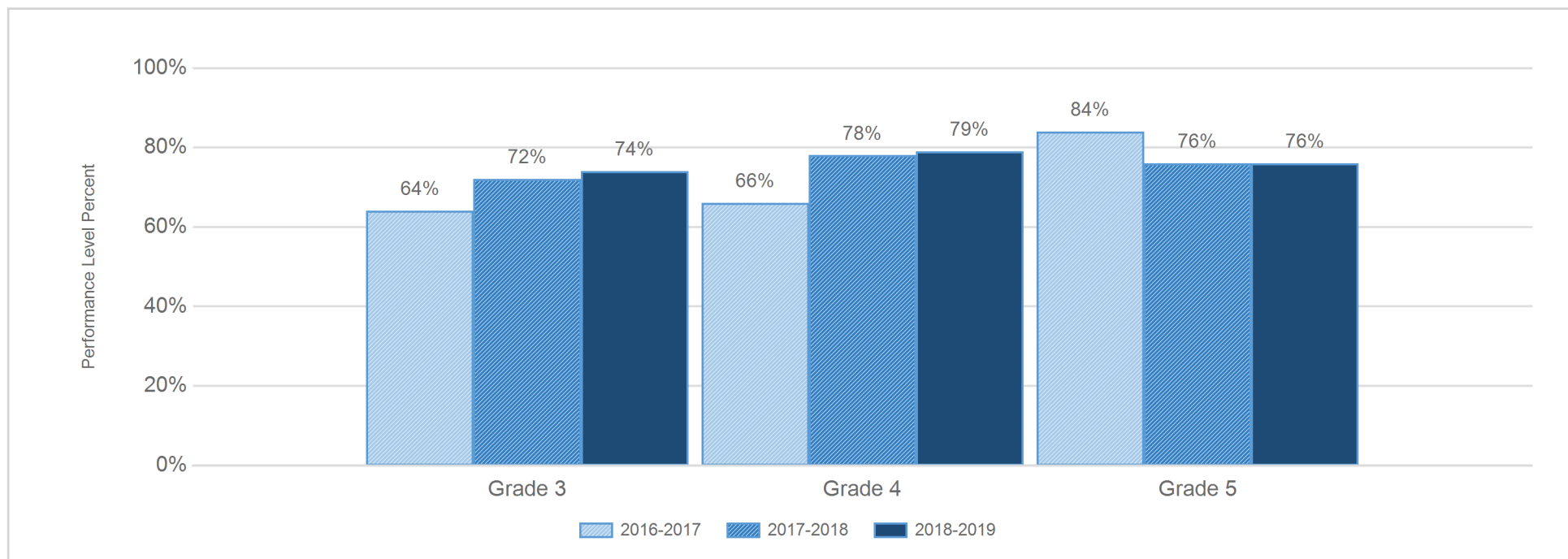
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## English Language Arts Assessment - Performance Trends

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





**Stonybrook Elementary School**  
(27-2460-070)  
Grades Offered: KG-05  
2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	112	767	767	748	*	*	14%	62%	13%	74%	50%
White	92	767	767	757	*	*	15%	60%	13%	73%	60%
Hispanic	*	*	*	734	*	*	*	*	*	*	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	12	773	773	773	0%	*	*	*	*	75%	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	58	780	780	753	*	*	*	*	*	84%	55%
Male	54	754	754	743	*	*	*	*	*	63%	46%
Economically Disadvantaged Students	*	*	*	731	*	*	*	*	*	*	33%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	61%
Students with Disabilities	31	737	737	719	*	*	*	39%	0%	39%	24%
Students without Disabilities	81	779	779	754	*	*	*	70%	17%	88%	56%
English Learners	N	N	N	713	N	N	N	N	N	N	17%
Non-English Learners	112	767	767	751	*	*	14%	62%	13%	74%	54%
Homeless Students	N	N	N	720	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



