



Ventnor Elementary School
(01-5350-045)
Grades Offered: PK-04
2018-2019

Report Key:

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

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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School Contact Information

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

Type	Contact Information
County	Atlantic
District	Ventnor City School District
Principal Name	Dr. Carmella Somershoe
Address	400 N LAFAYETTE AVENUE VENTNOR, NJ 08406
Phone Number	609-487-7900
Email Address	csomershoe@vecenj.org
Website	http://ves.vecenj.org/



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

Enrollment Trends by Grade

Enrollment Trends by Student Group

Enrollment by Racial and Ethnic Group

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

Grade	2016-17	2017-18	2018-19
PK	37	56	58
KG	66	61	61
1	76	61	61
2	68	64	63
3	68	70	62
4	90	70	72
Total	405	382	377

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%	45.8%	46.9%
Male	55.1%	54.2%	53.1%
Economically Disadvantaged Students	64.2%	62.6%	62.1%
Students with Disabilities	15.1%	14.9%	17.5%
English Learners	8.1%	5.0%	4.8%
Homeless Students	1.2%	0.5%	1.9%
Students in Foster Care	1.0%	0.0%	0.3%
Military-Connected Students	0.0%	0.5%	0.3%
Migrant Students	0.0%	0.0%	0.0%

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

Racial and Ethnic Group	2016-17	2017-18	2018-19
White	34.8%	40.8%	44.3%
Hispanic	44.4%	41.1%	37.4%
Black or African American	3.0%	3.1%	4.0%
Asian	12.8%	10.5%	10.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.2%	0.3%	0.0%
Two or More Races	4.7%	4.2%	4.2%

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	37	0	0
PK - Full Day	0	56	58
KG - Half Day	0	0	0
KG - Full Day	66	61	61

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	71.6%
Spanish	17.5%
Bengali	2.4%
Gujarati	1.6%
Pashto	1.1%
Other Languages	5.8%



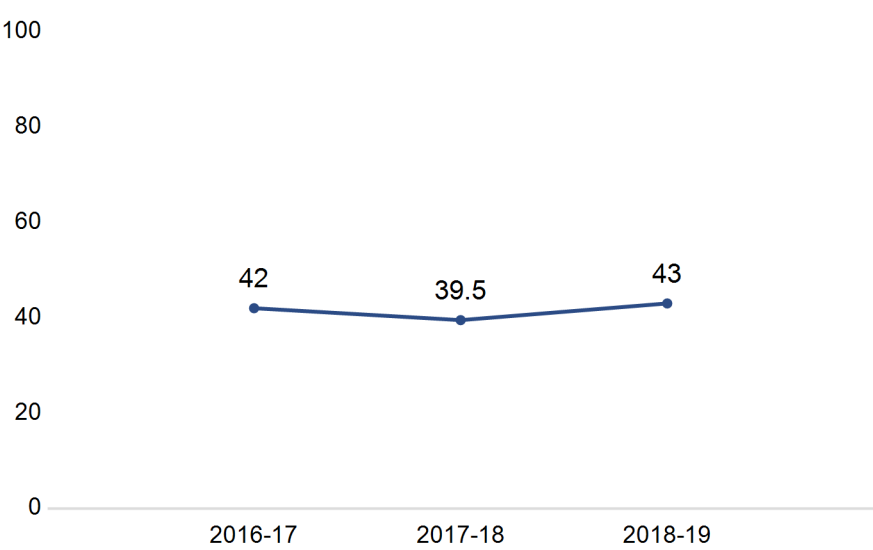
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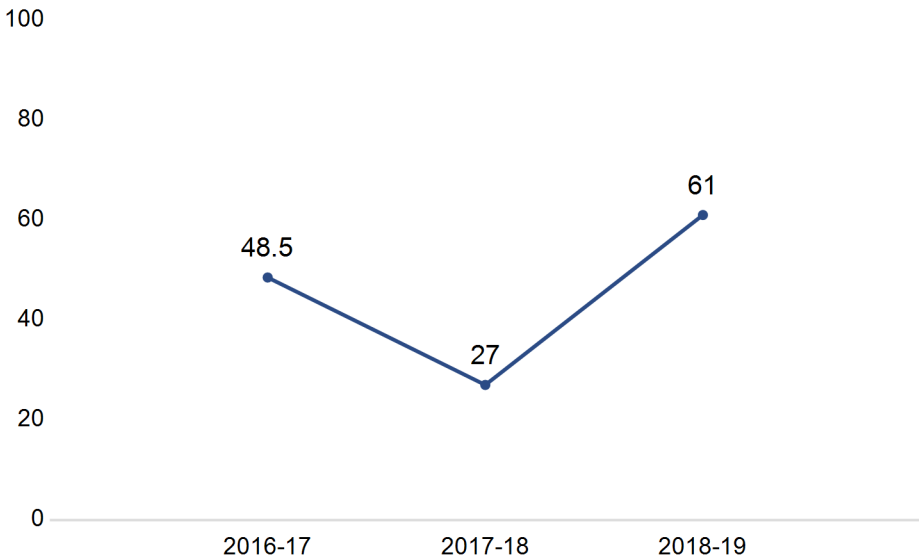
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	39.5	43	48.5	27	61
Met Standard (40-59.5)?	Met Standard	Not Met	Met Standard	Met Standard	Not Met	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	43	54	50	Met Standard	61	63	50	Exceeds Standard
White	59	55.5	50	Met Standard	55	60	52	Met Standard
Hispanic	30	44.5	49	Not Met	66	67	47	Exceeds Standard
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	*	74	59	**	*	62	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	39	49	**	*	54.5	52	**
Female	45	57	53	N	56	61	50	N
Male	41.5	52	47	N	61	65.5	51	N
Economically Disadvantaged Students	37.5	54	48	Not Met	62	65.5	46	Exceeds Standard
Students with Disabilities	27	48	43	**	45.5	47.5	45	**
English Learners	*	50	52	**	*	69	50	**
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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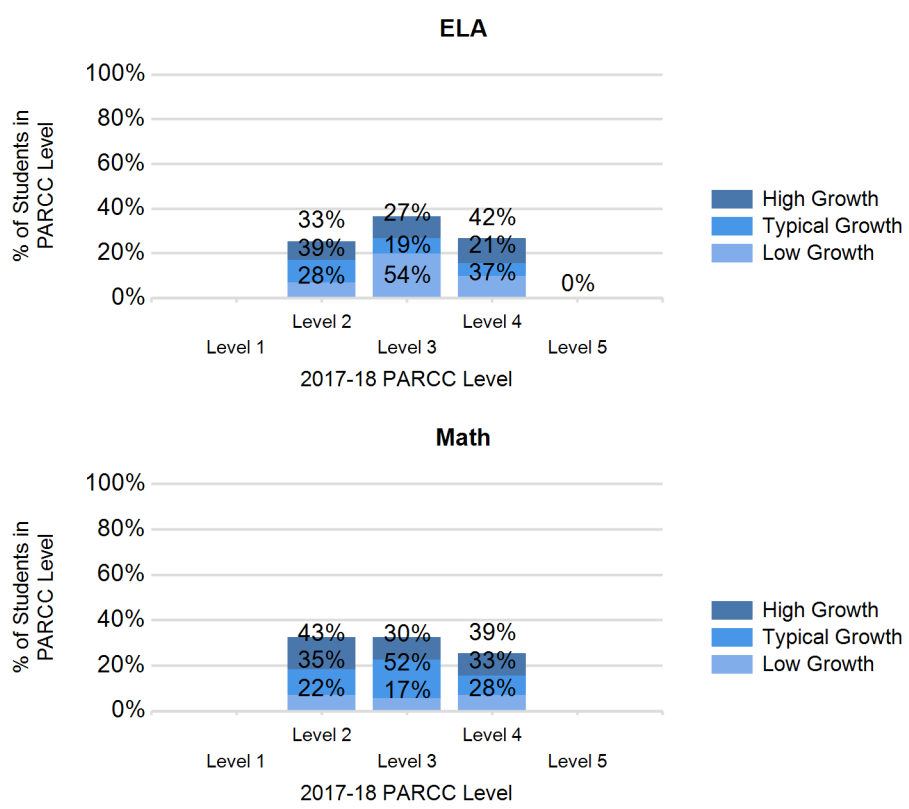
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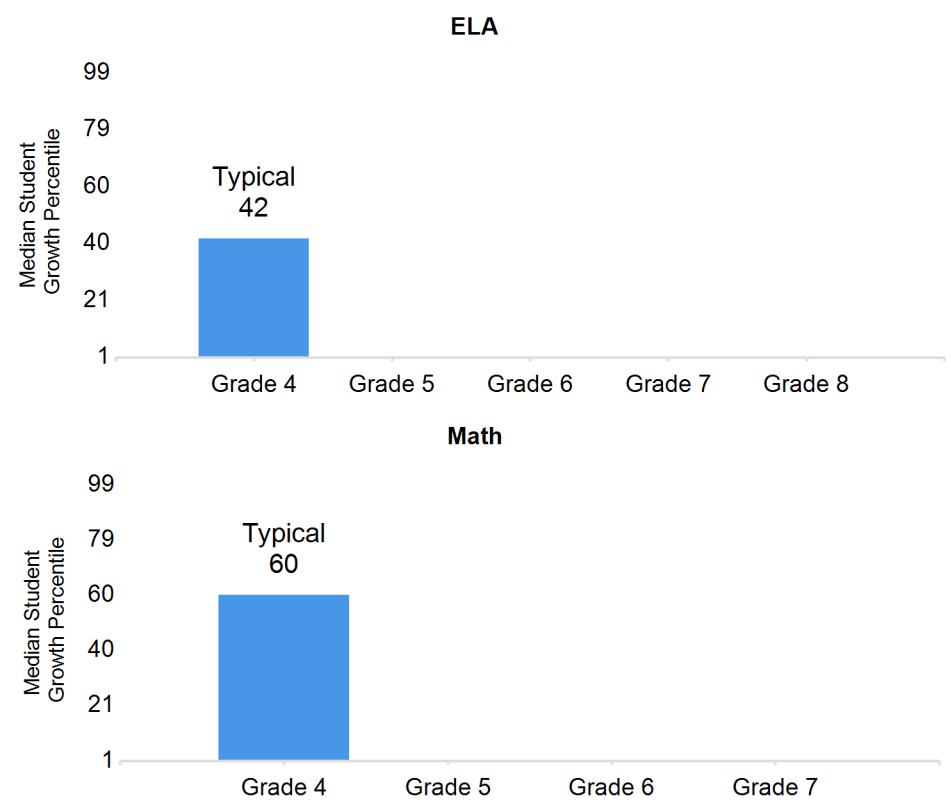
Student Growth by Performance Level