**Stonybrook Elementary School**  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	133	774	774	755	*	*	15%	47%	32%	79%	57%
White	111	773	773	763	*	*	13%	51%	29%	80%	67%
Hispanic	10	766	766	743	0%	0%	*	*	*	60%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	63	781	781	760	*	*	*	44%	40%	84%	62%
Male	70	768	768	750	*	*	*	49%	26%	74%	53%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	40%
Non-Economically Disadvantaged Students	*	*	*	765	*	*	*	*	*	*	69%
Students with Disabilities	30	748	748	725	*	*	*	*	*	50%	25%
Students without Disabilities	103	782	782	761	*	*	*	*	*	87%	64%
English Learners	N	N	N	720	N	N	N	N	N	N	17%
Non-English Learners	133	774	774	758	*	*	15%	47%	32%	79%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



**Stonybrook Elementary School**  
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2018-2019

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### English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	136	772	772	756	*	*	18%	56%	20%	76%	58%
White	116	772	772	764	*	*	17%	58%	19%	77%	68%
Hispanic	*	*	*	743	*	*	*	*	*	*	44%
Black or African American	N	N	N	739	N	N	N	N	N	N	38%
Asian, Native Hawaiian, or Pacific Islander	10	778	778	781	0%	*	*	*	*	60%	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	59	776	776	761	*	*	*	68%	17%	85%	64%
Male	77	770	770	750	*	*	*	47%	22%	69%	52%
Economically Disadvantaged Students	*	*	*	740	*	*	*	*	*	*	39%
Non-Economically Disadvantaged Students	*	*	*	766	*	*	*	*	*	*	69%
Students with Disabilities	28	743	743	724	*	*	*	*	*	39%	23%
Students without Disabilities	108	780	780	762	*	*	*	*	*	85%	65%
English Learners	N	N	N	713	N	N	N	N	N	N	11%
Non-English Learners	136	772	772	758	*	*	18%	56%	20%	76%	60%
Homeless Students	N	N	N	730	N	N	N	N	N	N	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	756	N	N	N	N	N	N	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



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2018-2019

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### Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	384	99.2	79.9	68.9	44.5	79.9	71.2	Met Target
White	321	99.1	79.4	68.3	54.1	79.4	71.5	Met Target
Hispanic	22	100.0	81.8	58.8	28.8	81.8	65.7	Met Goal
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	30	100.0	90.0	83.9	76.5	90.0	80	Met Goal
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	75.0	53.3	*	**	**
Female	182	98.9	85.7	71.6	44.9	85.7		
Male	202	99.5	74.8	66.6	44.2	74.8		
Economically Disadvantaged Students	11	100.0	45.5	36.4	26.3	45.5	**	**
Non-Economically Disadvantaged Students	373	99.2	81.0	69.8	54.9	81.0		
Students with Disabilities	94	97.9	55.3	37.6	17.4	55.3	34	Met Target
Students without Disabilities	290	99.7	87.9	75.8	50.0	87.9		
English Learners	*	*	*	*	25.0	*	**	**
Non-English Learners	*	*	*	*	46.5	*		
Homeless Students	N	N	N	N	17.1	N		
Students In Foster Care	N	N	N	N	17.1	N		
Military-Connected Students	N	N	N	N	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05

2018-2019

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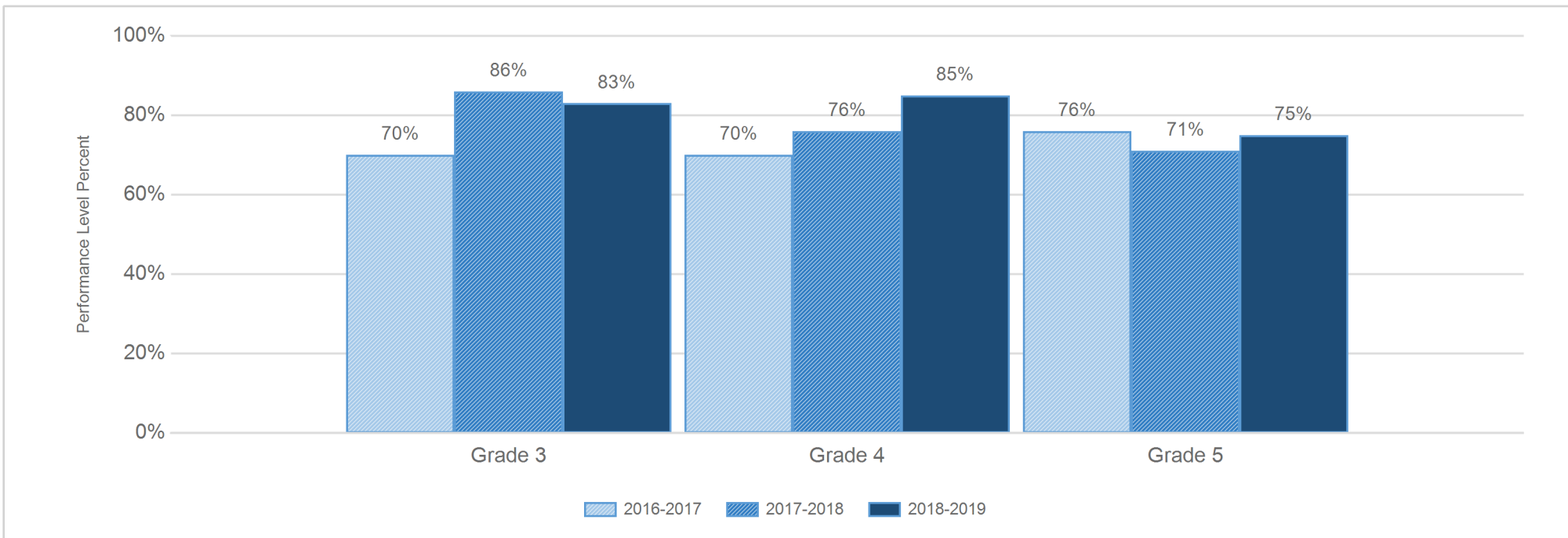
\*\* Accountability calculations require 20 or more students

**N** No Data is available to display

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

## Mathematics Assessment – Performance Trends

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



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



**Stonybrook Elementary School**  
(27-2460-070)  
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2018-2019

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### Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	111	774	774	752	*	*	12%	53%	30%	83%	55%
White	91	772	772	760	*	*	12%	54%	27%	81%	66%
Hispanic	*	*	*	739	*	*	*	*	*	*	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	12	785	785	778	0%	0%	0%	*	*	100%	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	58	778	778	751	*	*	*	*	*	91%	54%
Male	53	769	769	752	*	*	*	*	*	74%	56%
Economically Disadvantaged Students	*	*	*	737	*	*	*	*	*	*	37%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	67%
Students with Disabilities	31	756	756	731	*	*	*	*	*	68%	31%
Students without Disabilities	80	780	780	756	*	*	*	*	*	89%	60%
English Learners	N	N	N	728	N	N	N	N	N	N	26%
Non-English Learners	111	774	774	754	*	*	12%	53%	30%	83%	58%
Homeless Students	N	N	N	724	N	N	N	N	N	N	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



**Stonybrook Elementary School**  
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### Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
<b>Schoolwide</b>	133	774	774	749	*	*	12%	68%	17%	85%	51%
White	111	774	774	757	*	*	12%	68%	16%	85%	62%
Hispanic	10	770	770	737	0%	0%	*	*	*	90%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	63	774	774	749	*	*	*	71%	16%	87%	50%
Male	70	774	774	749	*	*	*	64%	19%	83%	52%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	759	*	*	*	*	*	*	63%
Students with Disabilities	30	755	755	726	*	*	*	*	*	60%	25%
Students without Disabilities	103	780	780	754	*	*	*	*	*	92%	56%
English Learners	N	N	N	722	N	N	N	N	N	N	18%
Non-English Learners	133	774	774	751	*	*	12%	68%	17%	85%	54%
Homeless Students	N	N	N	722	N	N	N	N	N	N	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