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



Student Growth by Grade

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



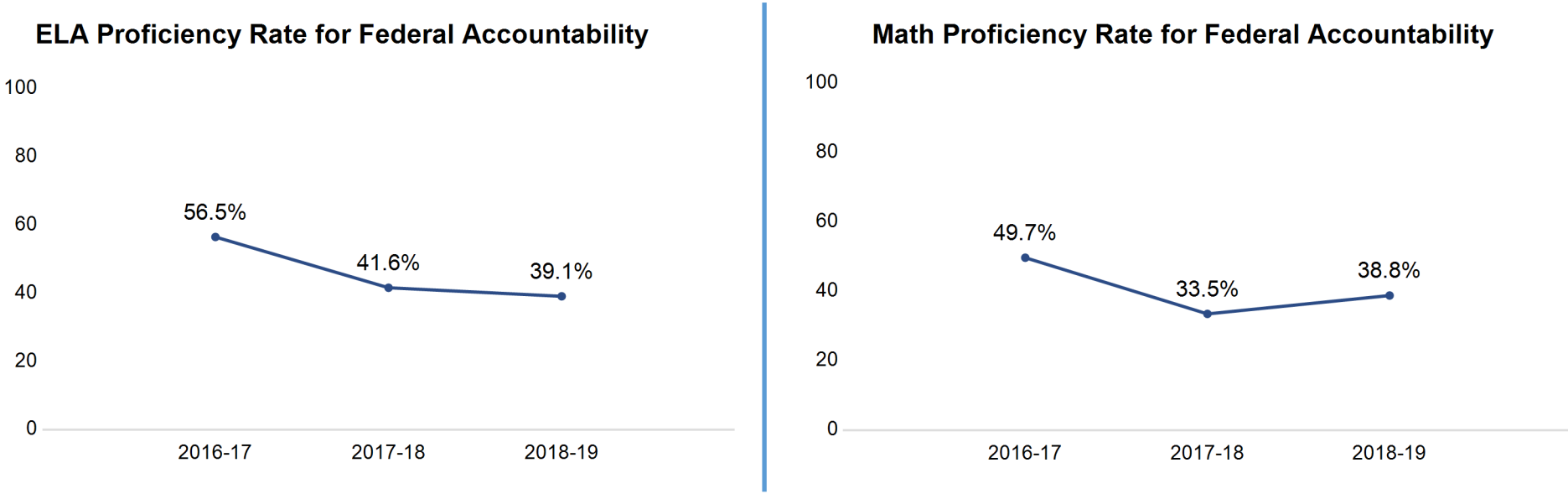


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	97.6%	99.3%	100.0%	97.0%	99.3%	100.0%
Proficiency Rate for Federal Accountability	56.5%	41.6%	39.1%	49.7%	33.5%	38.8%
Annual Target	53.1%	54.5%	55.9%	51.2%	52.7%	54.2%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target†	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	128	100.0	39.1	57.0	57.9	39.1	55.9	Not Met
White	56	100.0	37.5	64.6	66.9	37.5	59	Not Met
Hispanic	47	100.0	29.8	45.2	43.9	29.8	53.2	Not Met
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	75.0	82.9	76.9	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	68.8	64.4	*	**	**
Female	63	100.0	39.7	60.1	64.8	39.7		
Male	65	100.0	38.5	54.0	51.3	38.5		
Economically Disadvantaged Students	84	100.0	32.1	49.4	40.0	32.1	57	Not Met
Non-Economically Disadvantaged Students	44	100.0	52.3	68.3	67.9	52.3		
Students with Disabilities	23	100.0	13.0	25.0	22.7	13.0	28.3	Not Met
Students without Disabilities	105	100.0	44.8	63.1	65.1	44.8		
English Learners	14	100.0	*	*	29.3	*	**	**
Non-English Learners	114	100.0	*	*	60.6	*		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	N	N	N	*	27.6	N		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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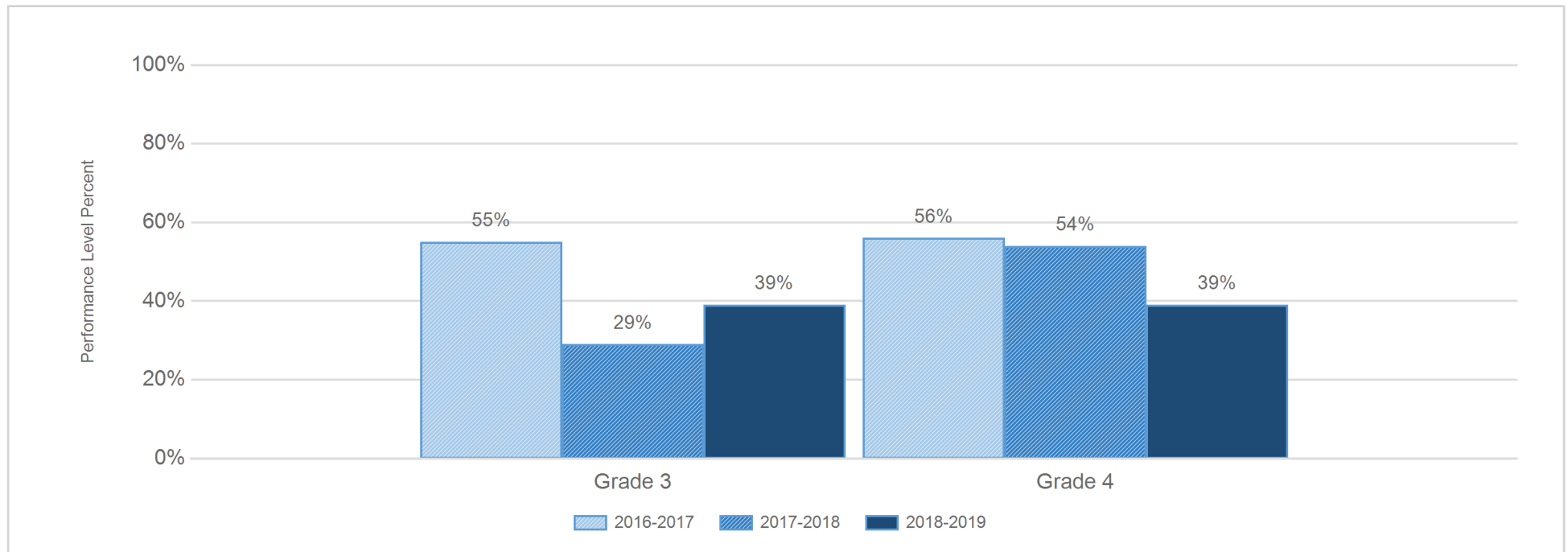
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English Language Arts Assessment - Performance Trends

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





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English Language Arts Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	736	736	748	*	*	24%	39%	0%	39%	50%
White	24	740	740	757	*	*	*	42%	0%	42%	60%
Hispanic	24	733	733	734	*	*	*	*	*	33%	36%
Black or African American	*	*	*	731	*	*	*	*	*	*	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	32	740	740	753	*	*	*	*	*	47%	55%
Male	30	732	732	743	*	*	*	*	*	30%	46%
Economically Disadvantaged Students	39	731	731	731	*	*	*	31%	0%	31%	33%
Non-Economically Disadvantaged Students	23	745	745	759	*	*	*	52%	0%	52%	61%
Students with Disabilities	10	703	703	719	*	*	*	*	*	10%	24%
Students without Disabilities	52	742	742	754	*	*	*	*	*	44%	56%
English Learners	*	*	*	713	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	72	743	743	755	*	19%	32%	*	*	39%	57%
White	35	743	743	763	*	*	34%	*	*	37%	67%
Hispanic	23	733	733	743	*	*	43%	*	*	26%	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	34	739	739	760	*	*	35%	*	*	35%	62%
Male	38	746	746	750	*	*	29%	*	*	42%	53%
Economically Disadvantaged Students	49	741	741	740	*	*	*	*	*	33%	40%
Non-Economically Disadvantaged Students	23	747	747	765	*	*	*	*	*	52%	69%
Students with Disabilities	12	724	724	725	*	*	*	*	*	17%	25%
Students without Disabilities	60	747	747	761	*	*	*	*	*	43%	64%
English Learners	*	*	*	720	*	*	*	*	*	*	17%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	757	*	*	*	*	*	*	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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Mathematics Assessment - Participation and Performance

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

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Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	129	100.0	38.8	46.8	44.5	38.8	54.2	Not Met
White	56	100.0	37.5	53.1	54.1	37.5	64.4	Not Met
Hispanic	48	100.0	29.2	32.3	28.8	29.2	41.6	Not Met
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	13	100.0	76.9	76.9	76.5	76.9	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	56.3	53.3	*	**	**
Female	64	100.0	28.1	42.2	44.9	28.1		
Male	65	100.0	49.2	51.2	44.2	49.2		
Economically Disadvantaged Students	84	100.0	35.7	39.6	26.3	35.7	51.1	Not Met
Non-Economically Disadvantaged Students	45	100.0	44.4	57.4	54.9	44.4		
Students with Disabilities	23	100.0	*	*	17.4	*	28.3	Not Met
Students without Disabilities	106	100.0	*	*	50.0	*		
English Learners	15	100.0	26.7	28.8	25.0	26.7	**	**
Non-English Learners	114	100.0	40.4	49.9	46.5	40.4		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	N	N	N	*	17.1	N		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

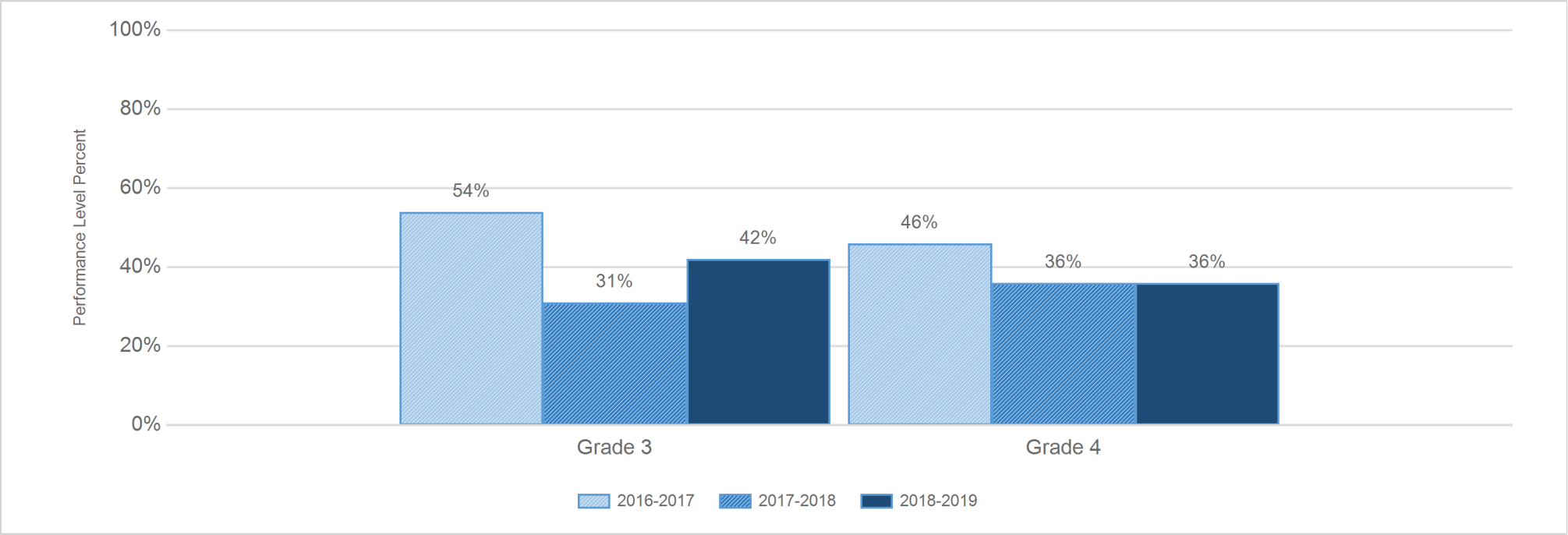


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 3

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	62	740	740	752	*	16%	31%	*	*	42%	55%
White	24	741	741	760	*	*	*	*	*	42%	66%
Hispanic	24	734	734	739	*	*	42%	*	*	29%	40%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	32	736	736	751	*	*	*	*	*	38%	54%
Male	30	745	745	752	*	*	*	*	*	47%	56%
Economically Disadvantaged Students	39	736	736	737	*	*	*	*	*	38%	37%
Non-Economically Disadvantaged Students	23	746	746	761	*	*	*	*	*	48%	67%
Students with Disabilities	10	720	720	731	*	*	*	*	*	10%	31%
Students without Disabilities	52	744	744	756	*	*	*	*	*	48%	60%
English Learners	*	*	*	728	*	*	*	*	*	*	26%
Non-English Learners	*	*	*	754	*	*	*	*	*	*	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



Ventnor Elementary School
(01-5350-045)
Grades Offered: PK-04
2018-2019

Report Key:

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Mathematics Assessment - Performance by Grade: Grade 4

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	73	742	742	749	*	22%	37%	*	*	36%	51%
White	35	740	740	757	*	*	37%	*	*	34%	62%
Hispanic	24	738	738	737	*	*	*	*	*	29%	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	35	733	733	749	*	*	*	*	*	17%	50%
Male	38	750	750	749	*	*	*	*	*	53%	52%
Economically Disadvantaged Students	49	742	742	734	*	*	*	*	*	33%	32%
Non-Economically Disadvantaged Students	24	742	742	759	*	*	*	*	*	42%	63%
Students with Disabilities	12	724	724	726	*	*	*	*	*	*	25%
Students without Disabilities	61	745	745	754	*	*	*	*	*	*	56%
English Learners	*	*	*	722	*	*	*	*	*	*	18%
Non-English Learners	*	*	*	751	*	*	*	*	*	*	54%
Homeless Students	*	*	*	722	*	*	*	*	*	*	19%
Students in Foster Care	N	N	N	724	N	N	N	N	N	N	23%
Military-Connected Students	*	*	*	753	*	*	*	*	*	*	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	10	*	*
3-4	*	*	*
5 or more	*	*	*



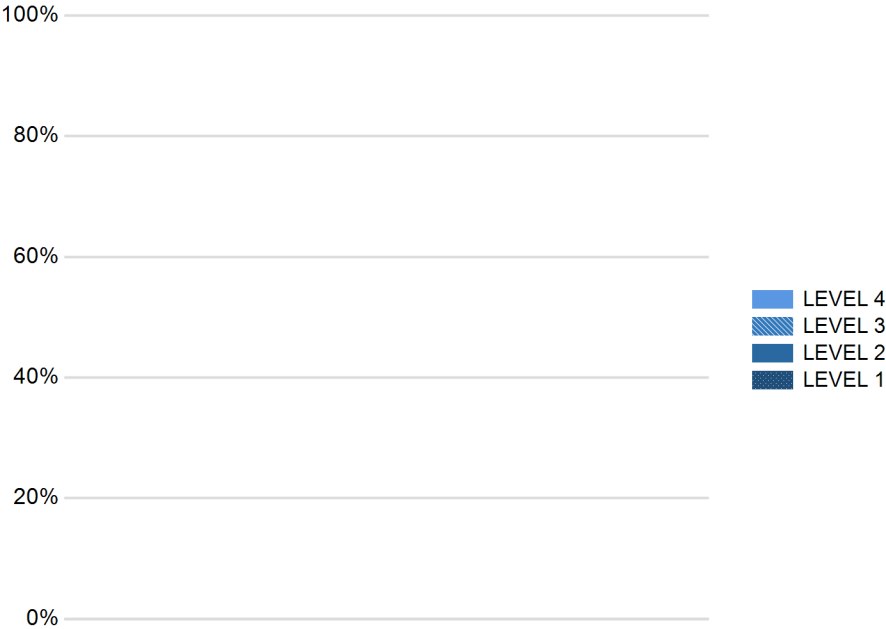
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

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



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

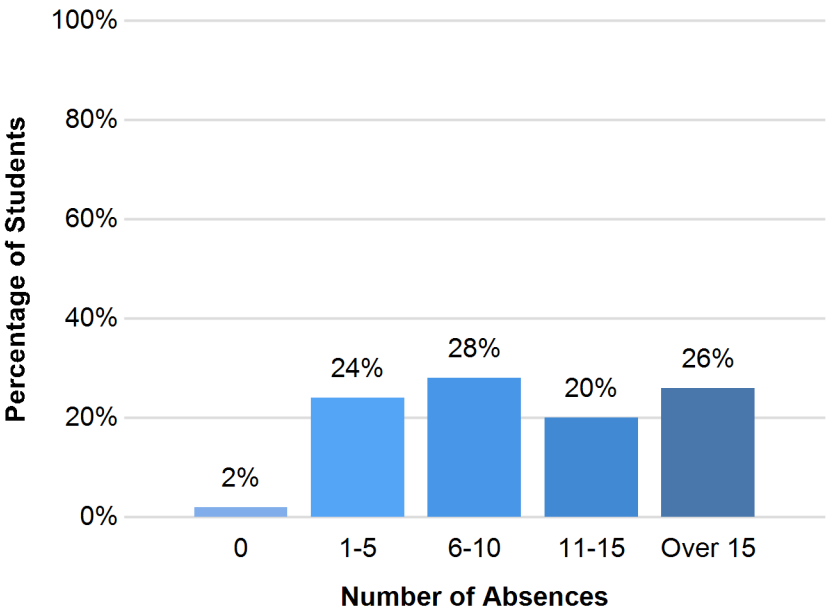
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	69	21.5	9.2	Not Met
White	29	21.0	9.2	Not Met
Hispanic	26	20.6	9.2	Not Met
Black or African American	3	25.0	**	**
Asian, Native Hawaiian, or Pacific	5	16.1	9.2	Not Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	6	42.9	**	**
Female	32	21.9		
Male	37	21.1		
Economically Disadvantaged Students	57	27.7	9.2	Not Met
Students with Disabilities	22	35.5	9.2	Not Met
English Learners	4	22.2	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





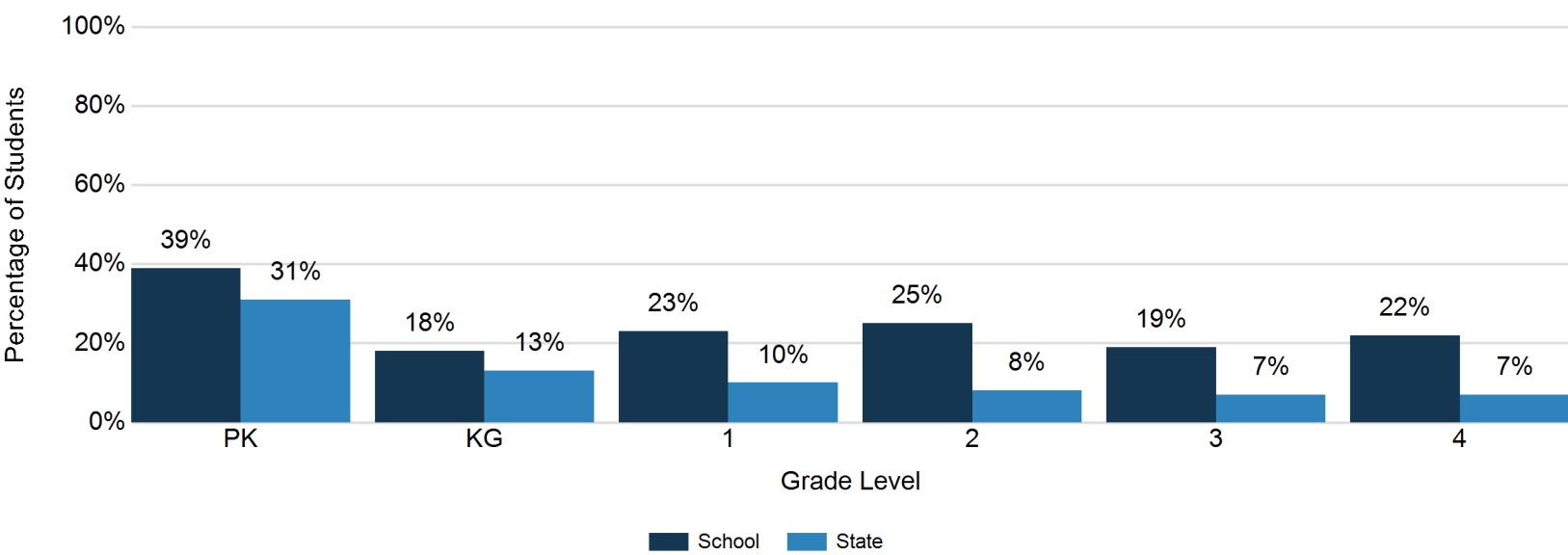
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Chronic Absenteeism by Grade

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





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

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	0.27

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



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Harassment, Intimidation, and Bullying (HIB) Investigations

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

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

Student Disciplinary Removals

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

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

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

**Ventnor Elementary School**

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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs 0 Mins
Shared Time - Instructional Time	4 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	40	118,214
Average years experience in public schools	17.4	12.1
Average years experience in district	15.8	10.8
Percentage of Teachers with 4 or more years experience in the district	90.0%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	25.0	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	377:1	112:1
Teachers to Administrators	40:1	12:1
Students to Librarians/Media Specialists		669:1
Students to Nurses		669:1
Students to Counselors		223:1
Students to Child Study Team Members		335:1



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Teachers and Administrators – Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.9%	85.0%	100.0%	48.4%	77.1%	54.9%
Male	53.1%	15.0%	0.0%	51.6%	22.9%	45.1%
White	44.3%	95.0%	100.0%	42.4%	83.6%	77.4%
Hispanic	37.4%	5.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	4.0%	0.0%	0.0%	15.0%	6.6%	13.9%
Asian	10.1%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	4.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

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

Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	98.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	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	93.6%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
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	56.5%	41.6%	39.1%
Math Proficiency	49.7%	33.5%	38.8%
ELA Growth	42	40	43
Math Growth	48	27	61
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		43.8%	41.7%
Chronic Absenteeism	9.6%	14.6%	21.5%

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



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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.