**Stonybrook Elementary School**  
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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
<b>Schoolwide</b>	136	770	770	747	*	*	18%	48%	27%	75%	47%
White	116	770	770	755	*	*	16%	49%	27%	76%	58%
Hispanic	*	*	*	735	*	*	*	*	*	*	30%
Black or African American	N	N	N	729	N	N	N	N	N	N	23%
Asian, Native Hawaiian, or Pacific Islander	10	776	776	775	0%	0%	*	*	*	70%	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	59	772	772	747	*	*	*	61%	20%	81%	47%
Male	77	769	769	747	*	*	*	38%	32%	70%	47%
Economically Disadvantaged Students	*	*	*	732	*	*	*	*	*	*	27%
Non-Economically Disadvantaged Students	*	*	*	757	*	*	*	*	*	*	59%
Students with Disabilities	28	741	741	725	*	*	*	*	*	43%	19%
Students without Disabilities	108	777	777	752	*	*	*	*	*	83%	52%
English Learners	N	N	N	718	N	N	N	N	N	N	12%
Non-English Learners	136	770	770	749	*	*	18%	48%	27%	75%	49%
Homeless Students	N	N	N	723	N	N	N	N	N	N	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



## Stonybrook Elementary School

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2018-2019

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### DLM Alternate Assessment - Participation

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

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

† 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	N	N	N
5 or more	N	N	N



### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05

2018-2019

#### Report Key:

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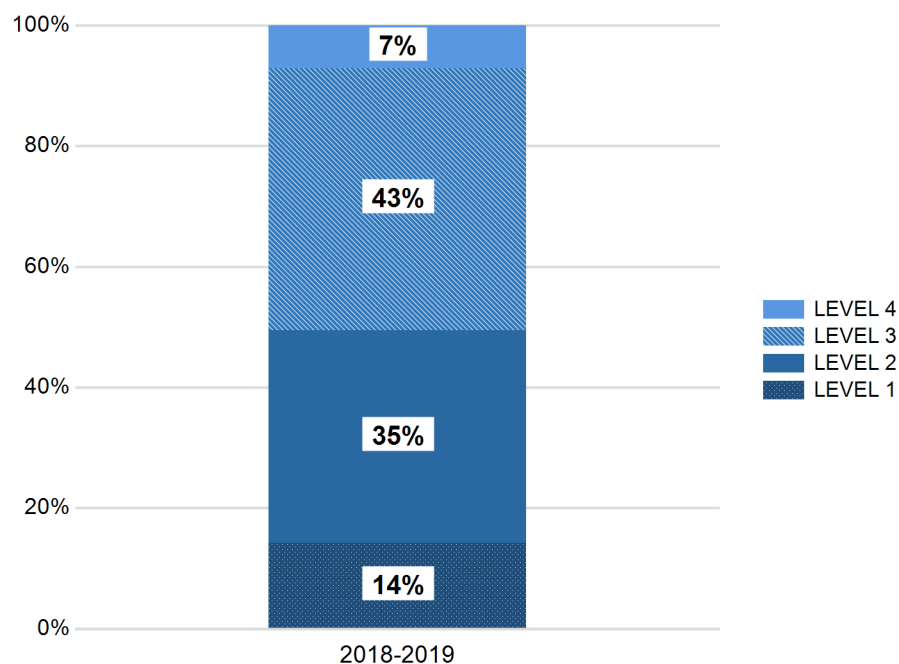
**N** No Data is available to display

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

### NJSLA Science Assessment: Grade 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
<b>Schoolwide</b>	14	35	43	7
White	15	37	42	6
Hispanic	*	*	*	*
Black or African American	N	N	N	N
Asian, Native Hawaiian, or Pacific Islander	20	20	30	30
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	11	40	46	4
Male	17	31	42	10
Economically Disadvantaged Students	*	*	*	*
Non-Economically Disadvantaged Students	*	*	*	*
Students with Disabilities	37	41	19	4
Students without Disabilities	8	34	50	8
English Learners	N	N	N	N
Non-English Learners	14	35	43	7
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



### Stonybrook Elementary School

(27-2460-070)

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2018-2019

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

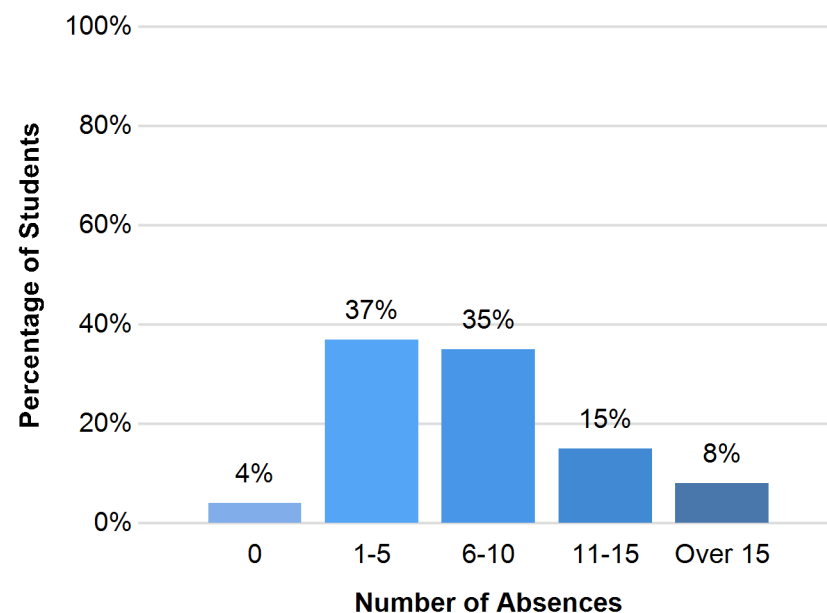
#### Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	23	5.4	8.9	Met
White	16	4.5	8.9	Met
Hispanic	2	9.1	8.9	Not Met
Black or African American	*	*	**	**
Asian, Native Hawaiian, or Pacific	3	8.1	8.9	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	9	4.5		
Male	14	6.3		
Economically Disadvantaged Students	1	9.1	**	**
Students with Disabilities	7	7.4	8.9	Met
English Learners	N	N	N	N
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

#### Days Absent

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





### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05

2018-2019

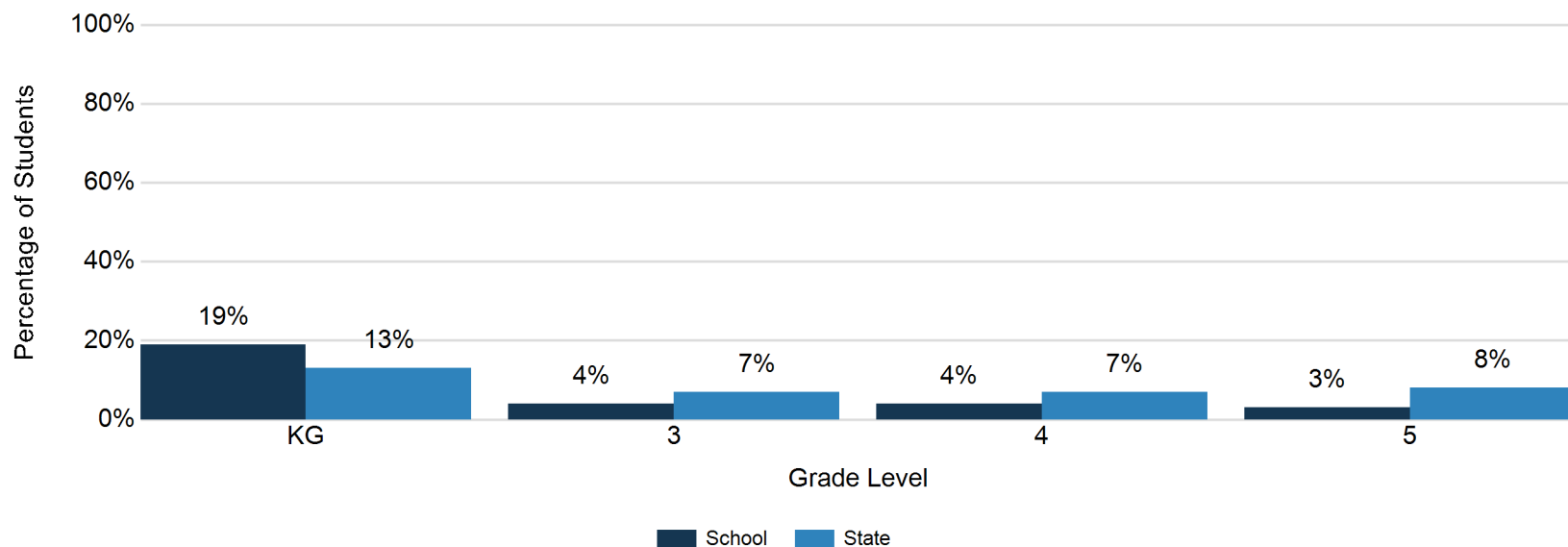
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### Chronic Absenteeism by Grade