Ventnor Elementary School
(01-5350-045)
Grades Offered: PK-04
2018-2019

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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

<div>  <div>Highlights:</div> </div>	<ul style="list-style-type: none"> Technology used daily school wide, prescriptive technology focused on meeting individual student needs, wireless one to one devices in grades 2-4. Implementation of interactive TVs/ Smart Boards. Social Emotional Learning is emphasized to assist in students applying strategies to enhance academic focus. Innovative use of new ELA and Mathematics materials to promote differentiation and engage students.
<div>  <div>Mission, Vision, Theme:</div> </div>	<p>In partnership with our children, families and community, the Ventnor Elementary School is a positive environment dedicated to a superior education by providing quality instruction and challenging learning experiences in a safe and orderly environment.</p>
<div>  <div>Awards, Recognition, Accomplishments:</div> </div>	<p>School staff actively seeks grant funding. Continued Preschool Expansion to full day preschool for three and four year olds . Awarded the Target Education Grant several years in a row, Look for the Good Grant, three years of the Philadelphia Zoo Unless Grant, New Jersey School Boards Association Innovations in Special Education Award for TEAM (Teaching and Education with Authentic Methods) Program</p>





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School Narrative

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 Courses, Curriculum, Instruction:	Academic and computer assisted instructional programs include language arts literacy, math, science, social studies, and writing. The related arts offered starting in kindergarten include physical education, health, art, music, computer instruction, library, world language, and STEM. Additional programs include instrumental music lessons, gifted and talented, basic skills, ESL, and special education. Technology online programs include Razkids, Freckle, Smarty Ants and Achieve3000.
 Clubs and Activities:	Clubs and activities include Academic Afterschool Skill Builders grades 1-4, Reading Room and Chorus for grades 3-4, Safety Patrol and Band for grade 4, School Attendance Matters (SAM) pals school wide





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<div>Before and After School Programs:</div>	<p>The district runs a before and after care program that serves students ages 5-12. Parents are charged a fee for students to attend the program. Program hours are for 7:30-8:15 and 3:15-5:30.</p>
<div>Staff and Professional Learning:</div>	<p>Professional learning for teachers and administrators is provided in technology, curriculum and instructional strategies, NJ required trainings, job embedded literacy coaching, data analysis and application to closing the achievement gap to meet student needs. PD is provided through common planning PLC meetings, vertical and horizontal articulation, faculty meetings, model lessons, shared documents, graduate and doctoral coursework.</p>



Ventnor Elementary School

(01-5350-045)

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Student Supports and Services:

The Intervention & Referral services committee serves to design interventions for students with learning, behavioral or health difficulties. Basic skills push in ELA & Math. Supplemental reading and math are offered as intervention for students with difficulties. Academic afterschool is offered for extra help with academics. English Language Learners support is provided by certified ELL teachers. Students with disabilities are served in the least restrictive environment.



Student Health and Wellness:

Breakfast and lunch meet federal regulations with regard to the school nutrition standards. Students engage in moderate to vigorous physical activity each physical education class. Students set goals based on health and skill related fitness components. Each class includes a variety of exercises and movements during warm-up, main activity, and cool down that promote healthy lifestyles. Health curriculum is provided for all students. The school has a full time nurse.






Parent and Community Involvement:

Ventnor Home and School Association, Ventnor Educational Foundation, English Language Learners Advisory Group, Early Childhood Advisory Committee, Title One Parent Advisory Committee, Ventnor Recreational Association. Event highlights: Educational Expo, Spring Recital, Parent Visitation, Career Day, Fire Prevention, Concerts, Conferences, Pancake Breakfast, Movie Night, Community based field day

School Narrative

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<div>  <div>Climate Surveys:</div> </div>	<div>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers Assess with student, parent and staff survey each spring using an online, user friendly format and share the results of the survey during year end School Safety & Climate Team meeting. The results are shared with stakeholders, and strengths & improvement areas are highlighted. During the 17-18 school year the Climate Survey result strengths: 99% of students feel safe or very safe in their classroom. 97% enjoy participating in school events. 94% said their parents and teachers are proud of them when they do well. 92% said their teachers notice and give them help if they are having trouble learning something.</div>
<div>  <div>Facilities:</div> </div>	<div>Recent renovations include new roof, new playground, renovation of the auditorium including new sound system, new HVAC units. Facilities include reading room, leveled book room, computer lab, STEM lab, mobile computer carts, gyms.</div>
<div>  <div>School Safety:</div> </div>	<div>All visitors entering the building are scanned through the Eyemetrics database of registered sex offenders. Visitors are required to wear badges upon entry. A drop off window is provided for easy drop off of items. Board approval is required for all individuals volunteering in the building.</div>





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 <div>Technology and STEM:</div>	<p>Technology- tablets, smart boards, computer lab, tablet carts, Office 365 available for student and parent download. Interactive TVs piloted in several classrooms. School website access to student and parent resources. Global connect parent communication. STEM cycle classes provided to K-4 students.</p>
 <div>Early Childhood Education:</div>	<p>Early childhood grant awarded to the district for the 17-18 school year for expanded full day preschool for 3-4 year olds. Registration in early spring, waiting list used if necessary. Multiple classes for three and four year olds in district and one partnership class with Headstart located right in the elementary building. Creative Currciulum used in all classes.</p>



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<div>A blue circular icon with a white lowercase letter 'i' inside, representing information.</div> <div>Other Information</div>	Action room including indoor swings, indoor rock climbing wall, and diverse activities provided to meet student needs with respect to gross motor coordination, frequent breaks, and sensory needs.
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Ventnor Middle School
(01-5350-040)
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Ventnor Middle School
(01-5350-040)
Grades Offered: 05-08
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	Atlantic
District	Ventnor City School District
Principal Name	Mr. Robert Baker
Address	VENTNOR EDUCATIONAL COMMUNITY VENTNOR, NJ 08406
Phone Number	609-487-7900
Email Address	rbaker@veccnj.org
Website	http://vms.veccnj.org/



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

Enrollment Trends by Grade

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

Grade	2016-17	2017-18	2018-19
5	62	95	66
6	72	58	91
7	72	64	55
8	82	68	65
Total	288	285	277

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	44.8%	48.4%	49.5%
Male	55.2%	51.6%	50.5%
Economically Disadvantaged Students	64.6%	59.6%	58.1%
Students with Disabilities	16.0%	14.0%	12.3%
English Learners	3.1%	4.6%	4.0%
Homeless Students	0.3%	0.4%	1.4%
Students in Foster Care	1.0%	0.0%	0.7%
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	34.7%	35.4%	38.3%
Hispanic	41.3%	44.6%	40.1%
Black or African American	4.5%	3.5%	3.6%
Asian	16.7%	13.7%	14.8%
Native Hawaiian or Pacific Islander	0.7%	0.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.4%
Two or More Races	2.1%	2.5%	2.9%

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	60.3%
Spanish	24.2%
Bengali	3.6%
Vietnamese	3.6%
Arabic	1.8%
Other Languages	6.5%



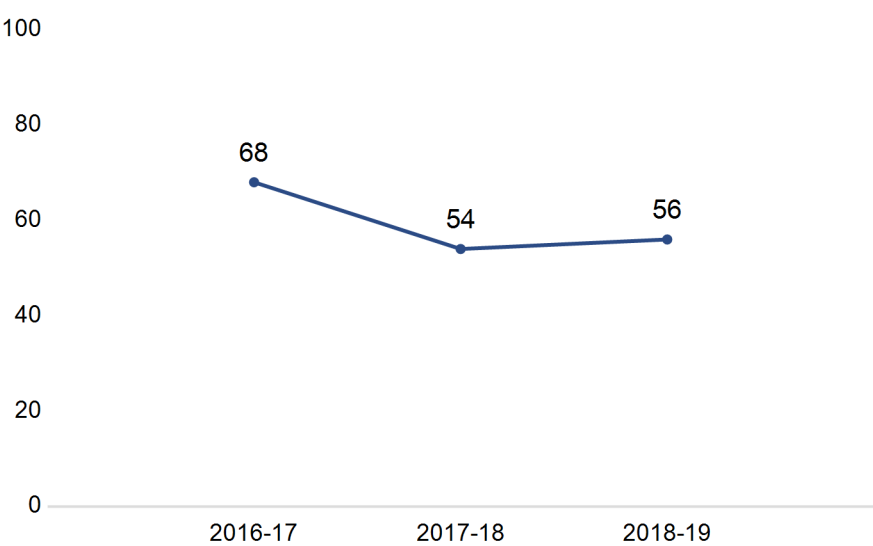
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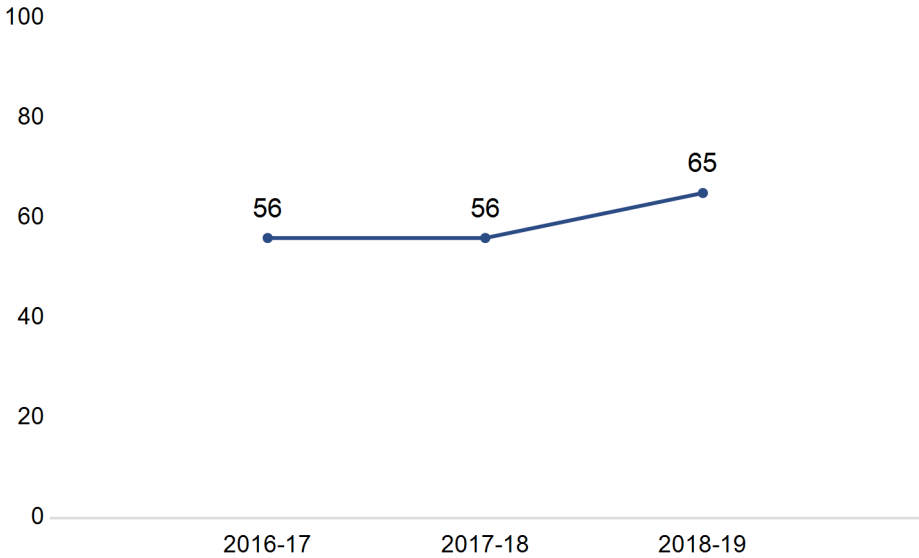
Student Growth Trends and Progress

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

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	68	54	56	56	56	65
Met Standard (40-59.5)?	Exceeds Standard	Met Standard	Met Standard	Met Standard	Met Standard	Exceeds Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