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





### Stonybrook Elementary School

(27-2460-070)

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

### Violence, Vandalism, HIB, and Substance Offenses

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

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

### 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)	1
Other Incidents Leading to Removal	0

### Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

### 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

24



### Stonybrook Elementary School

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2018-2019

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#### School Day

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

Category	School
Typical Start Time	9:10 AM
Typical End Time	3:40 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 40 Mins
Shared Time - Instructional Time	5 Hrs. 40 Mins.

#### Device Ratios

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

School Year	Student to Device Ratio
2018-19	1.1:1



## Stonybrook Elementary School

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### Key terms for staff data:

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

**Teachers:** All classroom teachers

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

### Teachers – Experience

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

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

### Administrators – Experience (District Level)

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

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

### Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	N	N
Students to Administrators	N	N
Teachers to Administrators	N	N
Students to Librarians/Media Specialists		N
Students to Nurses		N
Students to Counselors		N
Students to Child Study Team Members		N



**Stonybrook Elementary School**  
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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	N	N	N	48.4%	77.1%	54.9%
Male	N	N	N	51.6%	22.9%	45.1%
White	N	N	N	42.4%	83.6%	77.4%
Hispanic	N	N	N	29.9%	7.3%	7.2%
Asian	N	N	N	10.2%	2.0%	1.1%



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### Teachers and Administrators - Level of Education

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

#### Bachelor's Degree

Teacher N

Admin N/A

#### Master's Degree

Teacher N

Admin N

#### Doctoral Degree

Teacher N

Admin N

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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	0.0%	90.5%
2017-18 Administrators: Same district 2018-19	0.0%	87.9%

### Faculty Attendance

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

School Year	% Days Present
2018-19	97.5%



### Stonybrook Elementary School

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## Per-Pupil Expenditures by Source

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

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

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

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

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



## Stonybrook Elementary School

(27-2460-070)

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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.

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.



**Stonybrook Elementary School**  
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### ESSA Accountability Progress

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

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	71.2%	75.0%	75.5%
Math Proficiency	71.8%	77.1%	79.9%
ELA Growth	71	59	62
Math Growth	66	64	66
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	5.8%	5.1%	5.4%

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

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

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

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

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



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### Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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



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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:

- Offers French and Spanish Culture, STEM, Band, Choir, Coding Club, Robotics Club, Student Council, and much more.
- Curriculum resources include Teachers College Reading and Writing Project Units of Study in Reading and Writing, Calendar Math, Everyday Math, Active Science
- State of the art Library Media Center; "SBTV" live streamed daily morning announcements, three computer labs, laptop carts. GOAL (Gifted Opportunities for Advanced Learning)



### Mission, Vision, Theme:

The Kinnelon Public School District's mission is to empower students to utilize complex skills to pursue intellectual achievement, personal excellence and social responsibility, which will enable them to positively impact our changing global society.



### Awards, Recognition, Accomplishments:

The Kinnelon Public School District's music program named a Best Community for Music Education by the NAMM Foundation. Our students have received many awards (Invent It Challenge, Species on the Edge contests, Philosophy Slam, Destination ImagiNation),



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### Courses, Curriculum, Instruction:

Curricula and resources include Teachers College Units of Study, Everyday Math, Active Science. We also offer enrichment for all in activity cycle classes, guided study/basic skills, Title I supplemental instruction, French and Spanish Culture, GOAL (Gifted Opportunities for Advanced Learning), Band, Choir, and Special Education classes based upon eligibility.



### Clubs and Activities:

Stonybrook School offers the following clubs and activities: Business Club, Jazz Band, Student Council, Minecraft/STEM Club, Coding, Stonybrook Helpers, Newcomers Club, Peer Buddies, Lunch Bunch Social Skills Coping Skills, Destination Imagination, and Girls on the Run. We also produce a school newspaper, and provide extra enrichment in art, physical education, and library/media skills.



### Stonybrook Elementary School

(27-2460-070)

Grades Offered: KG-05



2018-2019

#### Report Key:

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

## School Narrative

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 <p><b>Before and After School Programs:</b></p>	<p>Kinnelon Schools offers before and after care at our Glenn L. Sisco School/Board of Education building and provide bussing for students from the other K-8 schools to and from before and aftercare. We also offer Kinnelon After School Enrichment Program.</p>
 <p><b>Staff and Professional Learning:</b></p>	<p>Across the district our staff is engaged in professional learning through a partnership with the Marzano Center at Learning Sciences International for the Ignite Student Learning and Essentials for Achieving Rigor Series for our core instructional mode. Our teachers in grades K-5 and ELA teachers in 6-8 are working with Columbia University Teacher College Readers and Writers Project. Our math teachers K-8 are working with Nancy Schultz at Conquer Mathematics. Our science teachers K-8 are working with Activate Science and IQWST to implement the NJSLS Science.</p>



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 <p><b>Student Supports and Services:</b></p>	<p>Kinnelon Public Schools has a Child Study Team comprised of Learning Disabilities Teacher-Consultant and School Psychologist in each of our four schools as well as a district Social Worker, a district Physical and Occupational Therapist. We offer programs on campus for students with Autism Spectrum Disorder, and Multiple Disabilities so that our exceptional students can remain in the district and interact with their same age peers. We have an English Language Learners (ELL) program, Title I Supplemental Instruction programs before/after school, Speech and Language services, Basic Skills Instruction, Social Skills groups, School Counselors and CarePlus NJ Therapeutic Services. We also offer a gifted program for students in K-5.</p>
 <p><b>Student Health and Wellness:</b></p>	<p>Our Strategic Plan includes a goal area with a focus on Mindfulness, self-advocacy, leadership, full value education, and overall health. To that end, there are mindfulness and wellness activities at each school in the district in distinct and infused formats.</p>
 <p><b>Parent and Community Involvement:</b></p>	<p>Kinnelon Schools have very active and supportive Home and School Associations (Kinnelon Elementary HSA, Pearl R. Miller HSA, and Kinnelon High School HSA). Other opportunities for parent-community involvement is through the Kinnelon Parents of Exceptional Children (KPEC) group, the Kinnelon Education Foundation (KEF), Science, Technology, Engineering and Math (STEM) nights at the elementary and middle school grade spans and various Parent Academies across the year.</p>



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 <p>Climate Surveys:</p>	<p>Who is surveyed: Students, Teachers Stonybrook students complete the NJ Department of Education School Climate Survey. The School Climate and Safety Team reviews the survey data and plans activities, action items that will strengthen the school culture and climate Kindness counts at Stonybrook!</p>
 <p>School Safety:</p>	<p>Every school in the district has a Class III School Resource Officer, a Mantrap Security Door Entry System, Lobby Guard visitor management system and visitor tracking software, in addition, visitors must have appointments to enter the building.</p>



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### Technology and STEM:

Stonybrook School offers the Activate Science Program in grades K, and 3-5. We also have dedicated technology labs, interactive whiteboards and document cameras in each classroom, laptop carts are available to teachers and students, after school coding club, Minecraft club; each year we host a Family STEM night.



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### Other Information

The Stonybrook School learning environment is one filled with rich experiences that enhance the social, emotional, intellectual, and physical development of our kindergarten, third, fourth, and fifth grade students. Our school culture is one of respect and trust that encourages the students to take risks as part of the learning process. We reinforce habits of mind that include integrity and character-building for all our students. Family engagement is encouraged; the Kinnelon Elementary Home and School Association (KEHSA) generously supports our programs. Special area teachers work with students in the areas of art, vocal and instrumental music, physical education, and library/media skills. In World Languages, students learn Spanish and French culture. All of this takes place in the context of a warm, supportive, and respectful environment that reflects the principles of our Full Value character education philosophy.