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

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40 -59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40 -59.5)
Schoolwide	56	54	50	Met Standard	65	63	50	Exceeds Standard
White	54.5	55.5	50	Met Standard	65	60	52	Exceeds Standard
Hispanic	50	44.5	49	Met Standard	67	67	47	Exceeds Standard
Black or African American	*	58	45	**	*	*	43	**
Asian, Native Hawaiian, or Pacific Islander	73	74	59	Exceeds Standard	61	62	60	Exceeds Standard
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	*	39	49	**	*	54.5	52	**
Female	58	57	53	N	63	61	50	N
Male	52	52	47	N	69.5	65.5	51	N
Economically Disadvantaged Students	57.5	54	48	Met Standard	69	65.5	46	Exceeds Standard
Students with Disabilities	54.5	48	43	Met Standard	47.5	47.5	45	Met Standard
English Learners	50	50	52	Met Standard	69	69	50	Exceeds Standard
Homeless Students	*	*	43	N	*	*	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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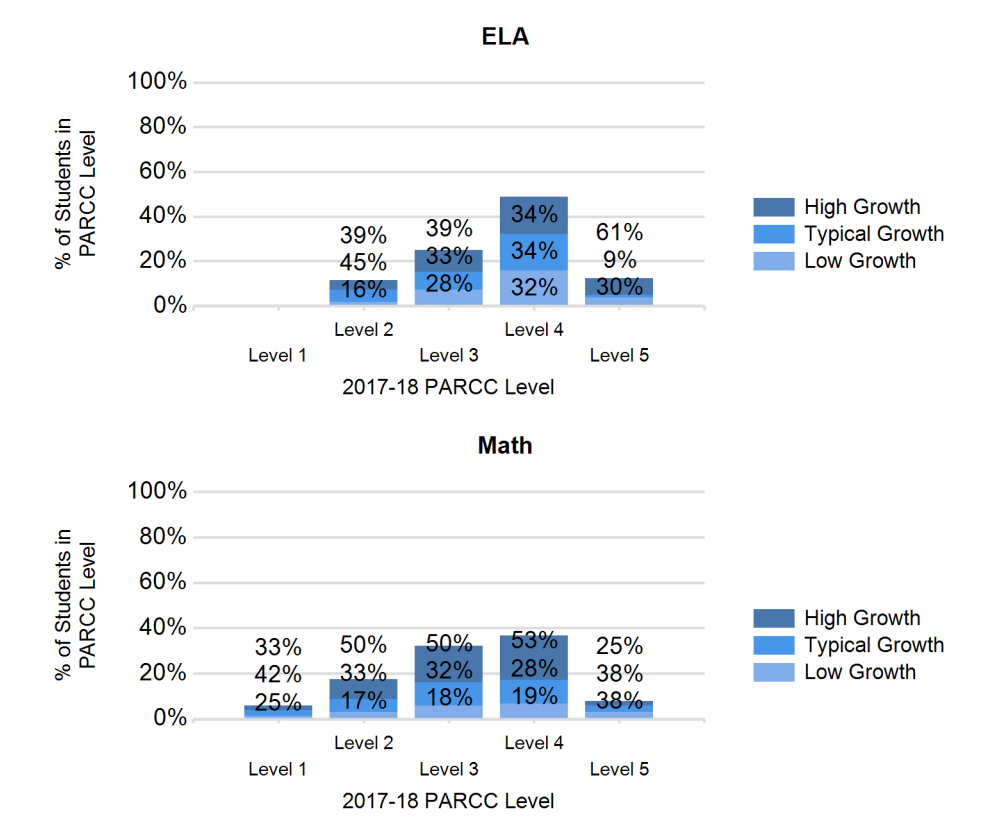
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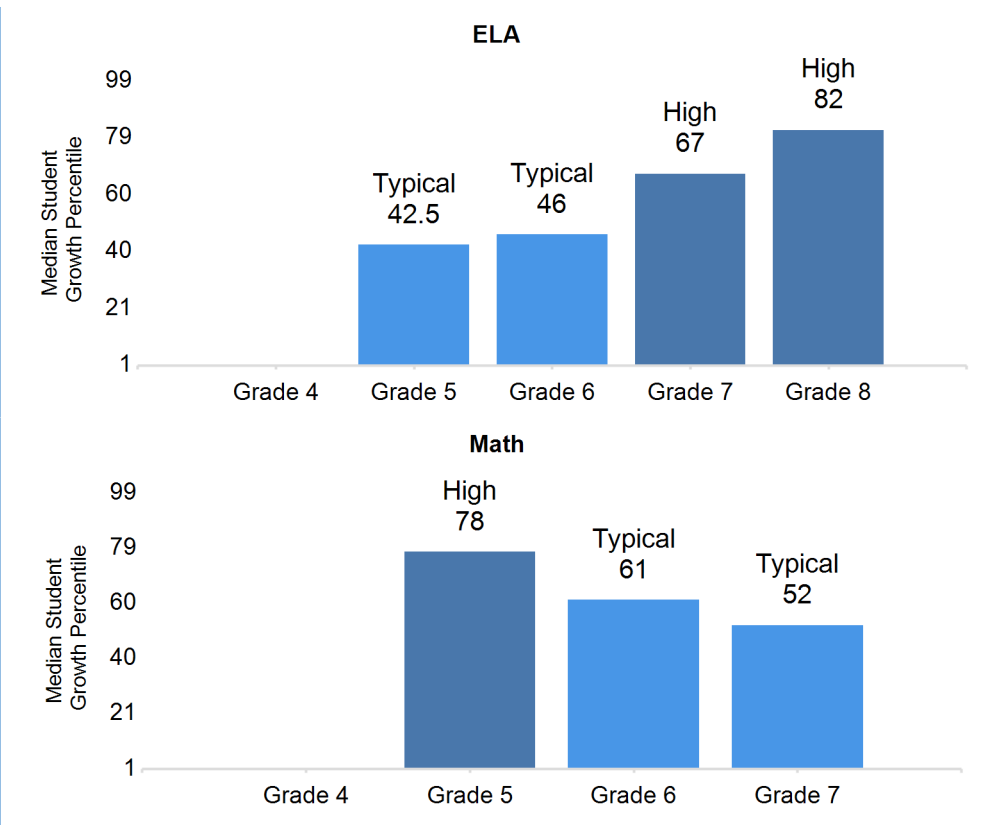
Student Growth by Performance Level

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



Student Growth by Grade

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



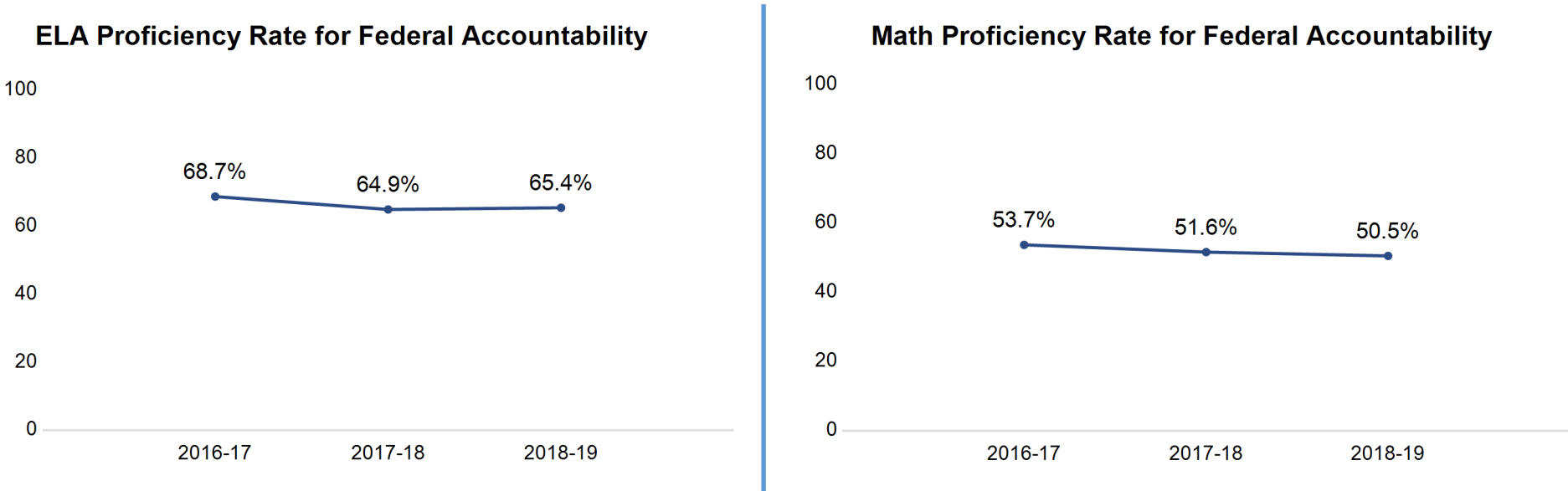


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English Language Arts and Mathematics Performance Trends

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



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	99.3%	100.0%	99.6%	98.6%	100.0%	99.6%
Proficiency Rate for Federal Accountability	68.7%	64.9%	65.4%	53.7%	51.6%	50.5%
Annual Target	61.3%	62.3%	63.3%	49.3%	50.9%	52.5%
Met Annual Target?	Met Target	Met Target	Met Target	Met Target	Met Target	Met Target†
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	272	99.6	65.4	57.0	57.9	65.4	63.3	Met Target
White	105	99.1	79.0	64.6	66.9	79.0	71.8	Met Target
Hispanic	110	100.0	51.8	45.2	43.9	51.8	53.6	Met Target†
Black or African American	*	*	*	*	38.5	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	74.4	75.0	82.9	74.4	69.9	Met Target
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	68.8	64.4	*	**	**
Female	135	100.0	69.6	60.1	64.8	69.6		
Male	137	99.3	61.3	54.0	51.3	61.3		
Economically Disadvantaged Students	155	100.0	58.7	49.4	40.0	58.7	61	Met Target†
Non-Economically Disadvantaged Students	117	99.2	74.4	68.3	67.9	74.4		
Students with Disabilities	41	97.6	31.7	25.0	22.7	31.7	29.8	Met Target
Students without Disabilities	231	100.0	71.4	63.1	65.1	71.4		
English Learners	43	100.0	41.9	*	29.3	41.9	29	Met Target
Non-English Learners	229	99.6	69.9	*	60.6	69.9		
Homeless Students	*	*	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

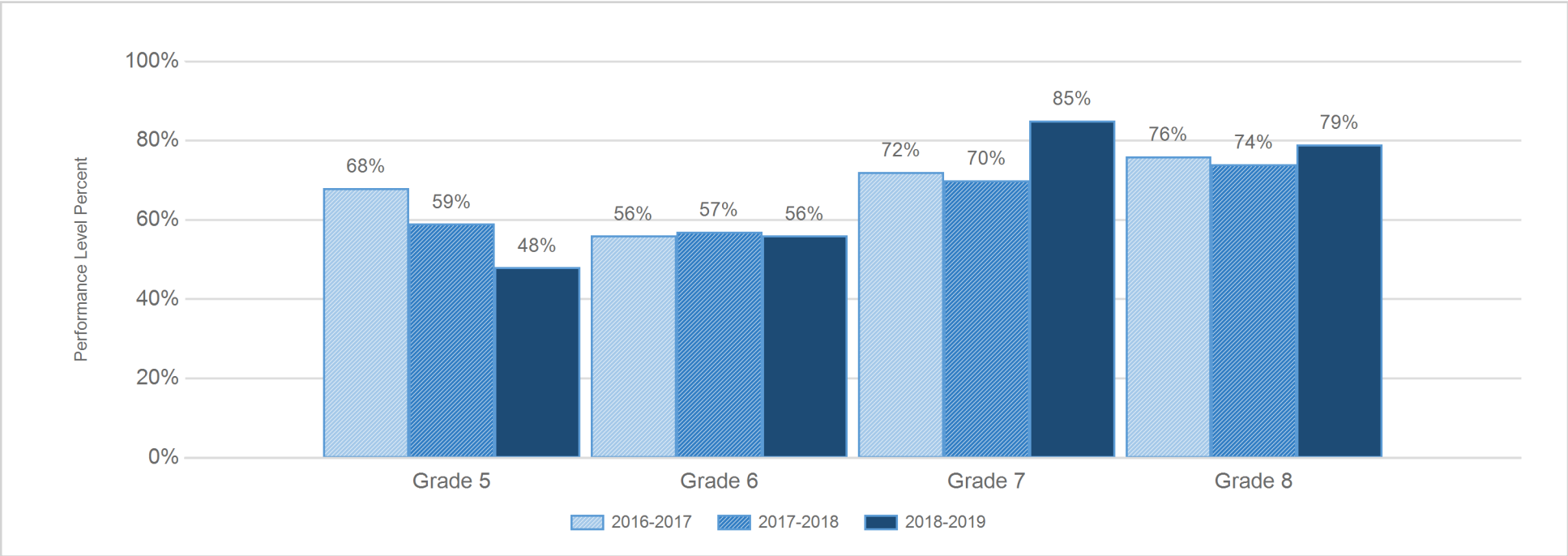


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English Language Arts Assessment - Performance Trends

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





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2018-2019

Report Key:
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** Accountability calculations require 20 or more students
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English Language Arts Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	748	748	756	*	*	35%	*	*	48%	58%
White	22	752	752	764	*	*	*	68%	0%	68%	68%
Hispanic	30	744	744	743	*	*	47%	*	*	37%	44%
Black or African American	*	*	*	739	*	*	*	*	*	*	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	37	751	751	761	*	*	*	*	*	51%	64%
Male	29	744	744	750	*	*	*	*	*	45%	52%
Economically Disadvantaged Students	42	743	743	740	*	*	*	*	*	38%	39%
Non-Economically Disadvantaged Students	24	756	756	766	*	*	*	*	*	67%	69%
Students with Disabilities	12	728	728	724	*	*	*	*	*	25%	23%
Students without Disabilities	54	752	752	762	*	*	*	*	*	54%	65%
English Learners	*	*	*	713	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	758	*	*	*	*	*	*	60%
Homeless Students	*	*	*	730	*	*	*	*	*	*	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	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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English Language Arts Assessment - Performance by Grade: Grade 6

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	753	753	754	*	*	30%	*	*	56%	56%
White	34	765	765	762	*	*	*	*	*	74%	65%
Hispanic	39	742	742	743	*	*	41%	38%	0%	38%	43%
Black or African American	*	*	*	738	*	*	*	*	*	*	36%
Asian, Native Hawaiian, or Pacific Islander	12	756	756	780	*	0%	*	*	*	67%	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	44	761	761	762	*	*	30%	*	*	64%	64%
Male	47	745	745	748	*	*	30%	*	*	49%	48%
Economically Disadvantaged Students	54	746	746	740	*	*	*	*	*	46%	39%
Non-Economically Disadvantaged Students	37	763	763	763	*	*	*	*	*	70%	67%
Students with Disabilities	*	*	*	722	*	*	*	*	*	*	19%
Students without Disabilities	*	*	*	761	*	*	*	*	*	*	64%
English Learners	*	*	*	710	*	*	*	*	*	*	*
Non-English Learners	*	*	*	756	*	*	*	*	*	*	*
Homeless Students	*	*	*	729	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



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English Language Arts Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	53	776	776	761	*	*	*	53%	32%	85%	63%
White	18	776	776	769	0%	0%	*	*	*	89%	72%
Hispanic	25	767	767	747	*	*	*	*	*	84%	50%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	29	776	776	769	*	*	*	*	*	86%	71%
Male	24	777	777	753	*	*	*	*	*	83%	55%
Economically Disadvantaged Students	35	772	772	743	*	*	*	*	*	80%	45%
Non-Economically Disadvantaged Students	18	783	783	771	*	*	*	*	*	94%	73%
Students with Disabilities	*	*	*	720	*	*	*	*	*	*	22%
Students without Disabilities	*	*	*	769	*	*	*	*	*	*	71%
English Learners	*	*	*	706	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	763	*	*	*	*	*	*	65%
Homeless Students	*	*	*	729	*	*	*	*	*	*	34%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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English Language Arts Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	67	780	780	762	*	*	*	34%	45%	79%	63%
White	33	786	786	770	*	0%	*	39%	48%	88%	72%
Hispanic	16	764	764	747	*	*	*	*	*	63%	49%
Black or African American	*	*	*	741	*	*	*	*	*	*	43%
Asian, Native Hawaiian, or Pacific Islander	15	791	791	794	0%	*	*	*	*	80%	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	27	786	786	771	*	*	*	37%	48%	85%	71%
Male	40	777	777	753	*	*	*	33%	43%	75%	55%
Economically Disadvantaged Students	28	779	779	743	*	*	*	43%	39%	82%	45%
Non-Economically Disadvantaged Students	39	781	781	772	*	*	*	28%	49%	77%	72%
Students with Disabilities	10	738	738	721	*	*	*	*	*	30%	22%
Students without Disabilities	57	788	788	770	*	*	*	*	*	88%	71%
English Learners	*	*	*	708	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	764	*	*	*	*	*	*	65%
Homeless Students	*	*	*	727	*	*	*	*	*	*	31%
Students in Foster Care	N	N	N	726	N	N	N	N	N	N	32%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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Mathematics Assessment - Participation and Performance

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

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	273	99.6	50.5	46.8	44.5	50.5	52.5	Met Target†
White	106	99.1	61.3	53.1	54.1	61.3	59.7	Met Target
Hispanic	110	100.0	33.6	32.3	28.8	33.6	37.3	Met Target†
Black or African American	*	*	*	*	23.0	*	**	**
Asian, Native Hawaiian, or Pacific Islander	39	100.0	76.9	76.9	76.5	76.9	71.7	Met Target
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	56.3	53.3	*	**	**
Female	135	100.0	48.9	42.2	44.9	48.9		
Male	138	99.3	52.2	51.2	44.2	52.2		
Economically Disadvantaged Students	156	100.0	41.7	39.6	26.3	41.7	48.9	Not Met
Non-Economically Disadvantaged Students	117	99.2	62.4	57.4	54.9	62.4		
Students with Disabilities	41	97.6	26.8	*	17.4	26.8	17.9	Met Target
Students without Disabilities	232	100.0	54.7	*	50.0	54.7		
English Learners	44	100.0	29.5	28.8	25.0	29.5	29	Met Target
Non-English Learners	229	99.6	54.6	49.9	46.5	54.6		
Homeless Students	*	*	*	*	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.

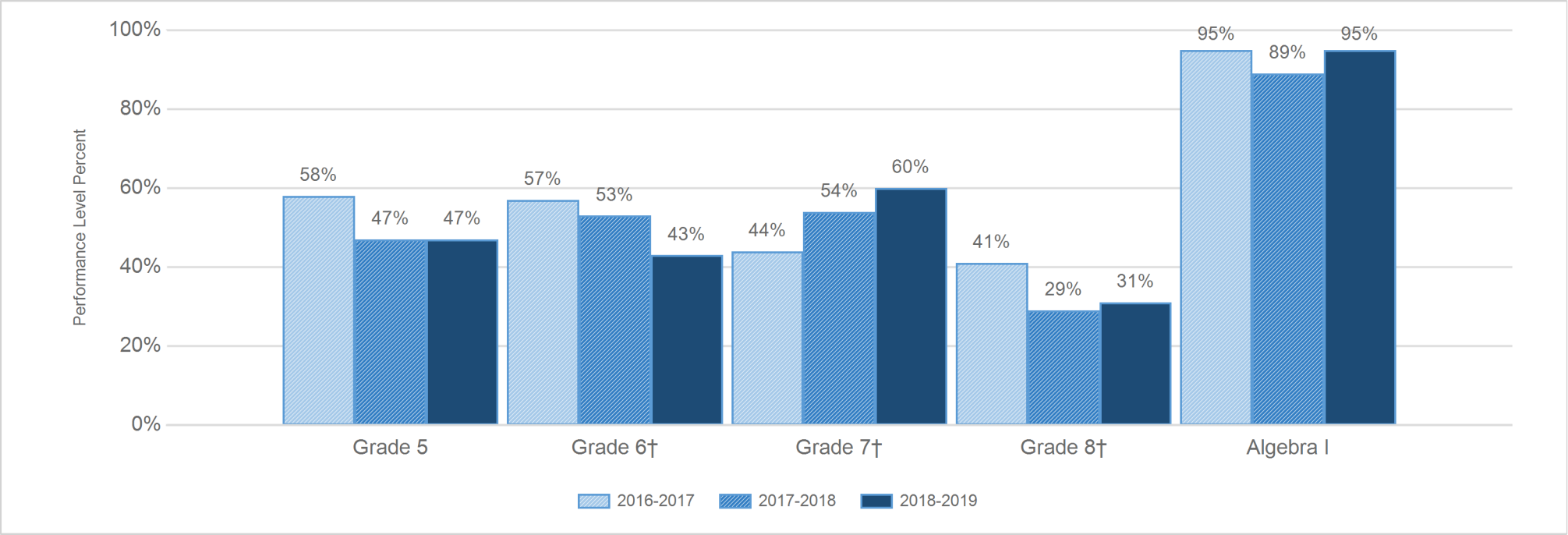


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Mathematics Assessment – Performance Trends

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



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



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Mathematics Assessment - Performance by Grade: Grade 5

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	66	749	749	747	*	17%	30%	*	*	47%	47%
White	22	754	754	755	*	*	*	*	*	59%	58%
Hispanic	30	741	741	735	*	*	33%	*	*	33%	30%
Black or African American	*	*	*	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	37	746	746	747	*	*	*	*	*	43%	47%
Male	29	753	753	747	*	*	*	*	*	52%	47%
Economically Disadvantaged Students	42	747	747	732	*	*	*	*	*	40%	27%
Non-Economically Disadvantaged Students	24	752	752	757	*	*	*	*	*	58%	59%
Students with Disabilities	12	732	732	725	*	*	*	*	*	33%	19%
Students without Disabilities	54	752	752	752	*	*	*	*	*	50%	52%
English Learners	*	*	*	718	*	*	*	*	*	*	12%
Non-English Learners	*	*	*	749	*	*	*	*	*	*	49%
Homeless Students	*	*	*	723	*	*	*	*	*	*	17%
Students in Foster Care	*	*	*	722	*	*	*	*	*	*	14%
Military-Connected Students	N	N	N	748	N	N	N	N	N	N	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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Mathematics Assessment - Performance by Grade: Grade 6

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	91	745	745	741	*	18%	32%	*	*	43%	41%
White	34	761	761	749	*	*	*	*	*	62%	51%
Hispanic	39	731	731	729	*	*	44%	*	*	21%	24%
Black or African American	*	*	*	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	12	753	753	769	0%	*	*	*	*	67%	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	44	749	749	742	*	*	32%	*	*	45%	42%
Male	47	742	742	740	*	*	32%	*	*	40%	40%
Economically Disadvantaged Students	54	735	735	726	*	*	*	*	*	28%	21%
Non-Economically Disadvantaged Students	37	760	760	750	*	*	*	*	*	65%	53%
Students with Disabilities	*	*	*	716	*	*	*	*	*	*	12%
Students without Disabilities	*	*	*	746	*	*	*	*	*	*	46%
English Learners	*	*	*	709	*	*	*	*	*	*	*
Non-English Learners	*	*	*	743	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	55	754	754	744	*	*	27%	*	*	60%	42%
White	19	754	754	751	0%	0%	*	*	*	63%	53%
Hispanic	26	747	747	733	*	*	*	*	*	54%	26%
Black or African American	*	*	*	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	30	746	746	744	*	*	*	*	*	50%	42%
Male	25	764	764	743	*	*	*	*	*	72%	42%
Economically Disadvantaged Students	37	752	752	731	*	*	*	*	*	54%	24%
Non-Economically Disadvantaged Students	18	759	759	751	*	*	*	*	*	72%	53%
Students with Disabilities	*	*	*	718	*	*	*	*	*	*	13%
Students without Disabilities	*	*	*	749	*	*	*	*	*	*	48%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	745	*	*	*	*	*	*	44%
Homeless Students	*	*	*	721	*	*	*	*	*	*	13%
Students in Foster Care	N	N	N	720	N	N	N	N	N	N	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	*	*	*	717	*	*	*	*	*	*	12%



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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	45	733	733	728	22%	24%	22%	31%	0%	31%	29%
White	20	730	730	737	*	*	*	*	*	35%	38%
Hispanic	14	723	723	722	*	*	*	*	*	21%	22%
Black or African American	*	*	*	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	16	736	736	731	*	*	*	*	*	31%	31%
Male	29	731	731	726	*	*	*	*	*	31%	27%
Economically Disadvantaged Students	22	735	735	719	*	*	*	*	*	32%	20%
Non-Economically Disadvantaged Students	23	730	730	735	*	*	*	*	*	30%	36%
Students with Disabilities	10	705	705	707	*	*	*	*	*	10%	10%
Students without Disabilities	35	740	740	734	*	*	*	*	*	37%	35%
English Learners	*	*	*	706	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	730	*	*	*	*	*	*	30%
Homeless Students	*	*	*	709	*	*	*	*	*	*	12%
Students in Foster Care	N	N	N	709	N	N	N	N	N	N	15%
Military-Connected Students	N	N	N	735	N	N	N	N	N	N	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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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.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	22	781	781	744	0%	0%	*	*	*	95%	42%
White	13	779	779	752	0%	0%	*	*	*	92%	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	N	N	N	725	N	N	N	N	N	N	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	N	N	N	752	N	N	N	N	N	N	51%
Female	11	769	769	745	0%	0%	*	*	*	91%	44%
Male	11	793	793	743	0%	0%	*	*	*	100%	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	N	717	N	N	N	N	N	N	12%
Students without Disabilities	22	781	781	748	0%	0%	*	*	*	95%	47%
English Learners	N	N	N	710	N	N	N	N	N	N	*
Non-English Learners	22	781	781	745	0%	0%	*	*	*	95%	*
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%



Ventnor Middle School
(01-5350-040)
Grades Offered: 05-08
2018-2019

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DLM Alternate Assessment - Participation

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

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

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

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



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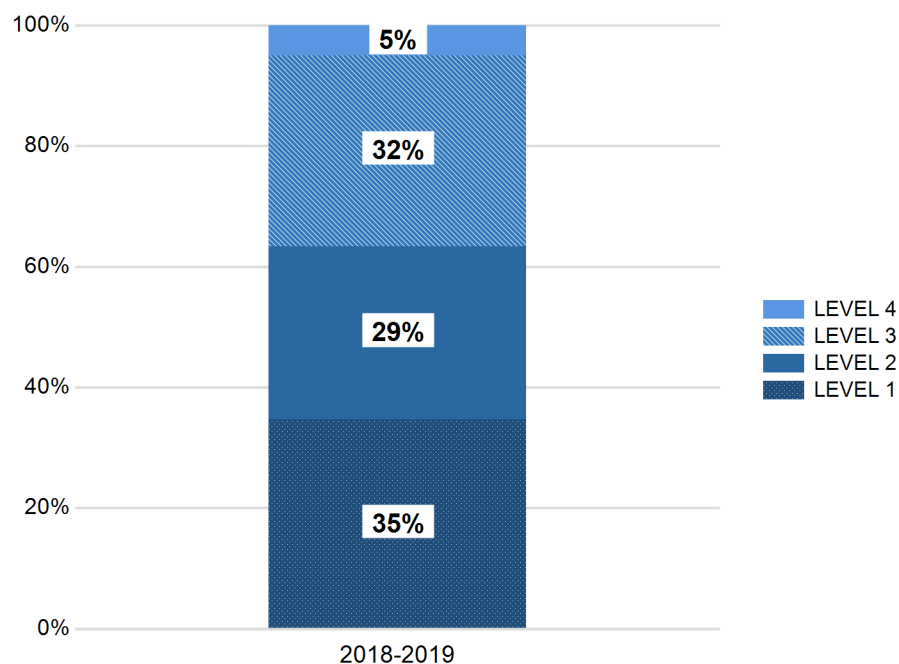
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a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

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	35	29	32	5
White	23	23	50	5
Hispanic	43	40	13	3
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	*	*	*	*
Two or More Races	*	*	*	*
Female	35	35	30	0
Male	34	21	34	10
Economically Disadvantaged Students	47	29	18	5
Non-Economically Disadvantaged Students	18	29	50	4
Students with Disabilities	73	9	9	9
Students without Disabilities	27	33	36	4
English Learners	N	N	N	N
Non-English Learners	35	29	32	5
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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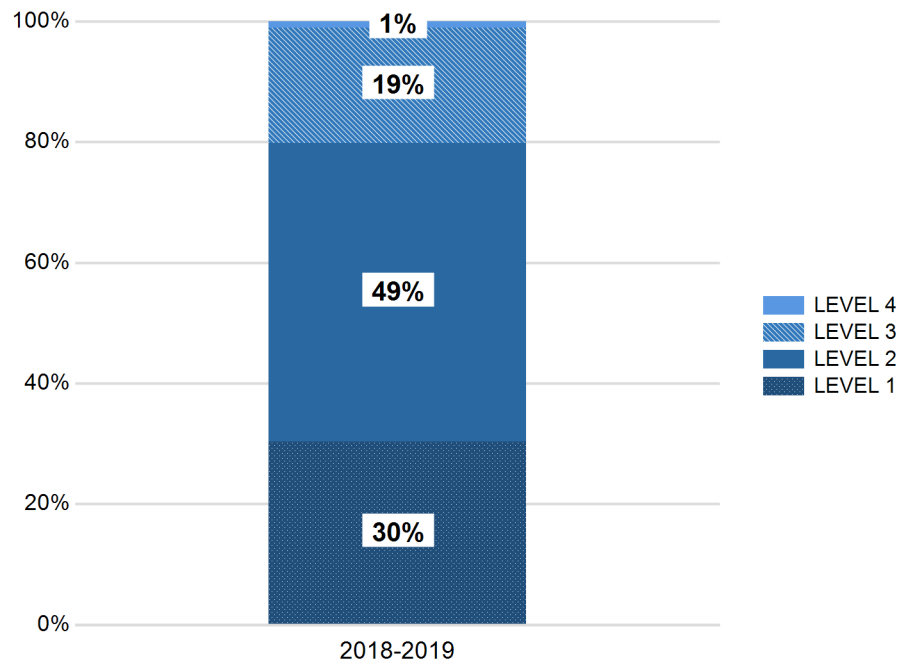
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	30	49	19	1
White	27	42	27	3
Hispanic	50	44	6	0
Black or African American	*	*	*	*
Asian, Native Hawaiian, or Pacific Islander	20	60	20	0
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	30	63	7	0
Male	30	40	28	3
Economically Disadvantaged Students	29	57	14	0
Non-Economically Disadvantaged Students	31	44	23	3
Students with Disabilities	70	20	10	0
Students without Disabilities	23	54	21	2
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	N	N	N	N
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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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	99
7	0	0	62
8	23	0	46
Total	23	0	207

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	98	0	0	0	0	0	0
7	43	0	0	0	0	0	0
8	52	0	0	0	0	0	0
Total	193	0	0	0	0	0	0



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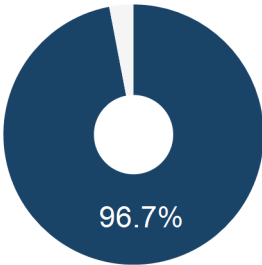
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Visual and Performing Arts – Course Participation

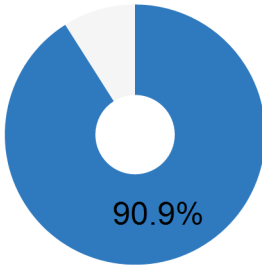
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

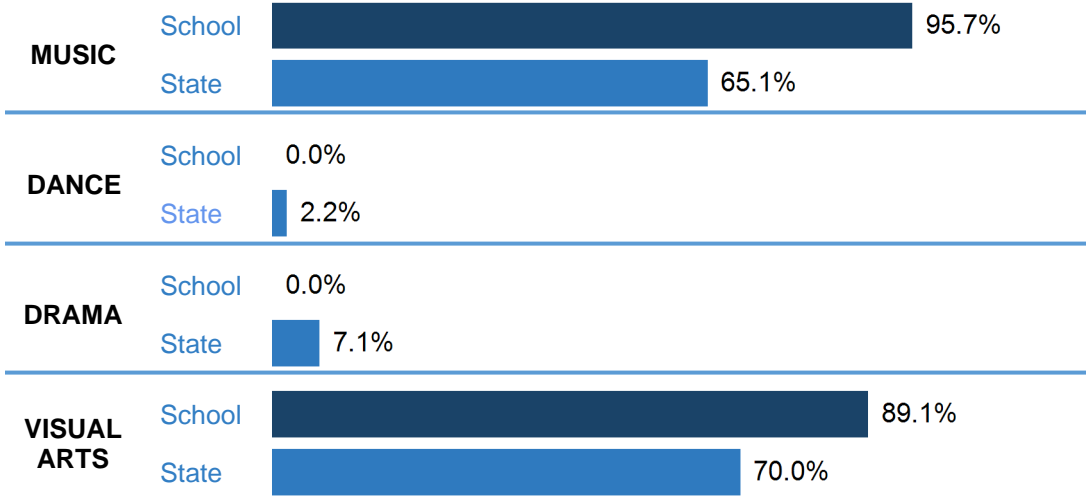


School



State

Students enrolled in one or more classes by discipline:





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

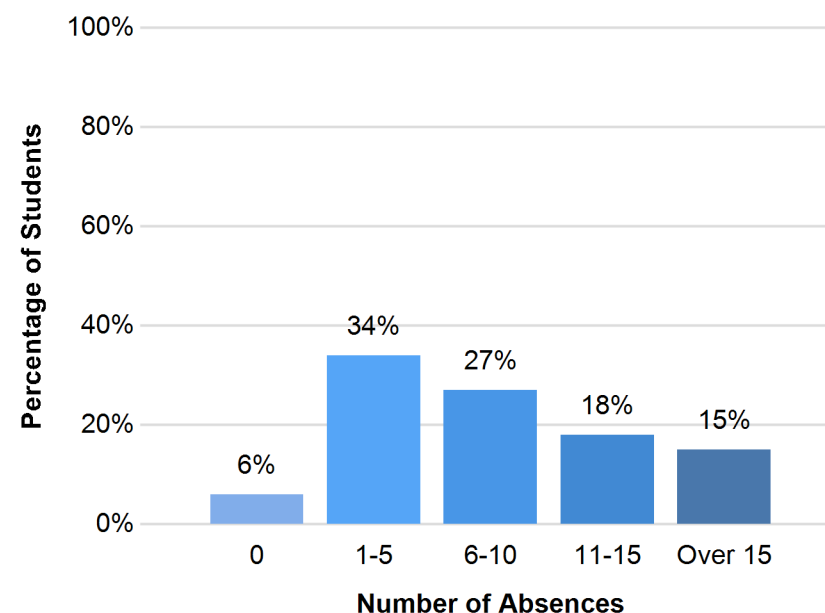
Chronic Absenteeism

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

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	30	10.6	8.7	Not Met
White	16	14.5	8.7	Not Met
Hispanic	7	6.3	8.7	Met
Black or African American	3	30.0	**	**
Asian, Native Hawaiian, or Pacific	3	7.1	8.7	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	13	9.4		
Male	17	11.7		
Economically Disadvantaged Students	18	11.1	8.7	Not Met
Students with Disabilities	3	7.7	8.7	Met
English Learners	1	9.1	**	**
Homeless Students	*	*		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





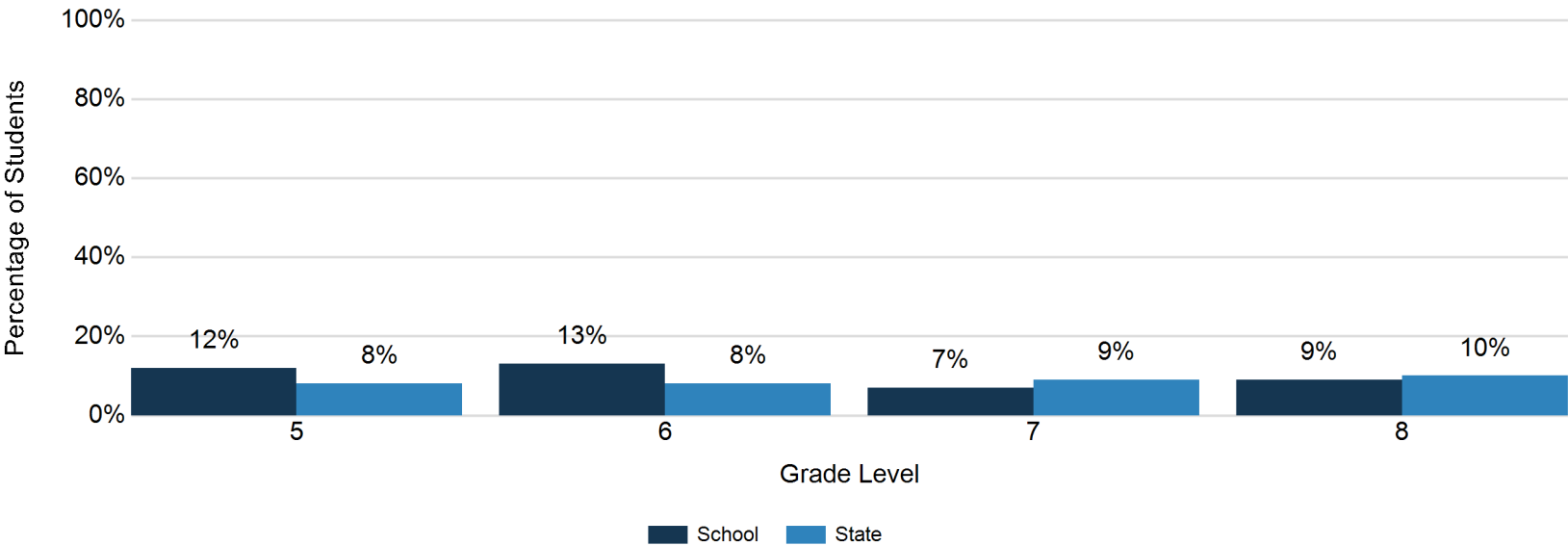
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Chronic Absenteeism by Grade

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





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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	3
Total Unique Incidents	4
Incidents Per 100 Students Enrolled	1.44

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	0



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

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
39



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School Day

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

Category	School
Typical Start Time	8:15 AM
Typical End Time	3:15 PM
Length of School Day	7 Hrs 0 Mins
Full Time - Instructional Time	4 Hrs 0 Mins
Shared Time - Instructional Time	4 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	32	118,214
Average years experience in public schools	21.6	12.1
Average years experience in district	17.8	10.8
Percentage of Teachers with 4 or more years experience in the district	96.9%	75.3%

Administrators – Experience (District Level)		
This table shows information about the experience of administrators assigned to this district and across the state.		
Category	Admin. in District	Admin. in State
Total Number of administrators	6	9,530
Average years experience in public schools	25.0	16.0
Average years experience in district	10.7	12.0
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.9%

Student and Staff Ratios		
This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.		
Ratio	School Ratio	District Ratio
Students to Teachers	9:1	9:1
Students to Administrators	277:1	112:1
Teachers to Administrators	32:1	12:1
Students to Librarians/Media Specialists		669:1
Students to Nurses		669:1
Students to Counselors		223:1
Students to Child Study Team Members		335:1



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Teachers and Administrators– Demographics

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

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.5%	68.8%	0.0%	48.4%	77.1%	54.9%
Male	50.5%	31.3%	100.0%	51.6%	22.9%	45.1%
White	38.3%	96.9%	100.0%	42.4%	83.6%	77.4%
Hispanic	40.1%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	3.6%	3.1%	0.0%	15.0%	6.6%	13.9%
Asian	14.8%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.4%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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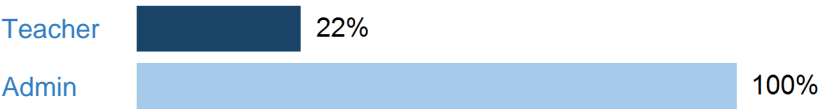
Teachers and Administrators - Level of Education

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

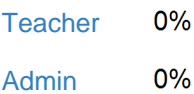
Bachelor's Degree



Master's Degree



Doctoral Degree



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

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

Job Type	District	State
2017-18 Teachers: Same district 2018-19	98.6%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

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

School Year	% Days Present
2018-19	95.3%



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Per-Pupil Expenditures by Source

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

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

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

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

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



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

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

ESSA Accountability Status

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

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.



Ventnor Middle School
(01-5350-040)
Grades Offered: 05-08
2018-2019

Report Key:

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

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). 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	68.7%	64.9%	65.4%
Math Proficiency	53.7%	51.6%	50.5%
ELA Growth	68	54	56
Math Growth	56	56	65
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		*	*
Chronic Absenteeism	7.6%	10.9%	10.6%

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



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

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

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

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

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

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

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

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

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

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

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



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Accountability Summary by Student Group - 2018-19 School Year

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

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

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

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






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School Narrative

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

 <p>Highlights:</p>	<ul style="list-style-type: none"> The VMS offers language arts, math, social studies, science, art, music, computers, technology, health, PE and Spanish Wireless laptops and tablets are assigned to each individual in the school. The VMS has interscholastic sports of soccer, field hockey, basketball, volleyball, and track and field
 <p>Mission, Vision, Theme:</p>	<p>At the Ventnor Middle School, it our goal to facilitate a positive environment for learning and growing, where students believe they can achieve in academics and foster their own innate talents through all endeavors.</p>
 <p>Awards, Recognition, Accomplishments:</p>	<p>Ventnor Schools has been designated a High Performing School District.</p>






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 <p>Courses, Curriculum, Instruction:</p>	<p>Ventnor Middle School provides a full range of educational services appropriate to grades five through eight. Academic courses include the five core subjects consisting of reading, English, mathematics, social studies, and science. Related arts programs open to all students include art, music, computers, technology, instrumental music, health, physical education, and world language.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Basketball (Boys & Girls), Field Hockey (Girls), Soccer (Coed), Track and Field - Spring (Boys & Girls), Volleyball (Coed)</p> <p>Over the last few years, VMS teams have won their league championships in Basketball and Soccer.</p>
 <p>Clubs and Activities:</p>	<p>Extracurricular activities included Honor Society, Tech Club, Think Day Team, Yearbook, School Play, Band, Chorus, and Studer Council.</p>




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 <div>Before and After School Programs:</div>	Our academic after-school programs included computer aided instruction, study halls, and mathematics / language skill building.
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes</p>
 <p>Facilities:</p>	<p>The Ventnor City Public School District operates one building known as the Ventnor Educational Community Complex. Inside the VECC there are two separate schools known as Ventnor Elementary School and Ventnor Middle School. The VECC was built in 1970 with additions in 1974, 1983, 1997, and 2001.</p>